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| **PLANNING AND PREPARATION** **1c Setting Instructional Outcomes*** Value, sequence, and alignment
* Clarity
* Balance
* Suitability for diverse learners

**1e Designing Coherent Instruction*** Learning activities
* Instructional materials and resources
* Instructional groups
* Lesson and unit structure

**1f Designing Student Assessments*** Congruence with outcomes
* Criteria and standards
* Formative assessments
* Use for planning
 | **CLASSROOM ENVIRONMENT****2a Creating an Environment of Respect and Rapport*** Teacher interaction with students
* Student interaction with students

**2c Managing Classroom Procedures*** Instructional groups
* Transitions
* Materials and supplies
* Non-instructional duties
* Supervision of volunteer and paraprofessionals

**2d Managing Student Behavior*** Expectations
* Monitoring behavior
* Response to misbehavior
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| **PROFESSIONAL RESPONSIBILITIES** **4b Maintaining Accurate Records*** Student completion of assignments
* Student progress in learning
* Non-instructional records

**4c Communicating with Families*** About instructional program
* About individual students
* Engagement of families in instructional program

**4f Showing Professionalism*** Integrity / ethical conduct
* Service to students
* Advocacy
* Decision making
* Compliance with school / district regulations
 | **INSTRUCTION****3c Engaging Students in Learning*** Activities and assignments
* Student groups
* Instructional materials and resources
* Structure and pacing

**3d Using Assessments in Instruction*** Assessment criteria
* Monitoring of student learning
* Feedback to students
* Student self assessment and monitoring

**3e Demonstrating Flexibility and Responsiveness*** Lesson Adjustment
* Response to Students
* Persistence
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