1. Research Base

The Framework for Teaching (FFT) is a research-based set of components of Instruction originally developed by Charlotte Danielson in 1996. The FFT is aligned with the Interstate New Teachers Assessment and Support Consortium (INTASC) standards, which represent the professional consensus of what a beginning teacher should know. The Framework is grounded in a constructivist view of learning and teaching. The FFT divides the complex activity of teaching into 22 components (and 76 smaller elements) clustered into four domains of teaching responsibility: 1) Planning and preparation,
2) Classroom environment, 3) Instruction, 4) Professional responsibilities. [1]

The framework is based on the Praxis III criteria. (Dwyer and Villegas, 1993; Dwyer, 1994; Rosenfeld, Freeberg, & Bukatko, 1992; Rosenfeld, Reynolds, & Bukatko, 1992; Rosenfeld, Wilder, & Bukatko, 1992)[2]

Other work also influenced the development of the framework: documents from the standards committees of the National Board for Professional Teaching Standards (NBPTS), work at the University of Wisconsin (Newmann, Secada, & Wehlage, 1995), Michael Scriven's (1994) conceptions of teacher duties, and recent research on the pedagogical implications of constructivist learning. The framework has been subjected to a further intensive review by ETS colleagues Carol Dwyer, Ruth Hummel, and Alice Sims Gunzenhauser. [2]

2. Identity and Qualifications of the Author

Charlotte Danielson is and internationally recognized expert in the area of teacher effectiveness, specializing in the design of teacher evaluation systems that both ensure teacher quality and promote professional learning. She has taught at all levels, kindergarten through university, has worked as a curriculum director and staff development director, and is the founder of the Danielson Group. She also advises State Education Departments and National Ministries and Departments of Education, both in the United States and Overseas. [3]

3. Evidence of Reliability, Validity, and Efficacy

FFT has been subjected to several validation studies over the course of its development and refinement, including an initial validation by Educational Testing Service (ETS). Later studies—including one conducted by the Consortium for Policy Research in Education (CPRE) and others assessing the application of the FFT for teacher evaluation in Cincinnati and Chicago— have identified small but consistently positive correlations between FFT ratings and student learning outcomes.[4]

All certified teaching staff received professional development on the evaluation process and the Danielson tool itself from Pam Alfieri of Traverse Bay Intermediate School District on November 14, 2016.

Teacher 2nd Edition (Oscoda) w/DT

Enhanced Data Tracker

Domain 1: Planning and Preparation				
Element	**Ineffective**	**Minimally Effective**	**Effective**	**Highly Effective**
1a: Demonstrating Knowledge of Content and Pedagogy	In planning and practice, teacher makes content errors or does not correct errors made by students.	Teacher is familiar with the important concepts in the discipline but may display lack of awareness of how these concepts relate to one another.	Teacher displays solid knowledge of the important concepts in the discipline and how these relate to one another.	Teacher displays extensive knowledge of the important concepts in the discipline and how these relate both to one another and to other disciplines.
	Teacher's plans and practice display little understanding of prerequisite relationships important to student learning of the content.	Teacher's plans and practice indicate some awareness of prerequisite relationships, although such knowledge maybe inaccurate or incomplete.	Teacher's plans and practice reflect accurate understanding of prerequisite relation-ships among topics and concepts.	Teacher's plans and practices reflect understanding of pre-requisite relationships among topics and concepts and a link to necessary cognitive structures by students to ensure understanding.
	Teacher displays little or no understanding of the range of pedagogical approaches suit-able to student learning of the content.	Teacher's plans and practice reflect a limited range of pedagogical approaches or some approaches that are not suit-able to the discipline or to the students.	Teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline.	Teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline, anticipating student misconceptions.
1b:Demonstrating Knowledge of Students	Teacher displays little or no knowledge of the develop-mental characteristics of the age group.	Teacher displays partial knowledge of the develop-mental characteristics of the age group.	Teacher displays accurate understanding of the typical developmental characteristics of the	All outcomes represent high expectations and rigor and important learning in the discipline. They are

			age group, as well as exceptions to the general patterns.	connected to a sequence of learning both in the discipline and in related disciplines.
	Teacher sees no value in understanding how students learn and does not seek such information.	Outcomes are only moderately clear or consist of a combination of outcomes and activities. Some outcomes do not permit viable methods of assessment.	Teacher's knowledge of how students learn is accurate and current. Teacher applies this knowledge to the class as a whole and to groups of students.	All the outcomes are clear, written in the form of student learning, and permit viable methods of assessment.
	Teacher displays little or no knowledge of students' skills, knowledge, and language proficiency and does not indicate that such knowledge is valuable.	Teacher recognizes the value of understanding students' skills, knowledge, and language proficiency but displays this knowledge only for the class as a whole.	Teacher recognizes the value of understanding students' skills, knowledge, and language proficiency and displays this knowledge for groups of students.	Teacher displays understanding of individual students' skills, knowledge, and language proficiency and has a strategy for maintaining such information.
	Teacher displays little or no knowledge of students' interests or cultural heritage and does not indicate that such knowledge is valuable.	Teacher recognizes the value of understanding students' interests and cultural heritage but displays this knowledge only for the class as a whole.	Teacher recognizes the value of understanding students' interests and cultural heritage and displays this knowledge for groups of students.	Teacher recognizes the value of understanding students' interests and cultural heritage and displays this knowledge for individual students.
	Teacher displays little or no understanding of students' special learning or medical needs or why such knowledge is important.	Teacher displays awareness of the importance of knowing students' special learning or medical needs, but such knowledge may be incomplete or inaccurate.	Teacher is aware of students' special learning and medical needs.	Teacher possesses information about each students' learning and medical needs, collecting such information from a variety of sources
1c: Setting Instructional Outcomes	Outcomes represent low expectations for students and lack of rigor. They do not reflect important learning in the discipline or a connection to a sequence of learning.	Outcomes represent moderately high expectations and rigor. Some reflect important learning in the discipline and at least some connection to a sequence of learning.	Most outcomes represent high expectations and rigor and important learning in the discipline. They are connected to a sequence of learning.	All outcomes represent high expectations and rigor and important learning in the discipline. They are connected to a sequence of learning both in the discipline and in related disciplines.
	Outcomes are either not clear or are stated as activities, not as student learning. Outcomes do not permit viable methods of assessment.	Outcomes are only moderately clear or consist of a combination of outcomes and activities. Some outcomes do not permit viable methods of assessment.	All the instructional outcomes are clear, written in the form of student learning. Most suggest viable methods of assessment.	All the outcomes are clear, written in the form of student learning, and permit viable methods of assessment.

