

## Broward - Domains 2-4

### Domain 2: Planning and Preparing (v2)

#### Planning and Preparing for Lessons and Units

1. Effective Scaffolding of Information within Lessons
2. Lessons within Units
3. Attention to Established Content Standards

#### Planning and Preparing for Use of Resources and Technology

4. Use of Available Traditional Resources
5. Use of Available Technology

#### Planning and Preparing for Special Needs of Students

6. Needs of English Language Learners
7. Needs of Special Education Students
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### Domain 3: Reflecting on Teaching (v2)

#### Evaluating Personal Performance

9. Identifying Areas of Pedagogical Strength and Weakness
10. Evaluating the Effectiveness of Individual Lessons and Units
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#### Promoting a Positive Environment

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#### Promoting Exchange of Ideas and Strategies

16. Seeking Mentorship for Areas of Need or Interest
17. Mentoring Other Teachers and Sharing Ideas and Strategies

#### Promoting District and School Development

18. Adhering to District and School Rules and Procedures
19. Participating in District and School Initiatives

## Domain 2: Planning and Preparing (v2)

### Planning and Preparing for Lessons and Units

#### Effective Scaffolding of Information within Lessons

Within lessons, the teacher prepares and plans the organization of content in such a way that each new piece of information builds on the previous piece.

**Evidence:****Planning Evidence:**

- Content is organized to build upon previous information
- Presentation of content is logical and progresses from simple to complex
- Where appropriate, presentation of content is integrated with other content areas, other lessons and/or units
- The plan anticipates potential confusions that students may experience

**Teacher Evidence:**

- When asked, the teacher can describe the rationale for how the content is organized
- When asked, the teacher can describe the rationale for the sequence of instruction
- When asked, the teacher can describe how content is related to previous lessons, units or other content
- When asked, the teacher can describe possible confusions that may impact the lesson or unit

**Resources:**Scale**Scale:**

Not Applicable   Not Using   Beginning   Developing   Applying   Innovating

**Lessons within Units**

The teacher organizes lessons within units to progress toward a deep understanding of content.

**Evidence:****Planning Evidence:**

- Plans illustrate how learning will move from an understanding of foundational content to application of information in authentic ways
- Plans incorporate student choice and initiative
- Plans provide for extension of learning

**Teacher Evidence:**

- When asked, the teacher can describe how lessons within the unit progress toward deep understanding and transfer of content
- When asked, the teacher can describe how students will make choices and take initiative
- When asked, the teacher can describe how learning will be extended

**Resources:**Scale**Scale:**

Not Applicable   Not Using   Beginning   Developing   Applying   Innovating

## Attention to Established Content Standards

The teacher ensures that lesson and unit plans are aligned with established content standards identified by the district and the manner in which that content should be sequenced.

### Evidence:

#### Planning Evidence:

- Lesson and unit plans include important content identified by the district (scope)
- Lesson and unit plans include the appropriate manner in which materials should be taught (sequence) as identified by the district

#### Teacher Evidence:

- When asked, the teacher can identify or reference the important content (scope) identified by the district
- When asked, the teacher can describe the sequence of the content to be taught as identified by the district

### Resources:

Scale

### Scale:

Not Applicable   Not Using   Beginning   Developing   Applying   Innovating

## Planning and Preparing for Use of Resources and Technology

### Use of Available Traditional Resources

The teacher identifies the available traditional resources (materials and human) for upcoming units and lessons.

### Evidence:

#### Planning Evidence:

- The plan outlines resources within the classroom that will be used to enhance students' understanding of the content
- The plan outlines resources within the school that will be used enhance students' understanding of the content

#### Teacher Evidence:

- When asked, the teacher can describe the resources within the classroom that will be used to enhance students' understanding of the content

- The plan outlines resources within the community that will be used to enhance students' understanding of the content

- When asked, the teacher can describe resources within the school that will be used to enhance students' understanding of the content

- When asked, the teacher can describe resources within the community that will be used to enhance students' understanding of the content

## Resources:

Scale

## Scale:

Not Applicable   Not Using   Beginning   Developing   Applying   Innovating

## Use of Available Technology

The teacher identifies the use of available technology that can enhance students' understanding of content in a lesson or unit.

## Evidence:

### Planning Evidence:

- The plan identifies available technology that will be used:
- Interactive whiteboards
  - Response systems
  - Voting technologies
  - One-to-one computers
  - Social networking sites
  - Blogs
  - Wikis
  - Discussion Boards
- The plan identifies how the technology will be used to enhance student learning

### Teacher Evidence:

- When asked, the teacher can describe the technology that will be used
- When asked, the teacher can articulate how the technology will be used to enhance student learning

## Resources:

Scale

## Scale:

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# Planning and Preparing for Special Needs of Students

## Needs of English Language Learners

The teacher provides for the needs of English Language Learners (ELL) by identifying the adaptations that must be made within a lesson or unit.

