Framework for Teaching, 2nd Edition – Charlotte Danielson ©ASCD
Michigan Website Reporting Requirements

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

Training Plan for Teachers
All certified teaching staff received professional development on the evaluation process and the Danielson tool itself from Michael Bowman on August 28, 2013.

DOMAIN I: PLANNING AND PREPARATION   **a. Demonstrates Knowledge of Content and Pedagogy**

Ia (1) Knowledge of content and pedagogy			
Not Effective (1)	**Minimally Effective (2)**	**Effective (3)**	**Highly Effective (4)**
Teacher makes content errors or does not correct content errors students make.	Teacher displays basic content knowledge but cannot articulate connections with other parts of the discipline or with other disciplines.	Teacher displays solid content knowledge and makes connections between the content and other parts of the discipline and other disciplines. This needs to be continually and specifically documented by staff through their lesson plans at least once per week. Electronic lesson plans are to be completed by 8:00 am each Monday.	Teacher displays extensive content knowledge and makes connections between the content and other parts of the discipline and other disciplines, with evidence of continuing pursuit of such knowledge. This needs to be continually and specifically documented by staff through their daily plans. Electronic lesson plans are to be completed by 8:00 am each Monday.

Ia (2) Knowledge of prerequisite relationships

Not Effective (1)	Minimally Effective (2)	Effective (3)	Highly Effective (4)
Teacher displays little understanding of prerequisite knowledge important for student learning of the content.	Teacher indicates some awareness of prerequisite learning, although such knowledge may be incomplete or inaccurate.	Teacher's plans and practices reflect understanding of prerequisite relationships among topics and concepts. This needs to be continually and specifically documented by staff through their electronic lesson plans at least once per week. Plans are to be completed by 8:00 am each Monday.	Teacher actively builds on knowledge of prerequisite relationships when describing instruction and seeking causes for student misunderstandings. This needs to be continually and specifically documented by staff through their daily plans. Electronic lesson plans are to be completed by 8:00 am each Monday.

Ia (3) Knowledge of content related pedagogy

Not Effective (1)	Minimally Effective (2)	Effective (3)	Highly Effective (4)
Teacher displays little understanding of pedagogical issues involved in student learning of the content.	Teacher displays basic pedagogical knowledge but does not anticipate student misconceptions.	Pedagogical practices reflect current research on best pedagogical practice within the discipline but without anticipating student misconceptions. This needs to be continually and specifically documented by staff through their electronic lesson plans at least once per week. Plans are to be completed by 8:00 am each Monday.	Teacher displays continuing search for best practice and anticipates student misconceptions. The search and misconceptions are specifically noted in teacher daily plans. Electronic lesson plans are to be completed by 8:00 am each Monday.

DOMAIN I: PLANNING AND PREPARATION   **b. Demonstrates Knowledge of Students**

Ib (1) Knowledge of child and adolescent behavior

Not Effective (1)	Minimally Effective (2)	Effective (3)	Highly Effective (4)
Teacher displays minimal knowledge of developmental characteristics of age group.	Teacher displays generally accurate knowledge of developmental characteristics of age group.	Teacher displays thorough understanding of typical developmental characteristics of age group as well as exceptions to general patterns. This needs to be continually and specifically documented by staff through their lesson plans at least once per week. Electronic lesson plans are to be completed by 8:00 am each Monday.	Teacher displays knowledge of typical developmental characteristics of age group, exceptions to the patterns, and the extent to which each student follows patterns. This needs to be continually and specifically documented by staff through their daily plans. Electronic lesson plans are to be completed by 8:00 am each Monday.

Ib (2) Knowledge of the learning process

Not Effective (1)	Minimally Effective (2)	Effective (3)	Highly Effective (4)
Teacher is unfamiliar with the different approaches to learning that students exhibit, such as learning styles, modalities, and different "intelligences."	Teacher displays general understanding of the different approaches to learning that students exhibit.	Teacher displays solid understanding of the different approaches to learning that different students exhibit. This needs to be continually and specifically documented by staff through their lesson plans at least once per week. Electronic lesson plans are to be completed by 8:00 am each Monday.	Teacher uses, where appropriate, knowledge of students' varied approaches to learning in instructional planning. This needs to be continually and specifically documented by staff through their daily plans. Electronic lesson plans are to be completed by 8:00 am each Monday.

Ib (3) Knowledge of student skills, knowledge and language proficiency

Not Effective (1)	Minimally Effective (2)	Effective (3)	Highly Effective (4)
Teacher displays little knowledge of students' skills and knowledge and does not indicate that such knowledge is valuable.	Teacher recognizes the value of understanding students' skill and knowledge but displays this knowledge for the class only as a whole.	Teacher displays knowledge of students' skills and knowledge for groups of students and recognizes the value of this knowledge. This needs to be continually and specifically documented by staff through their lesson plans at least once per week. Electronic lesson plans are to be completed by 8:00 am each Monday.	Teacher displays knowledge of students' skills and knowledge for each student, including those with special needs. This needs to be continually and specifically documented by staff through their daily plans. Electronic lesson plans are to be completed by 8:00 am each Monday.

Ib (4) Knowledge of students' interests and cultural heritage

Not Effective (1)	Minimally Effective (2)	Effective (3)	Highly Effective (4)
Teacher displays little knowledge of students' interests or cultural heritage and does not indicate that such knowledge is valuable.	Teacher recognizes the value of understanding students' interests or cultural heritage but displays this knowledge for the class only as a whole.	Teacher displays knowledge of the interests or cultural heritage of groups of students and recognizes the value of this knowledge. This needs to be continually and specifically documented by staff through their lesson plans at least once per week. Electronic lesson plans are to be completed by 8:00 am each Monday.	Teacher displays knowledge of the interests or cultural heritage of each student. This needs to be continually and specifically documented by staff through their daily plans. Electronic lesson plans are to be completed by 8:00 am each Monday.