	Outcomes reflect only one type of learning and only one discipline or strand.	Outcomes reflect several types of learning, but teacher has made no attempt at coordination or integration.	Outcomes reflect several different types of learning and opportunities for coordination.	Where appropriate, outcomes reflect several different types of learning and opportunities for both coordination and integration.
	Outcomes are not suitable for the class or are not based on any assessment of student needs.	Most of the outcomes are suitable for most of the students in the class based on global assessments of student learning.	Most of the outcomes are suitable for all students in the class and are based on evidence of student proficiency. However, the needs of some individual students may not be accommodated.	Outcomes are based on a comprehensive assessment of student learning and take into account the varying needs of individual students or groups.
1d: Demonstrating Knowledge of Resources	Teacher is unaware of resources for classroom use available through the school or district.	Teacher displays awareness of resources available for classroom use through the school or district but no knowledge of resources available more broadly.	Teacher displays awareness of resources available for classroom use through the school or district and some familiarity with resources external to the school and on the Internet.	Teacher's knowledge of resources for classroom use is extensive, including those available through the school or district, in the community, through professional organizations and universities, and on the Internet.
	Teacher is unaware of resources to enhance content and pedagogical knowledge available through the school or district.	Teacher displays awareness of resources to enhance content and pedagogical knowledge available through the school or district but no knowledge of resources available more broadly.	Teacher displays awareness of resources to enhance content and pedagogical knowledge available through the school or district and some familiarity with resources external to the school and on the Internet.	Teacher's knowledge of resources to enhance content and pedagogical knowledge is extensive, including those available through the school or district, in the community, through professional organizations and universities, and on the Internet.
	Teacher is unaware of resources for students available through the school or district.	Teacher displays awareness of resources for students available through the school or district but no knowledge of resources available more broadly.	Teacher displays awareness of resources for students available through the school or district and some familiarity with resources external to the school and on the Internet.	Teacher's knowledge of resources for students is extensive, including those available through the school or district, in the community, and on the Internet.
1e: Designing Coherent Instruction	Learning activities are not suitable to students or to instructional outcomes and are not designed to engage students in active intellectual activity.	Only some of the learning activities are suitable to students or to the instructional outcomes. Some represent a moderate cognitive challenge, but with no differentiation for different students.	All of the learning activities are suitable to students or to the instructional outcomes, and most represent significant cognitive challenge, with some differentiation for different groups of students.	Learning activities are highly suitable to diverse learners and support the instructional outcomes. They are all designed to engage students in high-level cognitive activity and are differentiated, as appropriate, for individual learners.

	Materials and resources are not suitable for students and do not support the instructional outcomes or engage students in meaningful learning.	Some of the materials and resources are suitable to students, support the instructional outcomes, and engage students in meaningful learning.	All of the materials and resources are suitable to students, support the instructional outcomes, and are designed to engage students in meaningful learning.	All of the materials and resources are suitable to students, support the instructional outcomes, and are designed to engage students in meaningful learning. There is evidence of appropriate use of technology and of student participation in selecting or adapting materials.
	Instructional groups do not support the instructional outcomes and offer no variety.	Instructional groups partially support the instructional outcomes, with an effort at providing some variety.	Instructional groups are varied as appropriate to the students and the different instructional outcomes.	Instructional groups are varied as appropriate to the students and the different instructional outcomes. There is evidence of student choice in selecting the different patterns of instructional groups.
	The lesson or unit has no clearly defined structure, or the structure is chaotic. Activities do not follow an organized progression, and time allocations are unrealistic.	The lesson or unit has a recognizable structure, although the structure is not uniformly maintained throughout. Progression of activities is uneven, with most time allocations reasonable.	The lesson or unit has a clearly defined structure around which activities are organized. Progression of activities is even, with reasonable time allocations.	The lesson's or unit's structure is clear and allows for different pathways according to diverse student needs. The progression of activities is highly coherent.
1f: Designing Student Assessments	Assessment procedures are not congruent with instructional outcomes.	Some of the instructional outcomes are assessed through the proposed approach, but many are not.	All the instructional outcomes are assessed through the approach to assessment; assessment methodologies may have been adapted for groups of students.	Proposed approach to assessment is fully aligned with the instructional outcomes in both content and process. Assessment methodologies have been adapted for individual students, as needed.
	Proposed approach contains no criteria or standards.	Assessment criteria and standards have been developed, but they are not clear.	Assessment criteria and standards are clear.	Assessment criteria and standards are clear; there is evidence that the students contributed to their development.
	Teacher has no plan to incorporate formative assessment in the lesson or unit.	Approach to the use of formative assessment is rudimentary, including only some of the instructional outcomes.	Teacher has a well-developed strategy to using formative assessment and has designed particular approaches to be used.	Approach to using formative assessment is well designed and includes student as well as teacher use of the assessment information.

	Teacher has no plans to use assessment results in designing future instruction.	Teacher plans to use assessment results to plan for future instruction for the class as a whole.	Teacher plans to use assessment results to plan for future instruction for groups of students.	Teacher plans to use assessment results to plan future instruction for individual students.

