

# **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.

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)<sup>2</sup>

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. Identity and Qualifications of the Author**

Charlotte Danielson is an 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. 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.<sup>4</sup>

### **Training Plan for Teachers and Evaluators/Observers**

All certified teaching staff received professional development on the evaluation process and the Danielson tool itself from Travis Powell and/or LEA District Leadership on or after August 28, 2025.

All Evaluators or Observers will be trained in use of the tool and inter-rater reliability according to the interval schedule set forth by Michigan Department of Education. Training will be provided by Travis Powell and/or online supports through the Danielson Group.

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

<b>Ia (1) Knowledge of content and pedagogy</b>		
<b>Not Effective (1)</b>	<b>Minimally Effective (2)</b>	<b>Effective (3)</b>
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.

<b>Ia (2) Knowledge of prerequisite relationships</b>		
<b>Not Effective (1)</b>	<b>Minimally Effective (2)</b>	<b>Effective (3)</b>
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.

<b>Ia (3) Knowledge of content related pedagogy</b>		
<b>Not Effective (1)</b>	<b>Minimally Effective (2)</b>	<b>Effective (3)</b>
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.

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

<b>Ib (1) Knowledge of child and adolescent behavior</b>		
<b>Not Effective (1)</b>	<b>Minimally Effective (2)</b>	<b>Effective (3)</b>
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

<b>Ib (2) Knowledge of the learning process</b>		
<b>Not Effective (1)</b>	<b>Minimally Effective (2)</b>	<b>Effective (3)</b>
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.

<b>Ib (3) Knowledge of student skills, knowledge and language proficiency</b>		
<b>Not Effective (1)</b>	<b>Minimally Effective (2)</b>	<b>Effective (3)</b>
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.

<b>Ib (4) Knowledge of students' interests and cultural heritage</b>		
<b>Not Effective (1)</b>	<b>Minimally Effective (2)</b>	<b>Effective (3)</b>
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.

<b>Ib (5) Knowledge of students' special needs</b>		
<b>Not Effective (1)</b>	<b>Minimally Effective (2)</b>	<b>Effective (3)</b>
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.

**DOMAIN I: PLANNING AND PREPARATION**

**c. Selecting Instructional Outcomes**

<b>Ic (1) Value, sequence and alignment</b>		
<b>Not Effective (1)</b>	<b>Minimally Effective (2)</b>	<b>Effective (3)</b>
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.

<b>Ic (2) Clarity</b>		
<b>Not Effective (1)</b>	<b>Minimally Effective (2)</b>	<b>Effective (3)</b>
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.

<b>Ic (3) Balance</b>		
<b>Not Effective (1)</b>	<b>Minimally Effective (2)</b>	<b>Effective (3)</b>
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.

<b>Ic (4) Suitable for diverse students (1)</b>		
<b>Not Effective (1)</b>	<b>Minimally Effective (2)</b>	<b>Effective (3)</b>
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.

**DOMAIN I: PLANNING AND PREPARATION**

**d. Demonstrating Knowledge of Resources**

<b>Id (1) Resources for classroom use</b>		
<b>Not Effective (1)</b>	<b>Minimally Effective (2)</b>	<b>Effective (3)</b>
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.

<b>Id (2) Resources to extend content knowledge and pedagogy</b>		
<b>Not Effective (1)</b>	<b>Minimally Effective (2)</b>	<b>Effective (3)</b>
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.

<b>Id (3) Resources for students</b>		
<b>Not Effective (1)</b>	<b>Minimally Effective (2)</b>	<b>Effective (3)</b>
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

**DOMAIN I: PLANNING AND PREPARATION**

**e. Designing Coherent Instruction**

<b>Ie (1) Learning Activities</b>		
<b>Not Effective (1)</b>	<b>Minimally Effective (2)</b>	<b>Effective (3)</b>
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.

<b>Ie (2) Instructional Materials and Resources</b>		
<b>Not Effective (1)</b>	<b>Minimally Effective (2)</b>	<b>Effective (3)</b>
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.