Ib (5) Knowledge of students' special needs			
Not Effective (1)	**Minimally Effective (2)**	**Effective (3)**	**Highly Effective (4)**
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 needs, but such knowledge may be incomplete or inaccurate.	Teacher is aware of students' special learning and medical needs. This needs to be continually and specifically documented by staff through their lesson plans at least once per week. Electronic lesson plans are to be completed by 8:00 am each Monday.	Teacher possesses information about each student's learning and medical needs, collecting such information from a variety of sources. This needs to be continually and specifically documented by staff through their daily plans. Electronic lesson plans are to be completed by 8:00 am each Monday.

DOMAIN I: PLANNING AND PREPARATION   **c. Selecting Instructional Outcomes**

Ic (1) Value, sequence and alignment			
Not Effective (1)	**Minimally Effective (2)**	**Effective (3)**	**Highly Effective (4)**
Goals are not valuable and represent low expectations or no conceptual for students. Goals do not reflect important learning.	Goals are moderately valuable in either their expectations or conceptual understanding for students and in importance of learning.	Goals are valuable in their level of expectations, conceptual understanding, and importance of learning. This needs to be continually and specifically documented by staff through their lesson plans at least once per week. Electronic lesson plans are to be completed by 8:00 am each Monday.	Not only are the goals valuable, but teacher can also clearly articulate how goals establish high expectations and relate to curriculum framework and standards. This needs to be continually and specifically documented by staff through their daily plans. Electronic lesson plans are to be completed by 8:00 am each Monday.

Ic (2) Clarity			
Not Effective (1)	**Minimally Effective (2)**	**Effective (3)**	**Highly Effective (4)**
Goals are either not clear or are stated as student activities. Goals do not permit viable methods of assessment.	Goals are only moderately clear or include a combination of goals and activities. Some goals do not permit viable methods of assessment.	Most of the goals are clear but may include a few activities. Most permit viable methods of assessment. This needs to be continually and specifically documented by staff through their lesson plans at least once per week. Electronic lesson plans are to be completed by 8:00 am each Monday.	All the goals are clearly written in the form of student learning, and permit viable methods of assessment. This needs to be continually and specifically documented by staff through their daily plans. Electronic lesson plans are to be completed by 8:00 am each Monday.

Ic (3) Balance

Not Effective (1)	Minimally Effective (2)	Effective (3)	Highly Effective (4)
Goals reflect only one type of learning and one discipline or strand.	Goals reflect several types of learning but no effort at coordination or integration.	Goals reflect several different types of learning and opportunities for integration. This needs to be continually and specifically documented by staff through their lesson plans at least once per week. Electronic lesson plans are to be completed by 8:00 am each Monday.	Goals reflect student initiative in establishing important learning. This needs to be continually and specifically documented by staff through their daily plans. Electronic lesson plans are to be completed by 8:00 am each Monday.

Ic (4) Suitable for diverse students (1)

Not Effective (1)	Minimally Effective (2)	Effective (3)	Highly Effective (4)
Goals are not suitable for the class.	Most of the goals are suitable for most students in the class.	All the goals are suitable for most students in the class. This needs to be continually and specifically documented by staff through their lesson plans at least once per week. Electronic lesson plans are to be completed by 8:00 am each Monday.	Goals take into account the varying learning needs of individual students and groups. This needs to be continually and specifically documented by staff through their daily plans. Electronic lesson plans are to be completed by 8:00 am each Monday.

DOMAIN I: PLANNING AND PREPARATION   d. Demonstrating Knowledge of Resources

Id (1)   Resources for classroom use

Not Effective (1)	Minimally Effective (2)	Effective (3)	Highly Effective (4)
Teacher is unaware of resources available through the school or district.	Teacher displays limited awareness of resources available through the school or district.	Teacher is fully aware of all resources available through the school or district. This needs to be continually and specifically documented by staff through their lesson plans at least once per week. Electronic lesson plans are to be completed by 8:00 am each Monday.	In addition to being aware of school and district resources, teacher actively seeks other materials to enhance instruction, for example, from professional organizations and through the community. This needs to be continually and specifically documented by staff through their daily plans. Electronic lesson plans are to be completed by 8:00 am each Monday.

Id (2) Resources to extend content knowledge and pedagogy			
Not Effective (1)	**Minimally Effective (2)**	**Effective (3)**	**Highly Effective (4)**
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 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. This needs to be continually and specifically documented by staff through their lesson plans at least once per week. Electronic lesson plans are to be completed by 8:00 am each Monday.	Teacher's knowledge of resources to enhance content and pedagogical knowledge is extensive, including those available through the school and district, in the community, through professional organizations and universities, and on the internet. This needs to be continually and specifically documented by staff through their daily plans. Electronic lesson plans are to be completed by 8:00 am each Monday.

Id (3) Resources for students			
Not Effective (1)	**Minimally Effective (2)**	**Effective (3)**	**Highly Effective (4)**
Teacher is unaware of resources available to assist students who need them.	Teacher displays limited awareness of resources available through the school or district.	Teacher is fully aware of all resources available through the school or district and knows how to gain access for students. This needs to be continually and specifically documented by staff through their lesson plans at least once per week. Electronic lesson plans are to be completed by 8:00 am each Monday.	In addition to being aware of school and district resources, teacher is aware of additional resources available through the community. This needs to be continually and specifically documented by staff through their daily plans. Electronic lesson plans are to be completed by 8:00 am each Monday.