	Domain 2: The Classroom Environment			

Element	Ineffective	Minimally Effective	Effective	Highly Effective
2a: Creating an environment of respect and rapport	Teacher interaction with at least some students is negative, demeaning, sarcastic, or inappropriate to the age or culture of the students. Students exhibit disrespect for the teacher. Student interactions are characterized by conflict, sarcasm, or put-downs.	Teacher-student interactions are generally appropriate but may reflect occasional inconsistencies, favoritism, or disregard for students' cultures. Students exhibit only minimal respect for the teacher. Students do not demonstrate disrespect for one another.	Teacher-student interactions are friendly and demonstrate general caring and respect. Such interactions are appropriate to the age and cultures of the students. Students exhibit respect for the teacher. Student interactions are generally polite and respectful.	Teacher-student interactions are friendly and demonstrate general caring and respect. Such interactions are appropriate to the age and cultures of the students. Students exhibit respect for the teacher. Students demonstrate genuine caring for one another and monitor one another's treatment of peers, correcting classmates respectfully when needed.
2b: Establishing a Culture for Learning	Teacher or students convey a negative attitude toward the content, suggesting that it is not important or has been mandated by others. Instructional outcomes, activities and assignments, and classroom interactions convey low expectations for at least some students. Students demonstrate little or no pride in their work. They seem to be motivated by the desire to complete a task rather than to do high-quality work.	Teacher communicates importance of the work but with little conviction and only minimal apparent buy-in by the students. Instructional outcomes, activities and assignments, and classroom interactions convey only modest expectations for student learning and achievement. Students minimally accept the responsibility to do good work but invest little of their energy into its quality.	Teacher conveys genuine enthusiasm for the content, and students demonstrate consistent commitment to its value. Instructional outcomes, activities and assignments, and classroom interactions convey high expectations for most students. Students accept the teacher's insistence on work of high quality and demonstrate pride in that work.	Students demonstrate through their active participation, curiosity, and taking initiative that they value the importance of the content. Instructional outcomes, activities and assignments, and classroom interactions convey high expectations for all students. Students appear to have internalized these expectations. Students demonstrate attention to detail and take obvious pride in their work, initiating improvements in it by, for example, revising drafts on their own or helping peers.
2c: Managing Classroom Procedures	Students not working with the teacher are not productively engaged in learning.	Students in only some groups are productively engaged in learning while unsupervised by the teacher.	Small-group work is well organized, and most students are productively engaged in learning while unsupervised by the teacher.	Small-group work is well organized, and students are productively engaged at all times, with students assuming responsibility for productivity.

Transitions are chaotic, with much time lost between activities or lesson segments.	Only some transitions are efficient, resulting in some loss of instructional time.	Transitions occur smoothly, with little loss of instructional time.	Transitions are seamless, with students assuming responsibility in ensuring their efficient operation.
Materials and supplies are handled inefficiently, resulting in significant loss of instructional time.	Routines for handling materials and supplies function moderately well, but with some loss of instructional time.	Routines for handling materials and supplies occur smoothly, with little loss of instructional time.	Routines for handling materials and supplies are seamless, with students assuming some responsibility for smooth operation.
Considerable instructional time is lost in performing non-instructional duties.	Systems for performing non-instructional duties are only fairly efficient, resulting in some loss of instructional time.	Efficient systems for performing non-instructional duties are in place, resulting in minimal loss of instructional time.	Systems for performing non-instructional duties are well established, with students assuming considerable responsibility for efficient operation.
Volunteers and paraprofessionals have no clearly defined duties and are idle most of the time.	Volunteers and paraprofessionals are productively engaged during portions of class time but require frequent supervision.	Volunteers and paraprofessionals are productively and independently engaged during the entire class.	Volunteers and paraprofessionals make a substantive contribution to the classroom environment.
2d: Managing Student Behavior			
No standards of conduct appear to have been established, or students are confused as to what the standards are.	Standards of conduct appear to have been established, and most students seem to understand them.	Standards of conduct are clear to all students.	Standards of conduct are clear to all students and appear to have been developed with student participation.
Student behavior is not monitored, and teacher is unaware of what the students are doing.	Teacher is generally aware of student behavior but may miss the activities of some students.	Teacher is alert to student behavior at all times.	Monitoring by teacher is subtle and preventive. Students monitor their own and their peers' behavior, correcting one another respectfully.
Teacher does not respond to misbehavior, or the response is inconsistent, is overly repressive, or does not respect the student's dignity.	Teacher attempts to respond to student misbehavior but with uneven results, or there are no major infractions of the rules.	Teacher response to misbehavior is appropriate and successful and respects the student's dignity, or student behavior is generally appropriate.	Teacher response to misbehavior is highly effective and sensitive to students' individual needs, or student behavior is entirely appropriate.
2e: Organizing Physical Space			
The classroom is unsafe, or learning is not accessible to some students.	The classroom is safe, and at least essential learning is accessible to most students.	The classroom is safe, and learning is equally accessible to all students.	The classroom is safe, and students themselves ensure that all learning is equally accessible to all students.

	The furniture arrangement hinders the learning activities, or the teacher makes poor use of physical resources.	Teacher uses physical resources adequately. The furniture may be adjusted for a lesson, but with limited effectiveness.	Teacher uses physical resources skillfully, and the furniture arrangement is a resource for learning activities.	Both teacher and students use physical resources easily and skillfully, and students adjust the furniture to advance their learning.

