

Reference of Domains from the Classroom Teacher Summative Evaluation Form to the Ten Wisconsin State Teacher Standards
CESA 7 Teacher Development Center

Domains on the Evaluation Form	State Teacher Standards
Domain 1: Planning and Preparation	<p>1. Teachers know the subjects they are teaching. The teacher understands the central concepts, tools of inquiry and structures of the discipline(s) he/she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.</p>
Domain 1: Planning and Preparation Domain 2: The Learning Environment	<p>2. Teachers know how children grow. The teacher understands how children learn and develop and can provide learning opportunities that support their intellectual, social, and personal development.</p>
Domain 1: Planning and Preparation Domain 2: The Learning Environment Domain 3: Instruction	<p>3. Teachers understand that children learn differently. The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners, including students with disabilities.</p>
Domain 1: Planning and Preparation Domain 3: Instruction	<p>4. Teachers know how to teach. The teacher understands and uses a variety of instructional strategies, including the use of technology to encourage students' development of critical-thinking, problem-solving, and performance skills.</p>
Domain 2: The Learning Environment Domain 3: Instruction	<p>5. Teachers know how to manage a classroom. The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.</p>
Domain 2: The Learning Environment Domain 3: Instruction	<p>6. Teachers communicate well. The teacher uses knowledge of effective verbal and nonverbal communication techniques as well as instructional media and technology to foster active inquiry collaboration, and supportive interaction in the classroom.</p>
Domain 1: Planning and Preparation Domain 3: Instruction	<p>7. Teachers are able to plan different kinds of lessons. The teacher plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals.</p>
Domain 1: Planning and Preparation Domain 3: Instruction Domain 4: Professional Responsibilities	<p>8. Teachers know how to test for student progress. The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner.</p>
Domain 4: Professional Responsibilities	<p>9. Teachers are able to evaluate themselves. The teacher is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally</p>
Domain 4: Professional Responsibilities	<p>10. Teachers are connected with other teachers and the community. The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being.</p>

Component 1e: Designing Coherent Instruction																			
Elements:	Learning activities																		
	Instructional materials and resources																		
	Instructional groups																		
	Lesson and unit structure																		
Component 1f: Assessing Student Learning																			
	Congruence with instructional goals																		
	Criteria and standards																		
	Use of data for planning																		
Supervisor's Comments:																			
DOMAIN 2: The Learning Environment		LEVEL OF PERFORMANCE																	
		N/O	UNSAT			MEETS MINIMUM EXPECTATIONS			CONSISTENTLY MEETS EXPECTATIONS			EXCEEDS EXPECTATIONS							
Component 2a: Creating an Environment of Respect and Rapport																			
Elements:	Teacher interaction with students																		
	Student interaction																		
Component 2b: Establishing a Culture for Learning																			
Elements:	Importance of the content																		
	Expectations for learning and achievement																		
Component 2c: Managing Classroom Procedures																			
Elements:	Management of instructional groups																		
	Management of transitions																		
	Management of materials and supplies																		
	Performance of non-instructional duties																		
	Utilization of volunteers and para-professionals																		
Component 2d: Managing Student Behavior																			
Elements:	Expectations																		
	Monitoring of student behavior																		
	Response to student misbehavior																		
Component 2e: Organizing Physical Space																			
Elements:	Safety and arrangement of furniture																		
	Accessibility to learning and use of physical resources																		
Supervisor's Comments:																			

Component 4c: Communicating with Families															
Elements:	Information about the instructional program														
	Information about individual students														
	Engagement of families in the instructional program														
Component 4d: Contributing to the School and District															
Elements:	Relationships with colleagues														
	Service to the school														
	Participation in school and district projects														
Component 4e: Growing and Developing Professionally															
Elements:	Enhancement of content knowledge and pedagogical skills														
	Service to the profession														
Component 4f: Showing Professionalism															
Elements:	Service to students														
	Advocacy														
	Decision making														
Supervisor's Comments:															

Teacher/Supervisor:

(Teacher Signature) (Date)

(Supervisor Signature) (Date)

(Mentor Signature) (Date)