DOMAIN I: PLANNING AND PREPARATION   **e. Designing Coherent Instruction**

Ie (1) Learning Activities			
Not Effective (1)	**Minimally Effective (2)**	**Effective (3)**	**Highly Effective (4)**
Learning activities are not suitable to students or instructional goals. They do not follow an organized progression and do not reflect recent professional research.	Only some of the learning activities are suitable to students or instructional goals. Progression of activities in the unit is uneven, and only some activities reflect recent professional research.	Most of the learning activities are suitable to students and instructional goals. Progression of activities in the unit is fairly even, and most activities reflect recent professional research. This needs to be continually and specifically documented by staff through their lesson plans at least once per week. Electronic lesson plans are to be completed by 8:00 am each Monday.	Learning activities are highly relevant to students and instructional goals. They progress coherently, producing a unified whole and reflecting recent professional research. This needs to be continually and specifically documented by staff through their daily plans. Electronic lesson plans are to be completed by 8:00 am each Monday.

Ie (2) Instructional Materials and Resources			
Not Effective (1)	**Minimally Effective (2)**	**Effective (3)**	**Highly Effective (4)**
Materials and resources do not support the instructional goals or engage students in meaningful learning.	Some of the materials and resources support the instructional goals, and some engage students in meaningful learning.	All materials and resources support the instructional goals, and most engage students in meaningful learning. This needs to be continually and specifically documented by staff through their lesson plans at least once per week. Electronic lesson plans are to be completed by 8:00 am each Monday.	All materials and resources support the instructional goals, and most engage students in meaningful learning. There is evidence of student participation in selecting and adapting materials. This needs to be continually and specifically documented by staff through their daily plans. Electronic lesson plans are to be completed by 8:00 am each Monday.

Ie (3) Instructional Groups

Not Effective (1)	Minimally Effective (2)	Effective (3)	Highly Effective (4)
Instructional groups do not support the instructional goals and offer no variety.	Instructional groups are consistent in suitability to the instructional goals and offer minimal variety.	Instructional groups are varied, as appropriate to the different instructional goals. This needs to be continually and specifically documented by staff through their lesson plans at least once per week. Electronic lesson plans are to be completed by 8:00 am each Monday.	Instructional groups are varied, as appropriate to the different instructional goals. There is evidence of student choice in selecting different patterns of instructional groups. This needs to be continually and specifically documented by staff through their daily plans. Electronic lesson plans are to be completed by 8:00 am each Monday.

Ie (4) Lesson and Unit Structure

Not Effective (1)	Minimally Effective (2)	Effective (3)	Highly Effective (4)
The lesson or unit has no clearly defined structure, or the structure is chaotic. Time allocations are unrealistic.	The lesson or unit has a recognizable structure, although the structure is not uniformly maintained throughout. Most time allocations are reasonable.	The lesson or unit has a clearly defined structure that activities are organized around. Time allocations are reasonable. This needs to be continually and specifically documented by staff through their lesson plans at least once per week. Electronic lesson plans are to be completed by 8:00 am each Monday.	The lesson's or unit's structure is clear and allows for different pathways according to student needs. This needs to be continually and specifically documented by staff through their daily plans. Electronic lesson plans are to be completed by 8:00 am each Monday.

DOMAIN I: PLANNING AND PREPARATION   **f. Designing student assessment**

If (1) Congruence with instructional outcomes

Not Effective (1)	Minimally Effective (2)	Effective (3)	Highly Effective (4)
Content and methods of assessment lack congruence with instructional goals.	Some of the instructional goals are assessed through the proposed approach, but many are not.	All the instructional goals are nominally assessed through the proposed plan, but the approach is more suitable to some goals than to others. This needs to be continually and specifically documented by staff through their lesson plans at least once per week. Electronic lesson plans are to be completed by 8:00 am each Monday.	The proposed approach to assessment is completely congruent with the instructional goals, both in content and process. This needs to be continually and specifically documented by staff through their daily plans. Electronic lesson plans are to be completed by 8:00 am each Monday.

If (2) Criteria and standards			
Not Effective (1)	**Minimally Effective (2)**	**Effective (3)**	**Highly Effective (4)**
The proposed approach contains no clear criteria or standards.	Assessment criteria and standards have been developed, but they are either not clear or have not been clearly communicated to students.	Assessment criteria and standards are clear and have been clearly communicated to students. This needs to be continually and specifically documented by staff through their lesson plans at least once per week. Electronic lesson plans are to be completed by 8:00 am each Monday.	Assessment criteria and standards are clear and have been clearly communicated to students. There is evidence that students contributed to the development of the criteria and standards. This needs to be continually and specifically documented by staff through their daily plans. Electronic lesson plans are to be completed by 8:00 am each Monday.

If (3) design of formative assessment			
Not Effective (1)	**Minimally Effective (2)**	**Effective (3)**	**Highly Effective (4)**
Teacher has no plan to incorporate formative assessment in the lesson plan or unit.	Approach to the use of affirmative 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. This needs to be continually and specifically documented by staff through their lesson plans at least once per week. Electronic lesson plans are to be completed by 8:00 am each Monday.	Approach to using formative assessment is well designed and includes student as well as teacher use of the assessment information. This needs to be continually and specifically documented by staff through their daily plans. Electronic lesson plans are to be completed by 8:00 am each Monday.

If (4) Use for planning			
Not Effective (1)	**Minimally Effective (2)**	**Effective (3)**	**Highly Effective (4)**
The assessment results affect planning for these students only minimally.	Teacher uses assessment results to plan for the class as a whole.	Teacher uses assessment results to plan for individuals and groups of students. Electronic lesson plans are to be completed by 8:00 am each Monday.	Students are aware of how they are meeting the established standards and participate in planning the next steps. This needs to be continually and specifically documented by staff through their daily plans. Electronic lesson plans are to be completed by 8:00 am each Monday.

