

MONTANA EDUCATOR PERFORMANCE APPRAISAL SYSTEM

FRAMEWORK FOR TEACHING

DOMAIN 1: Planning and Preparation

1a Selecting Instructional Goals

- *Value, sequence, and alignment
- *Clarity
- *Balance
- *Suitability for diverse learners

1b Designing Coherent Instruction

- *Learning activities
- *Instructional materials and resources
- *Instructional groups
- *Lesson and unit structure

1c Demonstrating Knowledge of Content and Pedagogy

- *Content knowledge
- *Prerequisite relationships
- *Content pedagogy

1d Demonstrating Knowledge of Students

- *Child development
- *Learning process
- *Interests and cultural heritage
- *Student skills, knowledge, and proficiency
- *Special needs

1e Designing Student Assessments

- *Congruence with outcomes
- *Criteria and standards
- *Formative assessments
- *Use for planning

DOMAIN 2: Learning Environment

2a Managing Learning Environment Procedures

- *Instructional groups
- *Transitions
- *Materials and supplies
- *Noninstructional duties
- *Supervision of volunteers and paraprofessionals

2b Managing Student Behavior

- *Expectations
- *Monitoring behavior
- *Response to misbehavior

2c Establishing a Culture of Learning

- *Importance of content
- *Expectations for learning and achievement
- *Student pride in work
- *Teacher interaction with students
- *Student interactions with students

2d Organizing Physical Space

- *Safety and accessibility
- *Arrangement of furniture and resources

DOMAIN 4: Professional Responsibilities

4a Communicating with Families

- *About instructional program
- *About individual students
- *Engagement of families in instructional program

4b Developing and Maintaining an Accurate Record System

- *Student completion of assignments
- *Student progress in learning
- *Noninstructional records

4c Demonstrating Professional Work Ethic

- *Integrity/ethical conduct
- *Service to students
- *Advocacy
- *Decision-making
- *Compliance with school/district regulation

4d Growing and Developing Professionally

- *Enhancement of content knowledge/pedagogical skill
- *Receptivity to feedback from colleagues
- *Service to the profession

4e Reflecting on Professional Practice and Engaging in a Professional Community

- *Accuracy
- *Use in future teaching
- *Relationship with colleagues
- *Participation in school projects
- *Involvement in culture of professional inquiry
- *Service to school

DOMAIN 3: Instructional Effectiveness for Student Learning

3a Engaging Students in Learning

- *Activities and assignments
- *Student groups
- *Instructional materials and resources
- *Structure and pacing

3b Demonstrating Flexibility and Responsiveness

- *Lesson adjustment
- *Response to students
- *Persistence

3c Communicating Clearly and Accurately

- *Expectations for learning
- *Directions and procedures
- *Explanations of content
- *Use of oral and written language

3d Using Questioning and Discussion Techniques

- *Quality of questions
- *Discussion techniques
- *Student participation

3e Using Assessment in Instruction

- *Assessment criteria
- *Monitoring of student learning
- *Feedback to students
- *Student self-assessment and monitoring

Montana Educator Performance Appraisal System Cycle – Teacher