		Domain 3: Instruction		

Element	Ineffective	Minimally Effective	Effective	Highly Effective
3a: Communicating with Students	Teacher's purpose in a lesson or unit is unclear to students.	Teacher attempts to explain the instructional purpose, with limited success.	Teacher's purpose for the lesson or unit is clear, including where it is situated within broader learning.	Teacher makes the purpose of the lesson or unit clear, including where it is situated within broader learning, linking that purpose to student interests.
	Teacher's directions and procedures are confusing to students.	Teacher's directions and procedures are clarified after initial student confusion.	Teacher's directions and procedures are clear to students.	Teacher's directions and procedures are clear to students and anticipate possible student misunderstanding.
	Teacher's explanation of the content is unclear or confusing or uses inappropriate language.	Teacher's explanation of the content is uneven; some is done skillfully, but other portions are difficult to follow.	Teacher's explanation of content is appropriate and connects with students knowledge and experience.	Teacher's explanation of content is imaginative and connects with students knowledge and experience. Students contribute to explaining concepts to their peers.
	Teacher's spoken language is inaudible, or written language is illegible. Spoken or written language contains errors of grammar or syntax. Vocabulary may be inappropriate, vague, or used incorrectly, leaving students confused.	Teacher's spoken language is audible, and written language is legible. Both are used correctly and conform to standard English Vocabulary is correct but limited or is not appropriate to the students' ages or backgrounds.	Teacher's spoken and written language is clear and correct and conforms to standard English. Vocabulary is appropriate to the students' ages and interests.	Teacher's spoken and written language is correct and conforms to standard English. It is also expressive, with well-chosen vocabulary that enriches the lesson. Teacher finds opportunities to extend students' vocabularies.
3b: Using Questioning and Discussion Techniques	Teacher's questions are virtually all of poor quality, with low cognitive challenge and single correct responses, and they are asked in rapid succession.	Teacher's questions are a combination of low and high quality, posed in rapid succession. Only some invite a thoughtful response.	Most of the teacher's questions are of high quality. Adequate time is provided for students to respond.	Teacher's questions are of uniformly high quality, with adequate time for students to respond. Students formulate many questions.
	Interaction between teacher and students is predominantly recitation style, with the teacher mediating all questions and answers.	Teacher makes some attempt to engage students in genuine discussion rather than recitation, with uneven results.	Teacher creates a genuine discussion among students, stepping aside when appropriate.	Students assume considerable responsibility for the success of the discussion, initiating topics and making unsolicited contributions.

	A few students dominate the discussion.	Teacher attempts to engage all students in the discussion, but with only limited success.	Teacher successfully engages all students in the discussion.	Students themselves ensure that all voices are heard in the discussion.
3c: Engaging Students in Learning	Activities and assignments are inappropriate for students' age or background. Students are not mentally engaged in them.	Activities and assignments are appropriate to some students and engage them mentally, but others are not engaged.	Most activities and assignments are appropriate to students, and almost all students are cognitively engaged in exploring content.	All students are cognitively engaged in the activities and assignments in their exploration of content. Students initiate or adapt activities and projects to enhance their understanding.
	Instructional groups are inappropriate to the students or to the instructional outcomes.	Instructional groups are only partially appropriate to the students or only moderately successful in advancing the instructional outcomes of the lesson.	Instructional groups are productive and fully appropriate to the students or to the instructional purposes of the lesson.	Instructional groups are productive and fully appropriate to the students or to the instructional purposes of the lesson. Students take the initiative to influence the formation or adjustment of instructional groups.
	Instructional materials and resources are unsuitable to the instructional purposes or do not engage students mentally.	Instructional materials and resources are only partially suitable to the instructional purposes, or students are only partially mentally engaged with them.	Instructional materials and resources are suitable to the instructional purposes and engage students mentally.	Instructional materials and resources are suitable to the instructional purposes and engage students mentally. Students initiate the choice, adaptation, or creation of materials to enhance their learning.
	The lesson has no clearly defined structure, or the pace of the lesson is too slow or rushed, or both.	The lesson has a recognizable structure, although it is not uniformly maintained throughout the lesson. Pacing of the lesson is inconsistent.	The lesson has a clearly defined structure around which the activities are organized. Pacing of the lesson is generally appropriate.	The lesson's structure is highly coherent, allowing for reflection and closure. Pacing of the lesson is appropriate for all students.
3d: Using Assessment in Instruction	Students are not aware of the criteria and performance standards by which their work will be evaluated.	Students know some of the criteria and performance standards by which their work will be evaluated.	Students are fully aware of the criteria and performance standards by which their work will be evaluated.	Students are fully aware of the criteria and performance standards by which their work will be evaluated and have contributed to the development of the criteria.
	Teacher does not monitor student learning in the curriculum.	Teacher monitors the progress of the class as a whole but elicits no diagnostic information.	Teacher monitors the progress of groups of students in the curriculum, making limited use of diagnostic prompts to elicit information.	Teacher actively and systematically elicits diagnostic information from individual students regarding their

			understanding and monitors the progress of individual students.
	Teacher's feedback to students is of poor quality and not provided in a timely manner.	Teacher's feedback to students is uneven, and its timeliness is inconsistent.	Teacher's feedback to students is timely and of consistently high quality	Teacher's feedback to students is timely and of consistently high quality, and students make use of the feedback in their learning.
	Students do not engage in self-assessment or monitoring of progress.	Students occasionally assess the quality of their own work against the assessment criteria and performance standards.	Students frequently assess and monitor the quality of their own work against the assessment criteria and performance standards.	Students not only frequently assess and monitor the quality of their own work against the assessment criteria and performance standards but also make active use of that information in their learning.
3e: Demonstrating Flexibility and Responsiveness	Teacher adheres rigidly to an instructional plan, even when a change is clearly needed.	Teacher adheres rigidly to an instructional plan, even when a change is clearly needed.	Teacher makes a minor adjustment to a lesson, and the adjustment occurs smoothly.	Teacher successfully makes a major adjustment to a lesson when needed.
	Teacher ignores or brushes aside students' questions or interests.	Teacher attempts to accommodate students' questions or interests, although the pacing of the lesson is disrupted.	Teacher successfully accommodates students' questions or interests.	Teacher seizes a major opportunity to enhance learning, building on student interests or a spontaneous event.
	When a student has difficulty learning, the teacher either gives up or blames the student or the student's home environment.	Teacher accepts responsibility for the success of all students but has only a limited repertoire of instructional strategies to draw on.	Teacher persists in seeking approaches for students who have difficulty learning, drawing on a broad repertoire of strategies.	Teacher persists in seeking effective approaches for students who need help, using an extensive repertoire of strategies and soliciting additional resources from the school.