### Evidence:

#### Planning Evidence:

- The plan identifies the accommodations that must be made for individual ELL students or groups within a lesson
- The plan identifies the adaptations that must be made for individual ELL students or groups within a unit of instruction

#### Teacher Evidence:

- When asked, the teacher can describe the accommodations that must be made for individual ELL students or groups of students within a lesson
- When asked, the teacher can describe the adaptations that must be made for individual ELL students or groups of students within a unit of instruction

### Resources:

Scale

### Scale:

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## Needs of Special Education Students

The teacher identifies the needs of special education students by providing accommodations and modifications that must be made for specific special education students.

### Evidence:

#### Planning Evidence:

- The plan describes accommodations and modifications that must be made for individual special education students or groups of students according to the Individualized Education Program (IEP) for a lesson
- The plan describes the accommodations and modifications that must be made for individual special education students or groups of students according to the IEP for a unit of instruction

#### Teacher Evidence:

- When asked, the teacher can describe the specific accommodations that must be made for individual special education students or groups of students according to their IEP for a lesson
- When asked, the teacher can describe the specific accommodations and modifications that must be made for individual special education students or groups of students according to their IEP for a unit of instruction

**Resources:**Scale**Scale:**

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**Needs of Students Who Lack Support for Schooling**

The teacher identifies the needs of students who come from home environments that offer little support for schooling.

**Evidence:****Planning Evidence:**

- The plan provides for the needs of students who come from home environments that offer little support for schooling
- When assigning homework, the teacher takes into consideration the students' family resources
- When communicating with the home, the teacher takes into consideration family and language resources

**Teacher Evidence:**

- When asked, the teacher can articulate how the needs of students who come from home environments that offer little support for schooling will be addressed
- When asked, the teacher can articulate the ways in which the students' family resources will be addressed when assigning homework
- When asked, the teacher can articulate the ways in which communication with the home will take into consideration family and language resources

**Resources:**Scale**Scale:**

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**Domain 3: Reflecting on Teaching (v2)**

# Evaluating Personal Performance

## Identifying Areas of Pedagogical Strength and Weakness

The teacher identifies specific strategies and behaviors on which to improve from Domain 1 (routine lesson segments, content lesson segments and segments that are enacted on the spot).

### Evidence:

#### Teacher Evidence:

- The teacher identifies specific areas of strengths and weaknesses within Domain 1
- The teacher keeps track of specifically identified focus areas for improvement within Domain 1
- The teacher identifies and keeps track of specific areas identified based on teacher interest within Domain 1
- When asked, the teacher can describe how specific areas for improvement are identified within Domain 1

### Resources:

Scale

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## Evaluating the Effectiveness of Individual Lessons and Units

The teacher determines how effective a lesson or unit of instruction was in terms of enhancing student achievement and identifies causes of success or difficulty.

### Evidence:

#### Teacher Evidence:

- The teacher gathers and keeps records of his or her evaluations of individual lessons and units
- When asked, the teacher can explain the strengths and weaknesses of specific lessons and units
- When asked, the teacher can explain the alignment of the assessment tasks and the learning goals
- When asked, the teacher can explain how the assessment tasks help track student progress toward the learning goals

**Resources:**Scale**Scale:**

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**Evaluating the Effectiveness of Specific Pedagogical Strategies and Behaviors**

The teacher determines the effectiveness of specific instructional techniques regarding the achievement of subgroups of students and identifies specific reasons for discrepancies.

**Evidence:****Teacher Evidence:**

- The teacher gathers and keeps evidence of the effects of specific classroom strategies and behaviors on specific categories of students (i.e., different socio-economic groups, different ethnic groups)
- The teacher provides a written analysis of specific causes of success or difficulty
- When asked, the teacher can explain the differential effects of specific classroom strategies and behaviors on specific categories of students

**Resources:**Scale**Scale:**

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**Developing and Implementing a Professional Growth Plan****Developing a Written Growth and Development Plan**

The teacher develops a written professional growth and development plan with specific and measurable goals, action steps, manageable timelines and appropriate resources.



**Evidence:****Teacher Evidence:**

- The teacher constructs a growth plan that outlines measurable goals, action steps, manageable timelines and appropriate resources
- When asked, the teacher can describe the professional growth plan using specific and measurable goals, action steps, manageable timelines and appropriate resources

**Resources:**Scale**Scale:**

Not Applicable    Not Using    Beginning    Developing    Applying    Innovating

**Monitoring Progress Relative to the Professional Growth and Development Plan**

The teacher charts his or her progress toward goals using established action plans, milestones and timelines.

