## Domain 1 - Commitment to Pupils and Pupil Learning

<table>
<thead>
<tr>
<th>Competencies</th>
<th>Performance Indicators / Look-Fors</th>
<th>Questions to consider</th>
<th>Evidence / Samples</th>
</tr>
</thead>
</table>
| Teachers demonstrate commitment to the well-being and development of all pupils | - applies knowledge of how students develop and learn physically, socially, and cognitively  
- responds to learning exceptionalities and special needs by modifying assessment processes to ensure needs of special students are met  
- shapes instruction appropriately so that it is helpful to students who learn in a variety of ways  
- effectively motivates pupils to improve pupil learning  
- demonstrates a positive rapport with students | What are some ways the teacher demonstrates responsiveness to varying student needs?  
How does the teacher determine student needs?  
What is the evidence that the teacher applies knowledge of how students develop and learn?  
What are the instructional strategies observed that meet the individual needs of students?  
What is the evidence that these strategies are effective?  
How does the teacher respond to exceptionalities and special needs?  
What are the accommodations and modifications in place for the learner?  
What is the evidence that these accommodations and modifications are effective? | • |
| Teachers are dedicated in their efforts to teach and support pupil learning and achievement | - assists learners in new skills by providing opportunities for guided practice  
- provides for active student participation in the learning process  
- employs a balance of pupil and teacher-directed discussion/learning  
- establishes an environment that maximizes learning  
- uses a variety of teaching strategies suited to the individual needs of pupils | How does the teacher demonstrate support for student learning and achievement?  
What was the evidence of support provided during the observation?  
What observations indicated that the teacher consistently balances teacher-directed instruction with pupil-directed learning?  
How do teacher-pupil interactions support a respectful, equitable learning environment?  
What strategies does the teacher have in place to support this environment?  
How does the teacher encourage feedback, risk taking, questioning and experimentation? | • |
<table>
<thead>
<tr>
<th>Teachers treat all pupils equitably and with respect</th>
<th>What is the evidence that the learning environment is non-threatening?</th>
</tr>
</thead>
<tbody>
<tr>
<td>• demonstrates care and respect for students by maintaining positive interactions</td>
<td>What is the evidence of a positive rapport with the students?</td>
</tr>
<tr>
<td>• promotes polite and respectful student interactions</td>
<td>What are examples of positive interactions?</td>
</tr>
<tr>
<td>• addresses inappropriate pupil behaviour in a positive manner</td>
<td>How does the teacher respond to inappropriate student behaviour? Are these responses positive?</td>
</tr>
<tr>
<td>• communicates information from a bias-free, multicultural perspective</td>
<td>What types of proactive strategies does the teacher employ to prevent inappropriate student behaviour?</td>
</tr>
<tr>
<td>• ensures and models bias-free assessment to address equality</td>
<td>What practices are utilized to ensure fairness and justice in the teacher’s classroom?</td>
</tr>
<tr>
<td>• values and promotes fairness and justice and adopts anti-discriminatory practices in respect of gender, sexual orientation, race, disability, age, religion, and culture</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Teachers provide an environment for learning that encourages pupils to be problem-solvers, decision-makers, life-long learners and contributing members of a changing society</th>
<th>What strategies does the teacher utilize to motivate students to improve learning?</th>
</tr>
</thead>
<tbody>
<tr>
<td>• provides learners with opportunities for independent practice or new skills</td>
<td>What is the evidence that these strategies are effective?</td>
</tr>
<tr>
<td>• employs effective questioning techniques that encourage higher-level thinking</td>
<td>What are some examples of how the teacher provides guidance and feedback to students?</td>
</tr>
<tr>
<td>• provides guidance and appropriate feedback to learners on attainment of new concepts/skills</td>
<td>How does the teacher ensure that questioning encourages higher level thinking?</td>
</tr>
<tr>
<td>• encourages feedback, risk-taking, questioning and experimentation by establishing a non-threatening learning environment</td>
<td>What was the evidence of higher level questioning during the lesson(s) observed?</td>
</tr>
<tr>
<td>• encourages students to be cognisant of their personal strengths and capabilities to pursue possible career paths</td>
<td></td>
</tr>
</tbody>
</table>
## Domain 2 - Professional Knowledge