DOMAIN II: THE CLASSROOM ENVIRONMENT   a. Creating an Environment of Respect and Rapport

IIa (1) Teacher interaction with students

Not Effective (1)	Minimally Effective (2)	Effective (3)	Highly Effective (4)
Teacher interaction with at least some students is negative, demeaning, sarcastic, or inappropriate to the age or culture of the students.	Teacher-student interactions are generally appropriate but may reflect occasional inconsistencies, favoritism, or disregard for students' cultures. Students exhibit only minimal respect for teacher.	Teacher-student interactions are friendly and demonstrate general warmth, caring, and respect. Such interactions are appropriate to developmental and cultural norms. Most students exhibit respect for teacher.	Teacher demonstrates genuine caring and respect for every student. Students exhibit respect for teacher as an individual, beyond that for the role.

IIa (2) Student interaction with one another

Not Effective (1)	Minimally Effective (2)	Effective (3)	Highly Effective (4)
Student interactions are characterized by conflict, sarcasm, or put-downs.	Students do not demonstrate negative behavior toward one another.	Student interactions are generally polite and respectful.	Students demonstrate genuine caring for one another as individuals and as students.

DOMAIN II: THE CLASSROOM ENVIRONMENT   b. Establishing a Culture for Learning

IIb (1) Importance of the content

Not Effective (1)	Minimally Effective (2)	Effective (3)	Highly Effective (4)
Teacher or students convey a negative attitude toward the content, suggesting that the content is not important or is mandated by others.	Teacher communicates importance of the work but with little conviction and only minimal apparent buy-in by the students.	Teacher conveys genuine enthusiasm for the subject, and students demonstrate consistent commitment to its value.	Students demonstrate through their active participation, curiosity, and attention to detail that they value the content's importance.

IIb (2)   Expectations for learning and achievement

Not Effective (1)	Minimally Effective (2)	Effective (3)	Highly Effective (4)
Instructional goals and activities, interactions, and the classroom environment convey only modest expectations for student achievement.	Instructional goals and activities, interactions, and the classroom environment convey inconsistent expectations for student achievement.	Instructional goals and activities, interactions, and the classroom environment convey high expectations for student achievement.	Both students and teacher establish and maintain thorough planning of learning activities, interactions, and the classroom environment of high expectations for the learning of all students.

IIb (3)   Student pride in work

Not Effective (1)	Minimally Effective (2)	Effective (3)	Highly Effective (4)
Students demonstrate little or no pride in their work. They seem to be motivated by the desire to complete a task rather than do high-quality work.	Students minimally accept the responsibility to "do good work" but invest little of their energy in the quality of their work.	Students accept teacher insistence on work of high quality and demonstrate pride in that work.	All students take obvious pride in their work and initiate improvements in it, for example, by revising drafts on their own initiative, helping peers, and ensuring that high-quality work is displayed.

DOMAIN II: THE CLASSROOM ENVIRONMENT   **c. Managing Classroom Procedures**

IIc (1)   Management of instructional groups

Not Effective (1)	Minimally Effective (2)	Effective (3)	Highly Effective (4)
Students not working with the teacher are not productively engaged in learning.	Tasks for group work are partially organized, resulting in off-task behavior when teacher is involved with one group.	Tasks for group work are organized, and groups are managed so most students are engaged at all times.	Groups working independently are productively engaged at all times, with all students assuming responsibility for productivity.

IIc (2) Management of transitions

Not Effective (1)	Minimally Effective (2)	Effective (3)	Highly Effective (4)
Much time is lost during transitions.	Transitions are sporadically efficient, resulting in some loss of instructional time.	Transitions occur smoothly, with little loss of instructional time.	Transitions are seamless, with students assuming some responsibility for efficient operation.

IIc (3) Management of materials and supplies

Not Effective (1)	Minimally Effective (2)	Effective (3)	Highly Effective (4)
Materials are handled inefficiently, resulting in loss of instructional time.	Routines for handling materials and supplies function moderately well.	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 efficient operation.

IIc (4) Performance of non-instructional duties

Not Effective (1)	Minimally Effective (2)	Effective (3)	Highly Effective (4)
Considerable instructional time is lost in performing non-instructional duties.	Systems for performing non-instructional duties are fairly efficient, resulting in little 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.

IIc (5) Supervision of volunteers and paraprofessionals

Not Effective (1)	Minimally Effective (2)	Effective (3)	Highly Effective (4)
Volunteers and paraprofessionals have no clearly defined duties or do nothing 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 essential contribution to the classroom environment.

DOMAIN II: THE CLASSROOM ENVIRONMENT   **d. Managing Student Behavior**

IId (1) Expectations

Not Effective (1)	Minimally Effective (2)	Effective (3)	Highly Effective (4)
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 for most situations, and most students seem to understand them.	Standards of conduct are clear to all students.	Standards of conduct are clear to all students and have been developed with student participation.

IId (2) Monitoring of student behavior

Not Effective (1)	Minimally Effective (2)	Effective (3)	Highly Effective (4)
Student behavior is not monitored, and teacher is unaware of what 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.

IId (3) Responses to student misbehavior

Not Effective (1)	Minimally Effective (2)	Effective (3)	Highly Effective (4)
Teacher does not respond to misbehavior, or the response is inconsistent, overly repressive, or does not respect the students' dignity.	Teacher attempts to respond to student misbehavior but with uneven results, or no serious disruptive behavior occurs.	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.