Domain 4: Professional Responsibilities				
Element	**Ineffective**	**Minimally Effective**	**Effective**	**Highly Effective**
4a: Reflecting on Teaching	Teacher does not know whether a lesson was effective or achieved its instructional outcomes, or teacher profoundly misjudges the success of a lesson.	Teacher has a generally accurate impression of a lesson's effectiveness and the extent to which instructional outcomes were met.	Teacher makes an accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes and can cite general references to support the judgment.	Teacher makes a thoughtful and accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes, citing many specific examples from the lesson and weighing the relative strengths of each.
	Teacher has no suggestions for how a lesson could be improved another time the lesson is taught.	Teacher makes general suggestions about how a lesson could be improved another time the lesson is taught.	Teacher makes a few specific suggestions of what could be tried another time the lesson is taught.	Drawing on an extensive repertoire of skills, teacher offers specific alternative actions, complete with the probable success of different courses of action.
4b: Maintaining Accurate Records	Teacher's system for maintaining information on student completion of assignments is in disarray.	Teacher's system for maintaining information on student completion of assignments is rudimentary and only partially effective.	Teacher's system for maintaining information on student completion of assignments is fully effective.	Teacher's system for maintaining information on student completion of assignments is fully effective. Students participate in maintaining the records.
	Teacher has no system for maintaining information on student progress in learning, or the system is in disarray.	Teacher's system for maintaining information on student progress in learning is rudimentary and only partially effective.	Teacher's system for maintaining information on student progress in learning is fully effective.	Teacher's system for maintaining information on student progress in learning is fully effective. Students contribute information and participate in interpreting the records
	Teacher's records for non-instructional activities are in disarray, resulting in errors and confusion.	Teacher's records for non-instructional activities are adequate, but they require frequent monitoring to avoid errors.	Teacher's system for maintaining information on non-instructional activities is fully effective.	Teacher's system for maintaining information on non-instructional activities is highly effective, and students contribute to its maintenance.
4c: Communicating with Families	Teacher provides little or no information about the instructional program to families.	Teacher participates in the school's activities for family communication but offers little additional information.	Teacher provides frequent information to families, as appropriate, about the instructional program.	Teacher provides frequent information to families, as appropriate, about the instructional program. Students participate in preparing materials for their families.

	Teacher provides minimal information to families about individual students, or the communication is inappropriate to the cultures of the families. Teacher does not respond, or responds insensitively, to family concerns about students.	Teacher adheres to the school's required procedures for communicating with families. Responses to family concerns are minimal or may reflect occasional insensitivity to cultural norms.	Teacher communicates with families about students' progress on a regular basis, respecting cultural norms, and is available as needed to respond to family concerns.	Teacher provides information to families frequently on student progress, with students contributing to the design of the system. Response to family concerns is handled with great professional and cultural sensitivity.
	Teacher makes no attempt to engage families in the instructional program, or such efforts are inappropriate.	Teacher makes no attempt to engage families in the instructional program, or such efforts are inappropriate.	Teacher's efforts to engage families in the instructional program are frequent and successful.	Teacher's efforts to engage families in the instructional program are frequent and successful. Students contribute ideas for projects that could be enhanced by family participation.
4d: Participating in a Professional Community	Teacher's relationships with colleagues are negative or self-serving.	Teacher maintains cordial relationships with colleagues to fulfill duties that the school or district requires.	Relationships with colleagues are characterized by mutual support and cooperation.	Relationships with colleagues are characterized by mutual support and cooperation. Teacher takes initiative in assuming leadership among the faculty.
	Teacher avoids participation in a culture of inquiry, resisting opportunities to become involved.	Teacher becomes involved in the school's culture of inquiry when invited to do so.	Teacher actively participates in a culture of professional inquiry.	Teacher takes a leadership role in promoting a culture of professional inquiry.
	Teacher avoids becoming involved in school events.	Teacher participates in school events when specifically asked.	Teacher volunteers to participate in school events, making a substantial contribution.	Teacher volunteers to participate in school events, making a substantial contribution, and assumes a leadership role in at least one aspect of school life.
	Teacher avoids becoming involved in school and district projects.	Teacher participates in school and district projects when specifically asked.	Teacher volunteers to participate in school and district projects, making a substantial contribution.	Teacher volunteers to participate in school and district projects, making a substantial contribution, and assumes a leadership role in a major school or district project.
4e: Growing and Developing Professionally	Teacher engages in no professional development activities to enhance knowledge or skill.	Teacher participates in professional activities to a limited extent when they are convenient.	Teacher seeks out opportunities for professional development to enhance content knowledge and pedagogical skill.	Teacher seeks out opportunities for professional development and makes a systematic effort to conduct action research.

