<table>
<thead>
<tr>
<th>DOMAIN 1: Planning and Preparation</th>
<th>DOMAIN 2: The Classroom Environment</th>
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</table>
| 1a Demonstrating Knowledge of Content and Pedagogy  
  • Content knowledge  
  • Prerequisite relationships  
  • Content pedagogy  | 2a Creating an Environment of Respect and Rapport  
  • Teacher interaction with students  
  • Student interaction with students  |
| 1b Demonstrating Knowledge of Students  
  • Child development  
  • Learning process  
  • Special needs  
  • Student skills, knowledge, and proficiency  
  • Interests and cultural heritage  | 2b Establishing a Culture for Learning  
  • Importance of content  
  • Expectations for learning and achievement  
  • Student pride in work  |
| 1c Setting Instructional Outcomes  
  • Value, sequence, and alignment  
  • Clarity  
  • Balance  
  • Suitability for diverse learners  | 2c Managing Classroom Procedures  
  • Instructional groups  
  • Transitions  
  • Materials and supplies  
  • Non-instructional duties  
  • Supervision of volunteers and paraprofessionals  |
| 1d Demonstrating Knowledge of Resources  
  • For classroom  
  • To extend content knowledge  
  • For students  | 2d Managing Student Behavior  
  • Expectations  
  • Monitoring behavior  
  • Response to misbehavior  |
| 1e Designing Coherent Instruction  
  • Learning activities  
  • Instructional materials and resources  
  • Instructional groups  
  • Lesson and unit structure  | 2e Organizing Physical Space  
  • Safety and accessibility  
  • Arrangement of furniture and resources  |
| 1f Designing Student Assessments  
  • Congruence with outcomes  
  • Criteria and standards  
  • Formative assessments  
  • Use for planning  |  |

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<th>DOMAIN 4: Professional Responsibilities</th>
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| 4a Reflecting on Teaching  
  • Accuracy  
  • Use in future teaching  | 3a Communicating With Students  
  • Expectations for learning  
  • Directions and procedures  
  • Explanations of content  
  • Use of oral and written language  |
| 4b Maintaining Accurate Records  
  • Student completion of assignments  
  • Student progress in learning  
  • Non-instructional records  | 3b Using Questioning and Discussion Techniques  
  • Quality of questions  
  • Discussion techniques  
  • Student participation  |
| 4c Communicating with Families  
  • About instructional program  
  • About individual students  
  • Engagement of families in instructional program  | 3c Engaging Students in Learning  
  • Activities and assignments  
  • Student groups  
  • Instructional materials and resources  
  • Structure and pacing  |
| 4d Participating in a Professional Community  
  • Relationships with colleagues  
  • Participation in school projects  
  • Involvement in culture of professional inquiry  
  • Service to school  | 3d Using Assessment in Instruction  
  • Assessment criteria  
  • Monitoring of student learning  
  • Feedback to students  
  • Student self-assessment and monitoring  |
| 4e Growing and Developing Professionally  
  • Enhancement of content knowledge / pedagogical skill  
  • Receptivity to feedback from colleagues  
  • Service to the profession  | 3e Demonstrating Flexibility and Responsiveness  
  • Lesson adjustment  
  • Response to students  
  • Persistence  |
| 4f Showing Professionalism  
  • Integrity/ethical conduct  
  • Service to students  
  • Advocacy  
  • Decision-making  
  • Compliance with school/district regulation  |  |
### Learning-focused Conversations

#### Planning Conversations

**Activating and Engaging (1a, 1b)**
- context
- presenting issues

**Exploring and Discovering**
- goals and outcomes (1c)
- indicators of success (1f)
- approaches, strategies and resources (1d, 1e)
- potential choice points and concerns (1e, 1f)

**Organizing and Integrating**
- personal learning
- next steps

#### Reflecting Conversations (4a)

**Activating and Engaging**
- recollections
- perspectives and perceptions

**Exploring and Discovering**
- weigh evidence
- search for patterns
- compare/contrast
- analyze cause-effect

**Organizing and Integrating**
- generalizations
- applications

### Effective paraphrases

Align the speaker and responder, establish understanding, communicate regard and create connections to whatever follows.

#### Three Types of Paraphrase

**Acknowledge and Clarify:**
- So, you're noticing . . .
- You're describing . . .
- In other words, there are . . .

**Summarize and Organize:**
- So, there seem to be two key issues . . .
- You're comparing ______ with ______

**Shift Level of Abstraction:**
- Shifting up (e.g., move from Element to Component or Domain)
- Shifting down (e.g., move from Domain to Component or Element)

**Artful questions** combine with pausing and paraphrasing to increase the potential of learning-focused conversations. The goal of inquiry is to produce teacher thinking and integrate the self-talk of expertise.

**Use invitational stems:**
- What are some . . .
- In what ways . . .
- How might you . . .
- What seems to be . . .
- Given your . . .
- Based on . . .

**Include thinking processes:**
- What are some **comparisons** between . . .
- In what ways might you **apply** this . . .
- How might you **compare/contrast** . . .
- Based on this lesson, what are some **generalizations** . . .
- Given your experience, what might be **causing** this . . .

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**The Continuum of Learning-focused Interaction**

Is used by supervisors to flexibly shift between four stances to develop teachers' capacities to apply standards, reflect upon data, set goals and expand professional expertise.