DOMAIN II: THE CLASSROOM ENVIRONMENT   e. Organizing of Physical Space

IIe (1) Safety and accessibility

Not Effective (1)	Minimally Effective (2)	Effective (3)	Highly Effective (4)
The classroom is unsafe, or the furniture arrangement is not suited to the lesson activities, or both.	The classroom is safe, and classroom furniture is adjusted for a lesson, or if necessary, a lesson is adjusted to the furniture, but with limited effectiveness.	The classroom is safe, and the furniture arrangement is a resource for learning activities.	The classroom is safe, and students adjust the furniture to advance their own purposes in learning.

IIe (2) Arrangement of furniture and use of physical resources

Not Effective (1)	Minimally Effective (2)	Effective (3)	Highly Effective (4)
Teacher uses physical resources poorly, or learning is not accessible to some students.	Teacher uses physical resources adequately, and at least essential learning is accessible to all students.	Teacher uses physical resources skillfully, and all learning is equally accessible to all students.	Both teacher and students use physical resources optimally, and students ensure that all learning is equally accessible to all students.

DOMAIN III: INSTRUCTION   **a. Communicating with Students**

IIIa (1)   Expectations for learning

Not Effective (1)	Minimally Effective (2)	Effective (3)	Highly Effective (4)
Teacher's purpose in a lesson or unit is unclear.	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 interest.

IIIa (2)   Directions and procedures

Not Effective (1)	Minimally Effective (2)	Effective (3)	Highly Effective (4)
Teacher directions and procedures are confusing to students.	Teacher directions and procedures are clarified after initial student confusion or are excessively detailed.	Teacher directions and procedures are clear to students and contain an appropriate level of detail.	Teacher directions and procedures are clear to students and anticipate possible student misunderstanding.

IIIa (3)   Explanations of content

Not Effective (1)	Minimally Effective (2)	Effective (3)	Highly Effective (4)
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 student's 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.

IIIa (4) Use of oral and written language

Not Effective (1)	Minimally Effective (2)	Effective (3)	Highly Effective (4)
Teacher's spoken language is inaudible, or written language is illegible. Spoken or written language may contain many grammar and syntax errors. 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. Vocabulary is correct but limited or is not appropriate to students' ages or backgrounds.	Teacher's spoken and written language is clear and correct. Vocabulary is appropriate to students' age and interests.	Teacher's spoken and written language is correct and expressive, with well-chosen vocabulary that enriches the lesson.

DOMAIN III: INSTRUCTION   **b. Using Questioning and Discussion Techniques**

IIIb (1) Quality of questions

Not Effective (1)	Minimally Effective (2)	Effective (3)	Highly Effective (4)
Teacher's questions are virtually all of poor quality.	Teacher's questions are a combination of low and high quality. Only some invite a response.	Most of teacher's questions are of high quality. Adequate time is available for students to respond.	Teacher's questions are of uniformly high quality, with adequate time for students to respond. Students formulate many questions.

IIIb (2) Discussion techniques

Not Effective (1)	Minimally Effective (2)	Effective (3)	Highly Effective (4)
Interaction between teacher and students is predominantly recitation style, with teacher mediating all questions and answers.	Teacher makes some attempt to engage students in a true discussion, with uneven results.	Classroom interaction represents true discussions, with teacher stepping, when appropriate, to the side.	Students assume considerable responsibility for the success of the discussion, initiating topics and making unsolicited contributions.

IIIb (3) Student participation

Not Effective (1)	Minimally Effective (2)	Effective (3)	Highly Effective (4)
Only a few students participate in 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.

DOMAIN III: INSTRUCTION   **c. Engaging Students in Learning**

IIIc (1)   Activities and assignments

Not Effective (1)	Minimally Effective (2)	Effective (3)	Highly Effective (4)
Activities and assignments are inappropriate for students in terms of their age or backgrounds. Students are not engaged mentally.	Some activities and assignments are appropriate to students and engage them mentally, but others do not.	Most activities and assignments are appropriate to students. Almost all students are cognitively engaged in them.	All students are cognitively engaged in the activities and assignments in their exploration of content. Students initiate or adapt activities and projects to enhance understanding.

vIIIc (2) Grouping of students

Not Effective (1)	Minimally Effective (2)	Effective (3)	Highly Effective (4)
Instructional groups are inappropriate to the students or to the instructional goals.	Instructional groups are only partially appropriate to the students or only moderately successful in advancing the instructional goals of a lesson.	Instructional groups are productive and fully appropriate to the students and to the instructional goals of a lesson.	Instructional groups are productive and fully appropriate to the instructional goals of a lesson. Students take the initiative to influence instructional groups to advance their understanding.

IIIc (3) Instructional materials and resources

Not Effective (1)	Minimally Effective (2)	Effective (3)	Highly Effective (4)
Instructional materials and resources are unsuitable to the instructional goals or do not engage students mentally.	Instructional materials and resources are partially suitable to the instructional goals, or students' level of mental engagement is moderate.	Instructional materials and resources are suitable to the instructional goals and engage students mentally.	Instructional materials and resources are suitable to the instructional goals and engage students mentally. Students initiate the choice, adaptation, or creation of materials to enhance their own purposes.

IIIc (4) Structure and pacing

Not Effective (1)	Minimally Effective (2)	Effective (3)	Highly Effective (4)
The lesson has no clearly defined structure, or the pacing 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 consistent.	The lesson's structure is highly coherent, allowing for reflection and closure as appropriate. Pacing of the lesson is appropriate for all students.

DOMAIN III: INSTRUCTION   **d. Using Assessment in Instruction**

IIId (1)   Assessment criteria

Not Effective (1)	Minimally Effective (2)	Effective (3)	Highly Effective (4)
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.

IIId (2)   Monitoring of student learning

Not Effective (1)	Minimally Effective (2)	Effective (3)	Highly Effective (4)
Teacher does not monitor student learning in the curriculum.	Teacher monitors the progress of the class as a whole but ethics 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.