	Teacher resists feedback on teaching performance from either supervisors or more experienced colleagues.	Teacher accepts, with some reluctance, feedback on teaching performance from both supervisors and professional colleagues.	Teacher welcomes feedback from colleagues when made by supervisors or when opportunities arise through professional collaboration.	Teacher seeks out feedback on teaching from both supervisors and colleagues.
	Teacher makes no effort to share knowledge with others or to assume professional responsibilities.	Teacher finds limited ways to contribute to the profession.	Teacher participates actively in assisting other educators.	Teacher initiates important activities to contribute to the profession.
4f: Showing Professionalism	Teacher displays dishonesty in interactions with colleagues, students, and the public.	Teacher is honest in interactions with colleagues, students, and the public.	Teacher displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public.	Teacher can be counted on to hold the highest standards of honesty, integrity, and confidentiality and takes a leadership role with colleagues.
	Teacher is not alert to students' needs.	Teacher's attempts to serve students are inconsistent.	Teacher is active in serving students.	Teacher is highly proactive in serving students, seeking out resources when needed.
	Teacher contributes to school practices that result in some students being ill served by the school.	Teacher does not knowingly contribute to some students being ill served by the school.	Teacher works to ensure that all students receive a fair opportunity to succeed.	Teacher makes a concerted effort to challenge negative attitudes or practices to ensure that all students, particularly those traditionally undeserved, are honored in the school.
	Teacher makes decisions and recommendations based on self-serving interests.	Teacher's decisions and recommendations are based on limited though genuinely professional considerations.	Teacher maintains an open mind and participates in team or departmental decision making.	Teacher takes a leadership role in team or departmental decision making and helps ensure that such decisions are based on the highest professional standards.
	Teacher does not comply with school and district regulations.	Teacher complies minimally with school and district regulations, doing just enough to get by.	Teacher complies fully with school and district regulations.	Teacher complies fully with school and district regulations, taking a leadership role with colleagues.
4g: Attendance	9.5 absences or more (Exceptions may be made in consultation with administration for specific absences (flex-time, personal business,	7-9 absences (Exceptions may be made in consultation with administration for specific absences (flex-time, personal	4-6 absences (Exceptions may be made in consultation with administration for specific absences (flex-time, personal	0-3 absences (Exceptions may be made in consultation with administration for specific absences (flex-time, personal

	document medical, documented funeral, military leave)	business, document medical, documented funeral, military leave)	business, document medical, documented funeral, military leave)	business, document medical, documented funeral, military leave)

Student Growth				
Elementary/Middle School				
Grades K-8				
Element	**Ineffective**	**Minimally Effective**	**Effective**	**Highly Effective**
NWEA Growth on National Assessments - Less SD Error Format: National Weight: 33.33	Less than 50% of your students met their individual Target Growth Rate. Min: 0 Max: 49.99	50-69% of students met their individual Target Growth Rate. Min: 50 Max: 69.99	70-84% of students met their individual Target Growth Rate. Min: 70 Max: 84.99	85-100% of students met their individual Target Growth Rate. Min: 85 Max: 100
Pre & Post Test for Math and ELA Format: District Weight: 33.33	Less than 50% of the district students showed Increased or Significantly Increased Growth (Reading and Math for K-6) (all courses for 7-8) Min: 0 Max: 49.99	50-69% of the district students showed Increased or Significantly Increased Growth (Reading and Math for K-6) (all courses for 7-8) Min: 50 Max: 69.99	70-84% of the district students showed Increased or Significantly Increased Growth (Reading and Math for K-6) (all courses for 7-8) Min: 70 Max: 84.99	85-100% of the district students showed Increased or Significantly Increased Growth (Reading and Math for K-6) (all courses for 7-8) Min: 85 Max: 100
Local Grades Grades Format: District Weight: 33.33	Less than 50% of your students scored 60% or better. Min: 0 Max: 49.99	50-69% of students scored 60% or better. Min: 50 Max: 69.99	70-84% of students scored 60% or better. Min: 70 Max: 84.99	85-100% of students scored 60% or better Min: 85 Max: 100
High School				
Grades 9-12				
Element	**Ineffective**	**Minimally Effective**	**Effective**	**Highly Effective**
Pre and Post Test for High School Grades 9-12 Format: District Weight: 50	Less than 50% of the district students showed Increased or Significantly Increased Growth (all courses) Min: 0 Max: 49.99	50-69% of the district students showed Increased or Significantly Increased Growth (all courses) Min: 50 Max: 69.99	70-84% of the district students showed Increased or Significantly Increased Growth (all courses) Min: 70 Max: 84.99	85-100% of the district students showed Increased or Significantly Increased Growth (all courses) Min: 85 Max: 100

Local Grades Format: District Weight: 50	Less than 50% of your students scored 60% or better. Min: 0 Max: 49.99	50-69% of students scored 60% or better. Min: 50 Max: 69.99	70-84% of the district students demonstrate proficiency Min: 70 Max: 84.99	85-100% of students scored 60% or better Min: 85 Max: 100

5. Description of the evaluation process

The following describes the process for each defined evaluation process:

"Probationary" and "Tenure on a Plan of Assistance"
Items included in the process:

- Self-Assessment (required)
- Goal Setting (required)
- 2 Formal Observations (required)
- Each formal observation has a required post-observation conference
- Mid-Year Review (required)
- Walkthrough observations (optional)
- Summative Evaluation
- Final Effectiveness Ratings – based on:
  - 75%=Summative Scores
  - 25%=Student Data Scores

"Tenure"

Items included in the process:

- Self-Assessment (required)
- Goal Setting (required)
- 1 Formal Observation (required)
- Each formal observation has a required post-observation conference
- 1 Walkthrough observation (required)

- Additional walkthrough observations may occur
- Summative Evaluation
- Final Effectiveness Rating will be based on:
    - 75%=Summative Scores
    - 25%=Student Data Scores

Additional information about the evaluation process:

Overall:
- In 2016-2017, the self-assessment outcome will lead into the goal setting process.
- Evaluators and teachers will collaborate on goal setting.
- Evaluators will ultimately approve the goals.
- Goals for 2017-2018 will be set at the end of the 2016-2017 school year.
- Any teacher rated less than "Effective" will have a specific performance improvement plan with monthly progress checks.

