Pathwise - 4 Domains and 19 Criteria
for Evaluating Pre-service and In-service Teachers

A-Domain - PLANNING – Organizing Content Knowledge for Student Learning

Criteria A-1 – Getting to know your students (Becoming familiar with relevant aspects of students’ background knowledge and experiences)
  - Does the teacher make efforts to know the students’ culture, socio-economic background, religion, gender, values, experiences, etc.?
  - Is there evidence that the teacher has used procedures, e.g. surveys or interviews, to know his/her students?

Criteria A-2 – Goals and Objectives (Articulating clear learning goals for the lesson that are appropriate for the students)
  - Has the teacher clearly stated the goals and objectives of each lesson?
  - Are the objectives attainable?
  - Does he/she account for student outcomes?
  - Are goals distinguishable from activities?

Criteria A-3 – Making Connections (Demonstrating an understanding of the connections between the content that was learned previously, the current content, and the content that remains to be learned in the future)
  - Is there evidence that the teacher has sequenced the lessons – day-to-day, week-to-week, month-to-month, year-to-year?
  - Are there connections within different academic disciplines?
  - Are the lessons developmentally appropriate?
  - Does the teacher plan a review of previous lessons?

Criteria A-4 – Matching Methods, Activities, and Student Interests (Creating or selecting teaching methods, learning activities, and instructional materials or other resources that are appropriate for the students and that are aligned with the goals of the lesson)
  - Are the lessons age appropriate, related to goals, developmentally planned, individualized, etc.?
  - Do the instructional methods match the content of the lesson?

Criteria A-5 – Evaluation (Creating or selecting evaluation strategies that are appropriate for the students and that are aligned with the goals of the lesson)
  - Is the assessment appropriate for the students and instructional goals?
  - Is assessment varied? Systematic?
  - Does evaluation consider measure of higher order thinking skills?

B-Domain – ENVIRONMENT – Creating an Environment for Student Learning

Criteria B-1 – Fairness (Creating a climate that promotes fairness)
  - Does the teacher provide equal chances for all students to learn?
  - No favoritism is shown for particular students in regards to gender, race, age, appearance, etc.

Criteria B-2 – Rapport (Establishing and maintaining rapport with students)
  - Is the student-teacher relationship warm, caring, and comfortable?
  - Is there evidence of humor in the classroom?
  - Does the teacher relate well with the students by using names, etc.?

Criteria B-3 – Communication (Communicating challenging learning expectations to each student)
  - Are the learning expectations for students challenging but within their reach?
  - Are the students comfortable taking risks and making mistakes?
  - Does the teacher show by words, actions, or attitude that each student is capable of meaningful achievement?

Criteria B-4 – Classroom Management (Establishing and maintaining consistent standards of classroom behavior)
  - Are there clear class rules that are known to the students? Are these rules consistently applied?
  - Are routines established that help establish order in the classroom?
Criteria B-5 – **Safe and Conducive** (*Making the physical environment as safe and conducive to learning as possible*)

- Is the classroom arranged in such a way that it is safe for students?
- Are bulletin boards, student work, etc. displayed appropriately?

**Domain C – TEACHING and LEARNING – Teaching for Student Learning**

Criteria C-1 – **Clarity of Purpose** (*Making learning goals and instructional procedures clear to students*)

- Does the teacher make goals explicit prior to the lesson or implicit by the conclusion of the lesson?
- Is there clear communication for instructional procedures and student learning?

Criteria C-2 – **Content** (*Making content comprehensible to students*)

- Does the teacher tap the students’ prior knowledge?
- Does the teacher ensure that all students have opportunities for learning?
- Does the lesson, as a whole, have a coherent structure?

Criteria C-3 – **Extending Thinking** (*Encouraging students to extend their thinking*)

- Does the teacher make sure that the students go beyond literal understandings of the lesson?
- Are the upper levels of Bloom’s Taxonomy considered?
- Does the teacher engage the students in appropriate questioning strategies?
- Is there evidence of role-playing, brainstorming, engaged learning, experimentation, self-directed projects, etc.?

Criteria C-4 – **Monitoring Students** (*Monitoring students’ understanding of content through a variety of means, providing feedback to students to assist learning, and adjusting learning activities as the situation demands*)

- Does the teacher provide substantive feedback to students?
- Does the teacher utilize the teachable moment?
- Is the teacher mobile in the classroom?
- Does he/she pay attention to students’ nonverbal cues?

Criteria C-5 – **Time Management** (*Using instructional time effectively*)

- Is there evidence of appropriate pacing and sequencing of lessons?
- Does the teacher make good use of instructional time by minimizing non-instructional time?

**Domain D – PROFESSIONALISM – Teacher Professionalism**

Criteria D-1 – **Reflection** (*Reflecting on the extent to which the learning goals were met*)

- Is the teacher able to discuss his/her strengths and weaknesses with support from the lesson?
- Does the teacher self-question, esp. “What did I do that really went well,” “What did I do that didn’t work?” and “What can I do to correct this?”

Criteria D-2 – **Efficacy** (*Demonstrating a sense of efficacy*)

- Is the teacher able to look inside of her/himself to accept responsibility for lessons’ successes and failures?
- Does the teacher recognize an internal locus of control?
- Does the teacher ruminate to plan what might happen next in regards to individual students?

Criteria D-3 – **Professional Relationships** (*Building professional relationships with colleagues to share teaching insights and to coordinate learning activities for students*)

- Does the teacher seek out help from colleagues with whom they can collaborate?
- Does the teacher have a mentor?

Criteria D-4 – **Communication with Parents** (*Communicating with parents or guardians about student learning*)

- In what ways, e.g. newsletters, phone calls, etc., does the teacher communicate with those significant to the students’ learning progress?