IIId (3)   Feedback to students

Not Effective (1)	Minimally Effective (2)	Effective (3)	Highly Effective (4)
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 nature.	Teacher's feedback to students is timely and of consistently high quality, and students make use of the feedback in their learning.

IIId (4) Student self-assessment and monitoring of progress			
Not Effective (1)	Minimally Effective (2)	Effective (3)	Highly Effective (4)
Students do not engage in self-assessment or monitoring of progress.	Students occasionally assess and monitor 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 ad monitor the quality of their own work against the assessment criteria and performance standards but also make active use of that information in learning.

DOMAIN III: INSTRUCTION   **e. Demonstrating Flexibility and Responsiveness**

IIIe (1) Lesson Adjustment			
Not Effective (1)	Minimally Effective (2)	Effective (3)	Highly Effective (4)
Teacher adheres rigidly to an instructional plan, even when a change will clearly improve a lesson.	Teacher attempts to adjust a lesson, with mixed results.	Teacher makes a minor adjustment to a lesson, and the adjustment occurs smoothly.	Teacher successfully makes a major adjustment to a lesson. Teacher notes the adjustment in the lesson plans in red. (The adjustments are made after the lesson plans have been completed and turned in.)

IIIe (2) Response to students			
Not Effective (1)	Minimally Effective (2)	Effective (3)	Highly Effective (4)
Teacher ignores or brushes aside students' questions or interests.	Teacher attempts to accommodate students' questions or interests. The effects on the coherence of a lesson are uneven.	Teacher successfully accommodates students' questions or interests.	Teacher seizes a major opportunity to enhance learning, building on a spontaneous event. Teacher notes the adjustment in the lesson plans in red. (The adjustments are made after the lesson plans have been completed and turned in.)

IIIe (3) Persistence

Not Effective (1)	Minimally Effective (2)	Effective (3)	Highly Effective (4)
When a student has difficulty learning, the teacher either gives up or blames the stude4nt or the environment for the student's lack of success.	Teacher accepts responsibility for the success of all students but has only a limited repertoire of instructional strategies to use.	Teacher persists in seeking approaches for students who have difficulty learning, possessing a moderate 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. Teachers need to identify where they have been looking for research and what strategies they had been utilizing within the lesson plans. (The adjustments are made after the lesson plans have been completed and turned in.)

DOMAIN IV: PROFESSIONAL RESPONSIBILITIES   a. Reflecting on Teaching

IVa (1) Accuracy

Not Effective (1)	Minimally Effective (2)	Effective (3)	Highly Effective (4)
Teacher does not know if a lesson was effective or achieved its goals, or profoundly misjudges the success of a lesson.	Teacher has generally accurate impression of a lesson's effectiveness and the extent to which instructional goals were met.	Teacher makes an accurate assessment of a lesson's effectiveness and the extent to which it achieved its goals and can cite general references to support the judgment. This needs to be documented by staff constantly through their weekly data review for one class and be specific and consistent. Reviews are to be completed, electronically only to the shared drive, by 8:00 am each Tuesday.	Teacher makes a thoughtful and accurate assessment of a lesson's effectiveness and the extent to which it achieved its goals, citing many specific examples from the lesson and weighing the relative strength of each. This needs to be documented by staff constantly through their weekly data review for each class and be specific and consistent. Reviews are to be completed, electronically only to the shared drive, by 8:00 am each Tuesday.

IVa (2) Use in future teaching

Not Effective (1)	Minimally Effective (2)	Effective (3)	Highly Effective (4)
Teacher has no suggestions for how a lesson may be improved another time.	Teacher makes general suggestions about how a lesson may be improved.	Teacher makes a few specific suggestions of what he may try another time. This needs to be documented in red and shown on the original lesson plan at least once per week.	Drawing on extensive repertoire of skills, the teacher offers specific alternative actions, complete with probable successes of different approaches. This needs to be documented in red and shown on the original lesson plan on a daily basis.

DOMAIN IV: PROFESSIONAL RESPONSIBILITIES **b. Maintaining Accurate Records**

IVb (1) Student completion of assignments

Not Effective (1)	Minimally Effective (2)	Effective (3)	Highly Effective (4)
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. This must be completed by the end of each week and posted so parents can see student progress in gradebook. This needs to be documented, specific, and consistent.	Teacher's system for maintaining information on student completion of assignments is fully effective. Students participate in the maintenance of records. This must be completed by the end of the day each day so parents can log on and see student progress each night in gradebook. This needs to be documented, specific, and consistent.

IVb (2) Student progress in learning

Not Effective (1)	Minimally Effective (2)	Effective (3)	Highly Effective (4)
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 partially effective.	Teacher's system for maintaining information on student progress in learning is effective. This must be completed by the end of each week and posted so parents can see student progress in gradebook. This needs to be documented, specific, and consistent.	Teacher's system for maintaining information on student progress in learning is fully effective. Students contribute information and interpretation of the records. This must be completed by the end of each day so parents can log on and see student progress each night in gradebook. This

			needs to be documented, specific, and consistent.

IVb (3) Non-instructional records

Not Effective (1)	Minimally Effective (2)	Effective (3)	Highly Effective (4)
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 error.	Teacher's system for maintaining information on non-instructional activities is fully effective. This must be completed by the end of each week in case parents or administration needs documentation. This needs to be specific and consistent.	Teacher's system for maintaining information on non-instructional activities is highly effective, and students contribute to its maintenance. This must be completed by the end of each day in case parents or administration needs documentation. This needs to be documented, specific, and consistent.