Observations:
- Observers will be looking for competencies listed in the first three domains of the Charlotte Danielson's "A Framework for Teaching". (Planning & Preparation, The Classroom Environment and Instruction)
- A minimum of one observation (formal and walkthrough) are unscheduled.
- A post-observation conference will be held after every formal observation.
- Feedback will be provided after all observations within five days of the observation unless mutually re-scheduled.
- Upon request, teachers will have the opportunity to meet with observers after a walkthrough observation.
- STAGES software will be used by observers to document information about the observation.

6. Description of the plan for providing evaluators and observers with training.

Evaluators complete 15 hours of coursework and teachers receive 3 hours of professional development through Traverse Bay Intermediate School District on utilizing the Danielson tool that incorporates the following:

The Four Domains of Teaching Responsibility – Summaries

Domain 1: Planning and Preparation

Figure 1: Components of Domain 1 - Planning and Preparation
Component 1a: Demonstrating Knowledge of Content and Pedagogy
Component 1b: Demonstrating Knowledge of Students
Component 1c: Setting Instructional Outcomes
Component 1d: Demonstrating Knowledge of Resources
Component 1e: Designing Coherent Instruction
Component 1f: Designing Student Assessment

The components in Domain 1 describe how a teacher organizes the content that the students are to learn – how the teacher *designs* instruction. The domain covers all aspects of instructional planning, beginning with a deep understanding of content and pedagogy and an understanding and appreciation of the students and what they bring to the educational encounter. But understanding the content is not sufficient; every adult has encountered the university professor who, while truly expert in a subject, was unable to engage students in learning it. The content must be transformed through instructional design into sequences of activities and exercises that make it accessible to students. All elements of the instructional design – learning activities, materials, and strategies – must be appropriate to both the content and the students, and aligned with larger instructional goals. In their content and process, assessment techniques must also reflect the instructional outcomes and should serve to document student progress during and at the end of a teaching episode. Furthermore, in designing assessment strategies, teachers must consider their use for formative purposes and how assessments can provide diagnostic opportunities for students to demonstrate their level of understanding during the instructional sequence, while there is still time to make adjustments.

It is difficult to overstate the importance of planning. In fact, one could go further and argue that a teacher's role is not so much to *teach,* as it is to *arrange for learning*. That is, a teacher's essential responsibility is to ensure that students learn, to design (or select or adapt) learning activities such that students learn important content.   Thus, planning is a matter of design. Teachers who excel in Domain 1 design instruction that reflects an understanding of the disciplines they teach – the important concepts and principles within that content, and how the different elements relate to one another and to those in other disciplines. They understand their students – their backgrounds, interests, and skills. Their design is coherent in its approach to topics, includes sound assessment methods, and is appropriate to the range of students in the class.

Skills in Domain 1 are demonstrated primarily through the plans that teachers prepare to guide their teaching, by how they describe the decisions they make, and ultimately through the success of their plans as implemented in the classroom. But planning is about *design*. In other words, the instructional design, *as a design*, works. For example, a unit plan is a successful design if it is coherent and concepts are developed through a sequence of varied learning activities that progress from simple to complex. It's possible to envision, from reading the plans, how a teacher intends to engage students in the content. Furthermore, a teacher's intentions

for a unit or a lesson are reflected not only in the written plans but also in the actual activities and assignments (worksheets, activity directions, and s on) the teacher gives to students for completion either during class or for homework. The level of cognitive challenge of such assignments is an important indication of the type of intellectual engagement the teacher intends for the students. The plans and assignments may be included in a teacher's professional portfolio; the plan's effects must be observed through action in the classroom.

Domain 2: Classroom Environment

Figure 2: Components of Domain 2 - Classroom Environment
Component 2a: Creating an Environment of Respect and Rapport
Component 2b: Establishing a Culture for Learning
Component 2c: Managing Classroom Procedures
Component 2d: Managing Student Behavior
Component 2e: Organizing Physical Space

The aspects of an environment conducive to learning are captured in Domain 2 (see Figure 2). These aspects of teaching are not associated with the learning of any particular content; instead, they set the stage for all learning. The components of Domain 2 establish a comfortable and respectful classroom environment that cultivates a culture for learning and creates a safe place for risk taking. The atmosphere is businesslike, with noninstructional routines and procedures handled efficiently; student behavior is supportive of the stated instructional purposes.

When students remember their teachers years later, it is often for the teacher's skill in Domain 2. Students recall the warmth and caring their favorite teachers demonstrated. Students feel safe with these teachers and know that they can count on the teachers to be fair and, when necessary, compassionate. Students also notice the subtle messages they receive from teachers as to their capabilities; they don't want their teachers to be "easy." Instead, they want their teachers to push them while conveying confidence that they know the students are up to the challenge. Students are also sensitive to teachers' own attitudes toward their subjects and their teaching; they are motivated by teachers who care about what they are doing, who love their subjects, and who put their heart into their teaching.

Teachers who excel in Domain 2 create an atmosphere of excitement about the importance of learning and the significance of the content. They care deeply about their subjects and invite students to share the journey of learning about it. These teachers consider their students as real people, with interests, concerns, and intellectual potential. In return, students regard their teachers as concerned and caring adults and are willing to make a commitment to the hard work of learning. They take pride in a job well done. Such teachers never forget their proper role as adults, so they don't try to be pals. They also know that their natural authority with students is grounded in their knowledge and expertise rather than in their role alone. These teachers are indisputably in charge, but their students regard them as a special sort of friend, a protector, a challenger, some who will permit no harm. As such, these teachers are remembered for years with appreciation.

Skills in Domain 2 are demonstrated through classroom interaction and captured on paper through interviews with or surveys of students. These skills are observed in action, either in person or on videotape.