**Evidence:****Teacher Evidence:**

- The teacher constructs a plan that outlines a method for charting progress toward established goals supported by evidence (e.g., student achievement data, student work, student interviews, peer, self and observer feedback)
- When asked, the teacher can describe progress toward meeting the goals outlined in the plan supported by evidence (e.g., student achievement data, student work, student interviews, peer, self and observer feedback)

**Resources:**Scale**Scale:**

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# Domain 4: Collegiality and Professionalism (v2)

## Promoting a Positive Environment

### Promoting Positive Interactions with Colleagues

The teacher interacts with other teachers in a positive manner to promote and support student learning.

#### Evidence:

##### Teacher Evidence:

- The teacher works cooperatively with appropriate school personnel to address issues that impact student learning
- The teacher establishes working relationships that demonstrate integrity, confidentiality, respect, flexibility, fairness and trust
- The teacher accesses available expertise and resources to support students' learning needs
- When asked, the teacher can describe situations in which he or she interacts positively with colleagues to promote and support student learning
- When asked, the teacher can describe situations in which he or she helped extinguish negative conversations about other teachers

#### Resources:

Scale

#### Scale:

Not Applicable   Not Using   Beginning   Developing   Applying   Innovating

### Promoting Positive Interactions about Students and Parents

The teacher interacts with students and parents in a positive manner to foster learning and promote positive home/school relationships.

#### Evidence:

##### Teacher Evidence:

- The teacher fosters collaborative partnerships with parents to enhance student success in a manner that demonstrates integrity, confidentiality, respect, flexibility, fairness and trust

- The teacher ensures consistent and timely communication with parents regarding student expectations, progress and/or concerns
- The teacher encourages parent involvement in classroom and school activities
- The teacher demonstrates awareness and sensitivity to social, cultural and language backgrounds of families
- The teacher uses multiple means and modalities to communicate with families
- The teacher responds to requests for support, assistance and/or clarification promptly
- The teacher respects and maintains confidentiality of student/family information
- When asked, the teacher can describe instances when he or she interacted positively with students and parents
- When asked, students and parents can describe how the teacher interacted positively with them
- When asked, the teacher can describe situations in which he or she helped extinguish negative conversations about students and parents

### Resources:

Scale

### Scale:

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## Promoting Exchange of Ideas and Strategies

### Seeking Mentorship for Areas of Need or Interest

The teacher seeks help and input from colleagues regarding specific classroom strategies and behaviors.

### Evidence:

#### Teacher Evidence:

- The teacher keeps track of specific situations during which he or she has sought mentorship from others
- The teacher actively seeks help and input in Professional Learning Community meetings
- The teacher actively seeks help and input from appropriate school personnel to address issues that impact instruction
- When asked, the teacher can describe how he or she seeks input from colleagues regarding issues that impact instruction

### Resources:

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**Mentoring Other Teachers and Sharing Ideas and Strategies**

The teacher provides other teachers with help and input regarding specific classroom strategies and behaviors.

**Evidence:****Teacher Evidence:**

- The teacher keeps tracks of specific situations during which he or she mentored other teachers
- The teacher contributes and shares expertise and new ideas with colleagues to enhance student learning in formal and informal ways
- The teacher serves as an appropriate role model (mentor, coach, presenter, researcher) regarding specific classroom strategies and behaviors
- When asked, the teacher can describe specific situations in which he or she has mentored colleagues

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**Promoting District and School Development****Adhering to District and School Rules and Procedures**

The teacher is aware of the district's and school's rules and procedures and adheres to them.

**Evidence:****Teacher Evidence:**

- The teacher performs assigned duties
- The teacher follows policies, regulations and procedures
- The teacher maintains accurate records (student progress, completion of assignments, non-instructional records)
- The teacher fulfills responsibilities in a timely manner
- The teacher understands legal issues related to students and families
- The teacher demonstrates personal integrity
- The teacher keeps track of specific situations in which he or she adheres to rules and procedures

## Resources:

Scale

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## Participating in District and School Initiatives

The teacher is aware of the district's and school's initiatives and participates in them in accordance with his or her talents and availability.

## Evidence:

### Teacher Evidence:

- The teacher participates in school activities and events as appropriate to support students and families
- The teacher serves on school and district committees
- The teacher participates in staff development opportunities
- The teacher works to achieve school and district improvement goals
- The teacher keeps tracks of specific situations in which he or she has participated in school or district initiatives
- When asked, the teacher can describe or show evidence of his/her participation in district and school initiatives

## Resources:

Scale

**Scale:**

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**Signatures**

**Observer Signature:**

**Date:**

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**Learner Signature:**

**Date:**

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