

## DOMAIN 1: Mastery of Content and Pedagogical Practices

<b>DOMAIN 1:</b> Please rate the extent to which the <i><b>mastery of the content you teach and pedagogical practices used in the content you teach</b></i> were emphasized in your preparation program.			
<b>Sub Element</b>	To what extent was this a focus in Course/Seminar Learning (1-Not or rarely, 2, 3-Great degree)	To what extent was this a focus in Teaching Practice Learning (1-Not or rarely, 2, 3-Great degree)	OVERALL, how well did the program prepare you to do this in regular teaching? (1-Not well, 2, 3, 4-Very Well)
Knowledge of central concepts and big ideas in the discipline being taught.			
Knowledge of tools of inquiry and instructional practices important to the discipline being taught.			
Understanding typical ways that students progress in learning content, including common misunderstandings.			
Understanding how to identify and address common student misunderstandings about the content.			
How to draw on students' real world interests and experiences to make learning relevant.			
How to help students understand the interconnectedness of different content areas.			

## DOMAIN 2: Managing Classroom Environment

<b>DOMAIN 2:</b> Please rate the extent to which the following practices related to <u><i>managing the classroom environment to facilitate learning for students</i></u> were emphasized in your preparation program.			
<b>Sub Element</b>	To what extent was this a focus in Course/Seminar Learning (1-Not or rarely, 2, 3-Great degree)	To what extent was this a focus in Teaching Practice Learning (1-Not or rarely, 2, 3-Great degree)	OVERALL, how well did the program prepare you to do this in regular teaching? (1-Not well, 2, 3, 4-Very Well)
How to organize the classroom learning environment so that students can see display boards and other full-group materials.			
How to ensure that students know where and how to access learning materials as needed.			
Setting up routines and rules for the classroom that help all students focus on learning.			
How to use appropriate interventions when needed to manage behavior in the classroom.			
How to manage transitions between classroom activities efficiently.			

## DOMAIN 3: Developing Safe, Inclusive Environment for Diverse Students

<b>DOMAIN 3:</b> Please rate the extent to which the following practices related to <i><b>developing a safe, inclusive, respectful environment for a diverse population of students</b></i> were emphasized in your preparation program.			
<b>Sub Element</b>	To what extent was this a focus in Course/Seminar Learning (1-Not or rarely, 2, 3-Great degree)	To what extent was this a focus in Teaching Practice Learning (1-Not or rarely, 2, 3-Great degree)	OVERALL, how well did the program prepare you to do this in regular teaching? (1-Not well, 2, 3, 4-Very Well)
Ways to maintain a classroom built on mutually respectful relationships with students and among students.			
How to organize and facilitate students' work in groups.			
How to maintain a classroom environment that promotes social development and group responsibility.			
How to support cultural inclusiveness through structured classroom talk, curricula, and instructional experiences.			
Working collaboratively with students' families.			

## DOMAIN 4: Designing Assessments, Curriculum, & Instruction

<b>DOMAIN 4:</b> Please rate the extent to which the following practices related to <i><b>designing and adapting assessments, curriculum and instruction</b></i> were emphasized in your preparation program.			
<b>Sub Element</b>	To what extent was this a focus in Course/Seminar Learning (1-Not or rarely, 2, 3-Great degree)	To what extent was this a focus in Teaching Practice Learning (1-Not or rarely, 2, 3-Great degree)	OVERALL, how well did the program prepare you to do this in regular teaching? (1-Not well, 2, 3, 4-Very Well)
Understanding theories of cognitive, emotional, and social development of learners, and how these relate to effective teaching practices.			
Understanding different theories of learning and how these relate to effective teaching practices.			
Ways to adapt instruction to best accommodate individual differences among students.			
Ways to adapt instruction to best accommodate cultural and linguistic differences among students.			
Ways to adapt instruction to best accommodate students with disabilities.			
Ways to adapt school and/or district curriculum and assessments in appropriate ways to better meet student learning needs.			
Ways to provide appropriate social/emotional support to reach challenging and/or seemingly unmotivated students.			
Ways to provide academic supports (e.g. scaffolding, formative assessments, models and approaches) to reach challenging and/or seemingly unmotivated students.			
Using information from formal assessments, such as large-scale standardized assessments and district or school benchmark assessments, to guide decisions about instruction.			
Using information from informal assessments, such as classroom formative or project-based assessments, to guide decisions about instruction.			
How to provide clear and constructive feedback to families about student progress and work.			