Domain 3: Instruction

Figure 3: Components of Domain 3 - Instruction
Component 3a: Communicating with Students
Component 3b: Using Questioning and Discussion Techniques
Component 3c: Engaging Students in Learning
Component 3d: Using Assessment in Instruction
Component 3e: Demonstrating Flexibility and Responsiveness

Domain 3 contains the components that are at the essential heart of teaching – the actual engagement of students in content. It is impossible to overstate the importance of Domain 3, which reflects the primary mission of schools: to enhance student learning. The components in Domain 3 are unified through the vision of students developing complex understanding and participating in a community of learners. Domain 3 components represent distinct aspects of instructional skill.

Domain 3 represents the implementation of the plans designed in Domain 1. As a result of success in executing the components of Domain 1, teachers prepare plans appropriate to their students, grounded in deep understanding of the content, aligned with state standards, and designed to engage students in important work. As a result of success in Domain 3, teachers demonstrate, through their instructional skills, that they can successfully implement those plans. Their students are engaged in meaningful work, which carries significance beyond the next test and which can provide skills and knowledge necessary for answering important questions or contributing to important projects. Such teachers don't have to motivate their students, because the ways in which teachers organize and present the content, the roles they encourage students to assume, and the student initiative they expect serve to motivate students to excel. The work is real and significant, and it is important to students as well as to teachers.

Teachers who excel in the components of Domain 3 have finely honed instructional skills. Their work in the classroom is fluid and flexible; they can shift easily from one approach to another when the situation demands it. They seamlessly incorporate ideas and concepts from other parts of the curriculum into their explanations, relating, for example, what the students have just learned about World War I to patterns about conflicts they have previously learned in their studies about other wars. Their questions probe student thinking and serve to extend understanding. They are attentive to different students in the class and the degree to which the students are thoughtfully engaged; when they observe inattention, they move to correct it. And above all, they carefully monitor student understanding as they go (through well-designed questions or activities) and make minor midcourse corrections as needed.

Skills in Domain 3 are demonstrated through classroom interaction, observed either in person or on videotape. In addition, samples of student work can reveal the degree of cognitive challenge expected from students and the extent of their engagement in learning.

Domain 4: Professional Responsibilities

Figure 4: Components of Domain 4 - Professional Responsibilities

Component 4a: Reflecting on Teaching
Component 4b: Maintaining Accurate Records
Component 4c: Communicating with Families
Component 4d: Participating in a Professional Community
Component 4e: Growing and Developing Professionally
Component 4f: Showing Professionalism

The components in Domain 4 are associated with being a true professional educator; they encompass the roles assumed outside of and in addition to those in the classroom with students. Students rarely observe these activities; parents and the larger community observe them only intermittently. But the activities are critical to preserving and enhancing the profession. Educators exercise some of them (such as maintaining records and communicating with families) immediately upon entering the profession, because they are integral to their work with students. Others (such as participating in a professional community) they develop primarily after their first few years of teaching, after they has mastered, to some degree, the details of classroom management and instruction.

One of the contributions of the framework for teaching is its inclusion of the components of Domain 4; previous enumerations of the work of teaching did not identify this important area. But the work of professional educators manifestly extends beyond their work in the classroom; in fact, it is through the skills of Domain 4 that highly professional teachers distinguish themselves from their less proficient colleagues. And when teachers present evidence of their work in this area – through logs, summaries of their work on school and district committees, or descriptions of workshops for parents -- they are frequently surprised (and impressed) by the extent of their professional engagement.

Domain 4 consists of a wide range of professional responsibilities, from self-reflection and professional growth, to participation in a professional community, to contributions made to the profession as a whole. The components also include interactions with the families of students, contacts with the larger community, the maintenance of records and other paperwork, and advocacy for students. Domain 4 captures the essence of professionalism by teachers; teachers are, as a result of their skills in Domain 4, full members of the teaching profession and committed to its enhancement.

Teachers who excel in Domain 4 are highly regarded by colleagues and parents. They can be depended on to serve students' interests and those of the larger community, and they are active in their professional organizations, in the school, and in the district. They are known as educators who go beyond the technical requirements of their jobs and contribute to the general well-being of the institutions of which they are a part.

Skills in Domain 4 are demonstrated through teacher interactions with colleagues, families, other professionals, and the larger community. Some of these interactions may be documented in logs and placed in a portfolio. It is the interactions themselves, however, that must be observed to indicate a teacher's skill and commitment.

Source:
Enhancing Professional Practice: A Framework for Teaching, by Charlotte Danielson. ASCD, 2007, pages 26-31

7. Description of compilation of student data accounting for 25% of evaluation:

Grades K-6th
- **NWEA Utilized as Growth Measure for all (4) Subjects Tests 3X Per Year (34%)**
- **Pre-Post Assessments for Math & ELA (6th Grade Science and Social Studies too) (33%)**
- **Local Grades K-6 (33%)**
- M-Step Potentially Incorporated for Evaluative Purposes in 2016-17 for Grades 3-6
- Inclusion of Rigby & Dibels to be Discussed in August for Potential Evaluative Purposes

Grades 7-8
- **NWEA 2X per year in Sept & May *inquire if staff wants 3X annually (34%)**
- **Pre-Post Assessments for ALL COURSES (33%)**
- **Local Grades 7-8 (33%)**
- M-Step Potentially Incorporated for Evaluative Purposes in 2016-17 for Grades 7-8

Grades 9-12
- NWEA Utilized ONLY FOR SPED and POTENTIALLY Tier II Students
- **Pre-Post Assessments for ALL COURSES (50%)**
- **Local Grades 9-12 (50%)**
- PSAT Distributed for 9th and 10th Grade in Spring of 2016 (potential proficiency score)
- 11th Grade PSAT Proctored in Fall of 2015 Only (Non-Evaluative)
- 11th Grade M-Step, SAT and Work Keys
- All 10th Grade Students will be Administered Compass Test (Non-Evaluative)

*Assessments colored in blue will be incorporated into data utilized for evaluation in 2016-17.

**It is anticipated that in 2017-2018 Student Proficiency Data will be inclusive of state assessment data if available.