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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 |
| **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 |