## DOMAIN 5: Engaging Students in Complex Thinking & High Expectations

<b>DOMAIN 5:</b> Please rate the extent to which the following practices related to <i><b>engaging students in complex thinking and high expectations</b></i> were emphasized in your preparation program.			
<b>Sub Element</b>	To what extent was this a focus in Course/Seminar Learning (1-Not or rarely, 2, 3-Great degree)	To what extent was this a focus in Teaching Practice Learning (1-Not or rarely, 2, 3-Great degree)	OVERALL, how well did the program prepare you to do this in regular teaching? (1-Not well, 2, 3, 4-Very Well)
Setting appropriately challenging learning expectations.			
How to help students understand the importance of the work and encourage students to engage with challenging material.			
Ways to encourage students to reflect on their own learning, asking them to explain “how they know what they know” or “how they solved a problem or task.”			
How to work with students to help them assess their own ability to be successful.			
Ways to give feedback on student work that is descriptive, specific, relevant, timely, and constructive.			
Understanding the strengths and weaknesses of assessment tasks that you develop as a teacher.			
Ways to emphasize critical thinking and deepen students’ understanding, including application, interpretation, and/or evaluation of content.			

## DOMAIN 6: Supporting Academic Language Development

<b>DOMAIN 6:</b> Please rate the extent to which the following practices related to <u>supporting academic language development</u> were emphasized in your preparation program.			
<b>Sub Element</b>	To what extent was this a focus in Course/Seminar Learning (1-Not or rarely, 2, 3-Great degree)	To what extent was this a focus in Teaching Practice Learning (1-Not or rarely, 2, 3-Great degree)	OVERALL, how well did the program prepare you to do this in regular teaching? (1-Not well, 2, 3, 4-Very Well)
How to help all students develop academic English language by appropriately modeling language and conventions typical for the content area/discipline.			
Ways to provide opportunities for students to practice academic language of content areas in listening, speaking, reading, and writing.			
Providing feedback for students that includes a focus on improving their use of academic language.			
Setting specific language objectives for instruction.			

## DOMAIN 7: Reflection & Personal Growth

<b>DOMAIN 7:</b> Please rate the extent to which the following practices related to <u><i>reflection and personal growth</i></u> were emphasized in your preparation program.			
<b>Sub Element</b>	To what extent was this a focus in Course/Seminar Learning (1-Not or rarely, 2, 3-Great degree)	To what extent was this a focus in Teaching Practice Learning (1-Not or rarely, 2, 3-Great degree)	OVERALL, how well did the program prepare you to do this in regular teaching? (1-Not well, 2, 3, 4-Very Well)
Using multiple sources of evidence about what students know and can do in order to reflect on the impact of your teaching.			
Thoughtfully and critically reflecting on your identity as a teacher.			
Reflecting and working to improve upon your interactions and relationships with families and the community.			
Ways to establish effective collaborative relationships with school administrators.			
Knowing how to collaborate with educational colleagues (e.g., special education teachers, school psychologists, school counselors, speech therapists, library/media specialists) to meet the needs of all students.			

## DOMAIN 8: Technology

DOMAIN 8: Please rate the extent to which the following practices related to <i>technology</i> were emphasized in your preparation program.			
Sub Element	To what extent was this a focus in Course/Seminar Learning (1-Not or rarely, 2, 3-Great degree)	To what extent was this a focus in Teaching Practice Learning (1-Not or rarely, 2, 3-Great degree)	OVERALL, how well did the program prepare you to do this in regular teaching? (1-Not well, 2, 3, 4-Very Well)
Integrating the teaching of information/technology literacy skills into the curriculum and instruction.			
Using technology to maximize student learning.			

## DOMAIN 9: Supporting Literacy & Numeracy Across the Curriculum (displayed only for elementary)

<b>DOMAIN 9:</b> Please rate the extent to which the following practices related to <i><b>supporting literacy and numeracy across the curriculum</b></i> were emphasized in your preparation program.			
<b>Sub Element</b>	To what extent was this a focus in Course/Seminar Learning (1-Not or rarely, 2, 3-Great degree)	To what extent was this a focus in Teaching Practice Learning (1-Not or rarely, 2, 3-Great degree)	OVERALL, how well did the program prepare you to do this in regular teaching? (1-Not well, 2, 3, 4-Very Well)
Ways to support student literacy development in reading, writing, speaking and listening, including teaching phonics when appropriate, and teaching spelling and writing conventions.			
How to use instructional strategies to develop students' reading comprehension of different genres and texts, including teaching students to write in a variety of genres, and help foster students' oral (speaking and listening) and written responses to literature.			
Understanding how to promote student development in numbers and operations, algebra, geometry and measurement, and data analysis and probability, including teaching mathematical problem-solving processes.			
Ways to help students make connections among mathematics/numeracy and other subjects, as well as teaching connections among mathematical ideas within math subjects (e.g., connections among geometry, algebra, and trigonometry).			