

### **Domain 1: Planning and Preparation**

Defines how a teacher organizes the content that the students are to learn – how the teacher designs instruction. All elements of the instructional design – learning activities, materials, assessments, and strategies – should be appropriate to both the content and the students. The components of domain 1 are demonstrated through the plans and tools the teachers prepare to guide their teaching. The plan's effects are observable through actions in the classroom.

### **Domain 2: The Classroom Environment**

Consists of the non-instructional interactions that occur in a classroom. Activities and tasks establish a respectful classroom environment and a culture for learning. The atmosphere is businesslike; routines and procedures are handled efficiently. Student behavior is cooperative and non-disruptive, and the physical environment supports instruction. The components of domain 2 are demonstrated through classroom interaction and are observable.

### **Domain 3: Instruction**

Consist of the components that actually engage students in the content. These components represent distinct elements of instruction. Students are engaged in meaningful work that is important to students as well as teachers. Like domain 2, the components of domain 3 are demonstrated through teacher classroom interaction and are observable.

### **Domain 4: Professional Responsibilities**

Encompasses the professional's role outside of the classroom. These roles include professional responsibilities such as self-reflection and professional growth, in addition to contributions made to the school, the district, and the profession as a whole. The components in domain 4 are demonstrated through growth made in goals determined following self-reflection, interactions with colleagues, families and to the larger community.