DOMAIN IV: PROFESSIONAL RESPONSIBILITIES   **c. Communicating with Families**

IVc (1)   Information about the instructional program

Not Effective (1)	Minimally Effective (2)	Effective (3)	Highly Effective (4)
Teacher provides little information about the instructional program to families.	Teacher participates in the school's activities for parent communication but offers little additional information.	Teacher provides frequent information to parents, as appropriate, about the instructional program. Staff logs need to be updated weekly in case parents or administration need documentation.	Teacher provides frequent information to parents, as appropriate, about the instructional program. Students participate in preparing materials for their families. Staff logs need to be updated daily in case parents or administration need documentation.

IVc (2)   Information about individual students

Not Effective (1)	Minimally Effective (2)	Effective (3)	Highly Effective (4)
Teacher provides minimal information to parents and does not respond or responds insensitively to parent concerns about students.	Teacher adheres to the school's required procedures for communicating to parents. Responses to parent concerns are minimal.	Teacher communicates with parents about students' progress on a regular basis and is available as needed to respond to parent concerns. Staff logs need to be updated weekly and are specific, in case parents or administration needs documentation.	Teacher provides information to parents frequently on both positive and negative aspects of student progress. Response to parent concerns is handled with great sensitivity. Staff logs need to be updated daily and are specific in case parents or administration needs documentation.

IVc (3)   Engagement of families in the instructional program

Not Effective (1)	Minimally Effective (2)	Effective (3)	Highly Effective (4)
Teacher makes no attempt to engage families in the instructional program, or such attempts are inappropriate.	Teacher makes modest and inconsistently successful attempts to engage families in the instructional program.	Teacher's efforts to engage families in the instructional program are frequent and successful. Staff logs need to be updated weekly and are specific, in case parents or administration needs documentation.	Teacher's efforts to engage families in the instructional program are frequent and successful. Students contribute ideas for projects that will be enhanced by family participation. Staff logs need to be updated daily and are specific, in case parents or administration needs documentation.

DOMAIN IV: PROFESSIONAL RESPONSIBILITIES   d. Participating in a professional community

IVd (1) Relationships with colleagues

Not Effective (1)	Minimally Effective (2)	Effective (3)	Highly Effective (4)
Teacher's relationships with colleagues are negative or self-serving.	Teacher maintains cordial relationships with colleagues to fulfill the duties that the school or district requires.	Support and cooperation characterize relationships with colleagues. Staff logs need to be updated weekly and need to be specific and consistent.	Support and cooperation characterize relationships with colleagues. Teacher takes initiative in assuming leadership among the faculty. Staff logs need to be updated daily and need to be specific and consistent.

IVd (2) Involvement In a culture of professional inquiry

Not Effective (1)	Minimally Effective (2)	Effective (3)	Highly Effective (4)
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. Staff logs need to be updated weekly and need to be specific and consistent.	Teacher takes a leadership role in promoting a culture of professional inquiry. Staff logs need to be updated daily and need to be specific and consistent.

IVd (3) Service to the school

Not Effective (1)	Minimally Effective (2)	Effective (3)	Highly Effective (4)
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. Staff logs need to be updated weekly and need to be specific and consistent.	Teacher volunteers to participate in school events, making a substantial contribution, and assumes a leadership role in at least some aspect of school life. Staff logs need to be updated daily and need to be specific and consistent.

IVd (4) Participation in school and district projects

Not Effective (1)	Minimally Effective (2)	Effective (3)	Highly Effective (4)
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. Staff logs need to be updated weekly and need to be specific and consistent.	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. Staff logs need to be updated daily and need to be specific and consistent.

DOMAIN IV: PROFESSIONAL RESPONSIBILITIES   **e. Growing and Developing Professionally**

IVe (1)   Enhancement of content knowledge and pedagogical skill

Not Effective (1)	Minimally Effective (2)	Effective (3)	Highly Effective (4)
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. Staff logs need to be updated weekly and need to be specific and consistent.	Teacher seeks out opportunities for professional development and makes a systematic attempt to conduct action research in his classroom. Staff logs need to be updated daily and need to be specific and consistent.

IVe (2)   Receptivity to feedback from colleagues

Not Effective (1)	Minimally Effective (2)	Effective (3)	Highly Effective (4)
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. Notations on the lesson plans need to show that advice was taken and where it was implemented on a weekly basis.	Teacher seeks out feedback on teaching from both supervisors and colleagues. Notations on the lesson plans need to show when advice was sought and where it was implemented on a weekly basis.

IVe (3)   Service to the profession

Not Effective (1)	Minimally Effective (2)	Effective (3)	Highly Effective (4)
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. Staff logs need to be updated weekly and need to be specific and consistent.	Teacher initiates important activities to contribute to the profession, such as mentoring new teachers, writing articles for publication, and making presentations. Staff logs need to be updated daily and need to be specific and consistent.

DOMAIN IV: PROFESSIONAL RESPONSIBILITIES   **f. Demonstrating professionalism**

IVf (1)   Integrity and ethical conduct

Not Effective (1)	Minimally Effective (2)	Effective (3)	Highly Effective (4)
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 is able to identify when and in which specific circumstances these high standards were displayed.	Teacher can be counted on to hold the highest standards of honesty, integrity, and confidentiality and takes a leadership role with colleagues. Teacher is able to identify when and in which specific circumstances these high standards were displayed and when he/she took a leadership role with colleagues.

IVf (2)   Service to students

Not Effective (1)	Minimally Effective (2)	Effective (3)	Highly Effective (4)
Teacher is not alert to students' needs.	Teacher's attempts to serve students are inconsistent.	Teacher is moderately active in serving students. Notations on the lesson plans need to show how the teacher actively served students on a weekly basis.	Teacher is highly proactive in serving students, seeking out resources when necessary. Notations on the lesson plans need to show how the teacher actively served students and which resources were sought on a minimum of a weekly basis.