<table>
<thead>
<tr>
<th>Competencies</th>
<th>Performance Indicators / Look-Fors</th>
<th>Questions to Consider</th>
<th>Evidence / Samples</th>
</tr>
</thead>
</table>
| Teachers know their subject matter, the Ontario curriculum, and education-related legislation | • teaches the Ontario curriculum by exhibiting an understanding and ability to explain subject areas  
• demonstrates mastery of subject knowledge and related skills  
• presents accurate and up-to-date information  
• implements and effectively explains statutes and regulations with regard to pupil safety and welfare  
• knows, follows, and explains appropriate legislation, local policies, and procedures | How does the teacher’s planning indicate knowledge of the learning expectations from the Ontario Curriculum?  
Does the teacher utilize up-to-date information and instructional strategies?  
What are the instructional strategies referenced in the teacher’s planning?  
What instructional strategies were utilized during the classroom observation?  
What is the evidence that the teacher knows and follows legislation, board policies and procedures? | • |
| Teachers know a variety of effective teaching and assessment practices        | • provides constructive criticism as part of evaluation  
• aligns assessment strategies with learning objectives  
• uses appropriate diagnostic techniques to assess student difficulties  
• employs formative and summative assessments to check for understanding  
• uses a variety of appropriate teaching techniques to engage students  
• uses a variety of assessment strategies and instruments to make both short-term and long-range decisions to improve student learning | How does the teacher align assessment strategies with learning objectives?  
How does the teacher ensure that students are aware of the lesson’s learning objectives?  
What is the evidence that the teacher uses assessment as, for and of learning?  
How does the teacher use on-going feedback to inform instruction and check for understanding?  
What is the evidence that assessment strategies are improving student learning?  
How does the teacher ensure student engagement in the lesson(s)? | • |
| Teachers know a variety of effective classroom management strategies          | • systematizes routine procedures and tasks to engage students in varied learning experiences  
• provides opportunities for pupils to share their interests and demonstrate their involvement in learning  
• ensures that all pupils have the opportunity to learn  
• uses appropriate strategies to manage | What is the evidence that classroom routines and procedures are effective?  
What are the strategies that are in place to ensure that all students are engaged in appropriate learning opportunities?  
What strategies are in place to address discipline issues? | • |
### Domain 3 - Professional Practice

<table>
<thead>
<tr>
<th>Competencies</th>
<th>Performance Indicators / Look-Fors</th>
<th>Questions to Consider</th>
<th>Evidence / Samples</th>
</tr>
</thead>
</table>
| Teachers use their professional knowledge and understanding of pupils, curriculum, legislation, teaching practices and classroom management strategies to promote the learning and achievement of their pupils | - Develops clear and achievable classroom expectations with pupils  
- Models and promotes effective communication skills  
- Chooses pertinent resources for development of instruction to address pupil needs  
- uses instructional time in a focussed, purposeful way  
- organizes subject matter into meaningful lessons  
- assists pupils to develop and use | - Are students demonstrating awareness of and adherence to classroom expectations?  
- Is it clear that the students know what they are learning?  
- What are the strategies utilized by the teacher to ensure that students are clear about learning objectives?  
- What are some examples of effective teacher communication with students?  
- Do the communication methods address the needs of both the auditory and the visual learner? | - |
<table>
<thead>
<tr>
<th>Teachers communicate effectively with pupils, parents and colleagues</th>
<th>ways to access and critically assess information</th>
<th>Was the instructional time focussed and purposeful? What is the evidence that the teacher organizes learning objectives into meaningful lessons? Do the students have opportunities to access and critically assess information? What are some examples of this practice? How does the teacher model and assist students with this skill?</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Provides ongoing feedback to parents through newsletters, bulletins, etc. - Demonstrates a positive, professional attitude when communicating with parents, pupils, and colleagues - Follows school/board guidelines on reporting with diligence - Conducts teacher-pupil conferences - Communicates clear, challenging, and achievable expectations for pupils</td>
<td>What are the methods of communication utilized by the teacher? What is the evidence that these methods are effective? - What are the examples of positive, professional communication? With students? With parents? With colleagues? - How do the teacher’s reporting practices communicate student achievement? - What is the evidence of on-going teacher-pupil conferencing? How does the teacher ensure that teacher-pupil conferences improve the student’s achievement? - How does the teacher communicate learning expectations for students? What is the evidence that the students clearly understand the learning expectations?</td>
<td></td>
</tr>
<tr>
<td>Teachers conduct ongoing assessment of their pupils’ progress, evaluate their achievement and report results to pupils and parents regularly</td>
<td>uses a variety of techniques to report pupil progress, uses a variety of appropriate assessment and evaluation techniques - engages in meaningful dialogue with pupils to provide feedback during the teaching/learning process - uses ongoing reporting to keep both pupils and parents informed and to chart pupil progress - gathers accurate data on student performance and keeps comprehensive records of student achievements</td>
<td>How does the teacher track student progress? - What are the assessment strategies used by the teacher? Does the teacher involve students in developing the assessment tools? Are the students aware of how they will be assessed? - What are the examples of on-going feedback utilized by the teacher? What is the evidence that instruction is informed by on-going assessment? - What are the sources of data used by the teacher to inform instruction and to make reporting decisions? How does the teacher collect assessment information?</td>
</tr>
</tbody>
</table>
Teachers adapt and refine their teaching practices through continuous learning and reflection, using a variety of sources and resources.

