



Curriculum Initiatives aligned to TESS Domains

Domain 1: Planning & Preparation	Domain 2: Classroom Environment
<ul style="list-style-type: none"> a. Demonstrating Knowledge of Content and Pedagogy <ul style="list-style-type: none"> i. Content and the structure of the discipline ii. Prerequisite relationships iii. Content-related pedagogy b. Demonstrating Knowledge of Students <ul style="list-style-type: none"> i. Child and adolescent development ii. Learning process iii. Students' skills, knowledge, and language proficiency iv. Students' interests and cultural heritage v. Students' special need c. Setting Instructional Outcomes <ul style="list-style-type: none"> i. Value, sequence, and alignment ii. Clarity iii. Balance iv. Suitability for diverse students d. Demonstrating Knowledge of Resources <ul style="list-style-type: none"> i. For classroom use ii. To extend content knowledge and pedagogy iii. Resources for students e. Designing Coherent Instruction <ul style="list-style-type: none"> i. Learning activities ii. Instructional materials and resources iii. Instructional groups iv. Lesson and unit structure f. Designing Student Assessments <ul style="list-style-type: none"> i. Congruence with instructional outcomes 	<ul style="list-style-type: none"> a. Creating an Environment of Respect and Rapport <ul style="list-style-type: none"> i. Teacher interactions with students, including both words and actions ii. Student interactions with other students, including both words and actions. b. Establishing a Culture for Learning <ul style="list-style-type: none"> i. Importance of content and of learning ii. Expectations for learning and achievement iii. Student pride in work c. Managing Classroom Procedures <ul style="list-style-type: none"> i. Instructional groups ii. Transitions iii. Materials and supplies iv. Performance of classroom routines v. Supervision of volunteers and paraprofessionals d. Managing Student Behavior <ul style="list-style-type: none"> i. Expectations ii. Monitoring of student behavior iii. Response to student misbehavior e. Organizing Physical Space <ul style="list-style-type: none"> i. Safety and accessibility ii. Arrangement of furniture and use of physical resources <p>Management Capturing Kids Hearts Move this World</p>

<ul style="list-style-type: none"> ii. Criteria and standards iii. Design of formative assessments iv. Use for planning <p>Deconstructing/Reconstructing Standards NWEA Map Edulastic ACT Aspire Resources Hattie High Yield Strategies Visible Learning-Fisher & Frey Marzano Art & Science of Teaching DOK + Questioning PLCs + Kid Talks for RTI Science of Reading QuEST Marzano - High Reliability Schools Heggerty Equipped-Kilpatrick (One Minute, PA) Phonics First Wit & Wisdom Empowering Writers/Step Up to Writing</p>	<p>Ruby Payne Conscious Discipline RTI/WTI Flexible Seating Math Interventionists Reading Interventionists GT/Sped/ELL/504 G.U.I.D.E for Life (ADE) Differentiation: Content, Product, Process Student Empowerment/Voice</p>
<p>Domain 4: Professional Responsibilities</p>	<p>Domain 3: Instruction</p>
<ul style="list-style-type: none"> a. Reflecting on Teaching <ul style="list-style-type: none"> i. Accuracy ii. Use in future teaching b. Maintaining Accurate Records <ul style="list-style-type: none"> i. Student completion of assignments ii. Student progress in learning iii. Non-instructional records c. Communicating with Families <ul style="list-style-type: none"> i. Information about the instructional program ii. Information about individual students iii. Engagement of families in the instructional program d. Participating in a Professional Community <ul style="list-style-type: none"> i. Relationships with colleagues ii. Involvement in culture of professional inquiry iii. Service to the school 	<ul style="list-style-type: none"> a. Communicating With Students <ul style="list-style-type: none"> i. Expectations for learning ii. Directions for activities iii. Explanations of content iv. Use of oral and written language b. Using Questioning and Discussion Techniques <ul style="list-style-type: none"> i. Quality of questions/prompts ii. Discussion techniques iii. Student participation c. Engaging Students in Learning <ul style="list-style-type: none"> i. Activities and assignments ii. Grouping of students iii. Instructional materials and resources iv. Structure and pacing d. Using Assessment in Instruction

<ul style="list-style-type: none"> iv. Participation in school and district projects e. Growing and Developing Professionally <ul style="list-style-type: none"> i. Enhancement of content knowledge and pedagogical skill ii. Receptivity to feedback from colleagues iii. Service to the profession f. Showing Professionalism <ul style="list-style-type: none"> i. Integrity and ethical conduct ii. Service to students iii. Advocacy iv. Decision-making v. Compliance with school and district regulations <p>Marzano - High Reliability Schools Instructional Coaching Rounds/Student-Centered Coaching PLCs DuFour</p>	<ul style="list-style-type: none"> i. Assessment criteria ii. Monitoring of student learning iii. Feedback to students iv. Student self-assessment and monitoring of progress e. Demonstrating Flexibility and Responsiveness <ul style="list-style-type: none"> i. Lesson adjustment ii. Response to students iii. Persistence <p>Hattie High Yield Strategies Visible Learning-Fisher & Frey Marzano Art & Science of Teaching DOK + Questioning Science of Reading QuEST Formative/Summative Assessments Techniques Cooperative Learning</p>
---	---