IVf (3)   Advocacy

Not Effective (1)	Minimally Effective (2)	Effective (3)	Highly Effective (4)
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 within the context of a particular team or department to ensure that all students receive a fair opportunity to succeed. Notations on the lesson plans need to show how all students are given the opportunity to succeed on a weekly basis.	Teacher makes a particular effort to challenge negative attitudes and helps ensure that all students, particularly those traditionally underserved, are honored in the school. Notations on the lesson plans need to show how all students are given the opportunity to succeed and when the teacher has challenged negative attitudes on a weekly basis.

IVf (4)   Decision making

Not Effective (1)	Minimally Effective (2)	Effective (3)	Highly Effective (4)
Teacher makes decisions based on self-serving interests.	Teacher's decisions are based on limited though genuinely professional considerations.	Teacher maintains an open mind and participates in team or departmental decision making. Notations on the lesson plans need to show when this occurred on a weekly basis.	Teacher takes a leadership role in team or departmental decision making and helps ensure decisions are based on the highest professional standards. Notations on the lesson plans need to show when this occurred, in which way you were a leader, and how you ensured that decisions were highly professional on a weekly basis.

IVf (5)   Compliance with school and district regulations

Not Effective (1)	Minimally Effective (2)	Effective (3)	Highly Effective (4)
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. Notations on the lesson plans need to show how the teacher complied with regulations on a weekly basis.	Teacher complies fully with school and district regulations, taking a leadership role with colleagues. Notations on the lesson plans need to show how the teacher complied with regulations and when leadership occurred with colleagues on a weekly basis.

Student Growth
Elementary/Middle School
Grades K-8

Element	Non Effective (1)	Minimally Effective (2)	Effective (3)	Highly Effective (4)
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 Increased Growth Significantly (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 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	Non Effective (1)	Minimally Effective (2)	Effective (3)	Highly Effective (4)
Pre and Post Test for High School Grades 9-12	Less than 50% of the district students showed Increased or Significantly Increased Growth (all courses)	50-69% of the district students showed Increased or Significantly Increased Growth (all courses)	70-84% of the district students showed Increased or Significantly Increased Growth (all courses)	85-100% of the district students showed Increased or Significantly Increased Growth (all courses)
Format: District Weight: 50	Min: 0 Max: 49.99	Min: 50 Max: 69.99	Min: 70 Max: 84.99	Min: 85 Max: 100
18 Local Grades Format: District	Less than 50% of your students scored 60% or better	50-69% of students scored 60% or better	70-84% of the district students demonstrate proficiency	85-100% of students scored 60% or better
Weight: 50	Min: 0 Max: 49.99	Min: 50 Max: 69.99	Min: 70 Max: 84.99	Min: 85 Max: 100

Description of the Evaluation Process

The following describes the process for each defined evaluation process:

"Year 1-5" and "Veterans on a Plan of Assistance"

Items included in the process:
- IDP (required)
- 2 Formal Observations (required)
- Each formal observation has a required pre & post-observation conference
- Mid-Year Review (required)
- Walkthroughs ~ each has a conference
- Summative Evaluation
- Final Effectiveness Ratings – based on:
  - ✓ 75%=Summative Scores
  - ✓ 25%=Student Data Scores

Items included in the process:
- IDP (required)
- 1 Formal Observation (required)
- Each formal observation has a required pre & post-observation conference
- Walkthroughs ~ each has a conference
- Summative Evaluation
- Final Effectiveness Rating will be based on:
  - ✓ 75%=Summative Scores
  - ✓ 25%=Student Data Scores

Additional information about the evaluation process:

Overall:
- IDP are due by June 30th of school year just completed.
- Evaluators and teachers will collaborate on goal setting.
- Evaluators will ultimately approve the goals.
- 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 in all four domains of the Charlotte Danielson's "A Framework for Teaching". (Planning & Preparation, The Classroom Environment and Instruction)
- All walk through(s) are unscheduled and a post walk through interview are schedule after each..
- A pre/post-observation conference will be held for every observation.

The Four Domains of Teaching Responsibility – Summaries

Domain 1: Planning and Preparation

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 21 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

<u>Components of Domain 2 - Classroom Environment</u>
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. 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 non-instructional routines and procedures handled efficiently; student behavior is supportive of the stated instructional purposes.

When students remember their teacher's 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 in person.

Domain 3: Instruction

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 in person. 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

<u>**Components of Domain 4 - Professional Responsibilities**</u>
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

Description of compilation of student data accounting for 25% of evaluation

Grades K-6th

- NWEA Utilized as Growth Measure for all (3) Subjects ~ Tests 3X per Year
    - ✓ Reading/Math ~ K/1st
    - ✓ Reading/Math/ELA ~ 2nd
    - ✓ Reading/Math/ELA/Science ~ 3rd, 4th,5th,6th
- M-Step 2016-17 for Grades 3-6
- K-2 Benchmark Assessment
- Inclusion of DRA (K-2), DIBELS (3rd), Words Their Way (2nd)
- Classroom Assessments
- McGraw Hill Benchmark Math Test
- Mastery Test ~ ELA/Math
- Study Island ~ 3rd, 4th, 5th, 6th
- Local Grades K-6th

Grades 7-8

- NWEA Utilized as Growth Measure for all (3) Subjects ~ Tests 3X per Year
- M-Step   2016-17 for Grades 7th – 8th
- Pre-Post Assessments for ALL COURSES
- Local Grades 7th – 8th

Grades 9-12

- NWEA Utilized as Growth Measure for all (3) Subjects ~ Tests 3X per Year
- PSAT Distributed for 9th and 10th Grade in Spring of 2016
- 11th Grade M-Step, SAT and Work Keys
- Pre-Post Assessments for ALL COURSES
- Local Grades 9th – 12th

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