- assesses and reviews program delivery for relevancy
- uses provincial achievement standards and competency statements as a reference point for evaluation of teaching
- modifies programs effectively to respond to needs of exceptional students
- effectively demonstrates knowledge of trends, techniques, and research relevant to their teaching

What methods does the teacher use to review lessons and self assess effectiveness?
Is the teacher aware of Standards of Practice for the Teaching Profession and are these evident in practice?
What are the examples of accommodations and modifications implemented to respond to the needs of exceptional students? Are these effective?
Does the teacher implement teaching strategies that are congruent with current research on instructional strategies? Is the teacher able to relate practices to current research?

Teachers use appropriate technology in their teaching practices and related professional responsibilities.

- uses technology appropriately to improve efficiency and effectiveness in planning, instructional delivery, reporting procedures and decision-making
- models and promotes effective use of technology to promote pupil learning
- demonstrates effective use of technology as it relates to school operations and board expectations

What are some of the ways the teacher utilizes technology for instruction?
How is the teacher working towards modelling and promoting technology in the classroom? What are some examples of practice?
How is technology used as a tool in conjunction with learning expectations? How does the use of technology contribute to improved student achievement?

<table>
<thead>
<tr>
<th>Competencies</th>
<th>Performance Indicators / Look-Fors</th>
<th>Questions to consider</th>
<th>Evidence / Samples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers collaborate with other teachers and school colleagues to create and sustain learning communities in their classrooms and their schools</td>
<td>- learns with and from colleagues and others in the community of learners and practice knowledge about current thinking, trends, and practices in education with colleagues - works cooperatively with colleagues to solve pupil, classroom, and school concerns</td>
<td>What are some examples of practice attained through the teacher’s collaboration with others? In what ways does the teacher participate in the sharing of knowledge around current instructional practices?</td>
<td>•</td>
</tr>
</tbody>
</table>

**Domain 4 – Leadership in Learning Communities**
| Teachers work with professionals, parents and members of the community to enhance pupil learning, pupil achievement and school programs | - participates as an effective team member and shares expertise with others, e.g., by acting as mentor, peer coach, or associate teacher  
- participates effectively by contributing to grade, division, and/or subject teams  
- participates effectively on committees by organizing school-based activities, e.g., school initiatives, graduation, theme days  
- shares learning acquired through participation on system-wide or provincial initiatives with colleagues  
- serves as a resource to colleagues, e.g., in the effective use of technology, assessment strategies, classroom management  
- creates worthwhile opportunities for pupils, their parents, and community members to share their learning, knowledge, and skill with others and within the class or school  

| What are the practices, identified by the teacher, that demonstrate effective team participation? What are the practices observed by the principal?  
What is the nature of the teacher’s team participation?  
In what ways does the teacher contribute to school events, initiatives and special projects?  
What are some examples of sharing with colleagues beyond the school level?  
How does the teacher act as a resource to colleagues?  
What specifically did you contribute to your learning team?  

| How has the teacher utilized parents and community resources in the classroom?  
In what ways does the teacher work with other professionals to assist students?  
What are some examples of teacher co-operation with school support team members?  
What are some examples of the teacher’s utilization of community resources to enhance student learning experiences?  

| - reaches out to parents and to diverse local communities inviting them to share their knowledge and skills in supporting effective classroom and school activities  
- engages others effectively through shared problem solving and conflict resolution  
- initiates contact with other professionals and community agencies to assist students and their families, where appropriate  
- cooperates and works readily with the school's support team  
- serves on school council as a teacher advisor  
- sets up partnerships, for example, with local library, music, science centre, business recreation centre, and/or career centre, to develop resources to enhance career opportunities and student achievement |
### Domain 5 – Ongoing Professional Learning

<table>
<thead>
<tr>
<th>Competencies</th>
<th>Performance Indicators / Look-Fors</th>
<th>Questions to Consider</th>
<th>Evidence / Samples</th>
</tr>
</thead>
</table>
| Teachers engage in ongoing professional learning and apply it to improve their teaching practices | - seeks input from colleagues, consultants and/or other appropriate support staff and effectively applies it to enhance teaching practices  
- identifies areas for professional growth, attends workshops, appropriate seminars or courses to respond to changes in education/policies and practices and effectively applies information to enhance teaching practices  
- participates willingly and effectively in professional learning, study groups and in-service programs to enhance skill development and broaden knowledge  
- observes other teachers, acquires best practices and effectively applies new information/techniques to enhance teaching practices  
- reads professional journals, books, internet sites, or any articles related to the educational contexts and effectively shares with peers  
- keeps a portfolio recording his or her learning experiences and effectively | How has the teacher’s ALPs informed his/her professional learning during the non-appraisal years?  
What are some examples of transferring professional development knowledge and skills into instructional practice?  
What has been the teacher’s most effective professional learning experience?  
How does the teacher track his/her professional learning? | • |
- relates them to the educational contexts
- participates in workshops, seminars, courses, in-service programs or reads books, articles, journals, and internet sites, and practices or reflects with others to better understand human nature and be a model for pupils
- explores ways to access and to use educational research