<b>le (3) Instructional Groups</b>		
<b>Not Effective (1)</b>	<b>Minimally Effective (2)</b>	<b>Effective (3)</b>
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.

<b>le (4) Lesson and Unit Structure</b>		
<b>Not Effective (1)</b>	<b>Minimally Effective (2)</b>	<b>Effective (3)</b>
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.

## DOMAIN I: PLANNING AND PREPARATION

### f. Designing student assessment

<b>If (1) Congruence with instructional outcomes</b>		
<b>Not Effective (1)</b>	<b>Minimally Effective (2)</b>	<b>Effective (3)</b>
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.

<b>If (2) Criteria and standards</b>		
<b>Not Effective (1)</b>	<b>Minimally Effective (2)</b>	<b>Effective (3)</b>
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.

<b>If (3) design of formative assessment</b>		
<b>Not Effective (1)</b>	<b>Minimally Effective (2)</b>	<b>Effective (3)</b>
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.

<b>If (4) Use for planning</b>		
<b>Not Effective (1)</b>	<b>Minimally Effective (2)</b>	<b>Effective (3)</b>
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.

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

<b>Ila (1) Teacher interaction with students</b>		
<b>Not Effective (1)</b>	<b>Minimally Effective (2)</b>	<b>Effective (3)</b>
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.

<b>Ila (2) Student interaction with one another</b>		
<b>Not Effective (1)</b>	<b>Minimally Effective (2)</b>	<b>Effective (3)</b>
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.

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

<b>Iib (1) Importance of the content</b>		
<b>Not Effective (1)</b>	<b>Minimally Effective (2)</b>	<b>Effective (3)</b>
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.

<b>IIb (2) Expectations for learning and achievement</b>		
<b>Not Effective (1)</b>	<b>Minimally Effective (2)</b>	<b>Effective (3)</b>
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.

<b>IIb (3) Student pride in work</b>		
<b>Not Effective (1)</b>	<b>Minimally Effective (2)</b>	<b>Effective (3)</b>
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.

**DOMAIN II: THE CLASSROOM ENVIRONMENT**

**c. Managing Classroom Procedures**

<b>IIc (1) Management of instructional groups</b>		
<b>Not Effective (1)</b>	<b>Minimally Effective (2)</b>	<b>Effective (3)</b>
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.

<b>IIc (2) Management of transitions</b>		
<b>Not Effective (1)</b>	<b>Minimally Effective (2)</b>	<b>Effective (3)</b>
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.

<b>IIc (3) Management of materials and supplies</b>		
<b>Not Effective (1)</b>	<b>Minimally Effective (2)</b>	<b>Effective (3)</b>
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.

<b>IIc (4) Performance of non-instructional duties</b>		
<b>Not Effective (1)</b>	<b>Minimally Effective (2)</b>	<b>Effective (3)</b>
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.

<b>IIc (5) Supervision of volunteers and paraprofessionals</b>		
<b>Not Effective (1)</b>	<b>Minimally Effective (2)</b>	<b>Effective (3)</b>
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.

**DOMAIN II: THE CLASSROOM ENVIRONMENT**

**d. Managing Student Behavior**

<b>IIId (1) Expectations</b>		
<b>Not Effective (1)</b>	<b>Minimally Effective (2)</b>	<b>Effective (3)</b>
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.

<b>IIId (2) Monitoring of student behavior</b>		
<b>Not Effective (1)</b>	<b>Minimally Effective (2)</b>	<b>Effective (3)</b>
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.

<b>IIId (3) Responses to student misbehavior</b>		
<b>Not Effective (1)</b>	<b>Minimally Effective (2)</b>	<b>Effective (3)</b>
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.

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

<b>Ile (1) Safety and accessibility</b>		
<b>Not Effective (1)</b>	<b>Minimally Effective (2)</b>	<b>Effective (3)</b>
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.

<b>Ile (2) Arrangement of furniture and use of physical resources</b>		
<b>Not Effective (1)</b>	<b>Minimally Effective (2)</b>	<b>Effective (3)</b>
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.

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

<b>IIIa (1) Expectations for learning</b>		
<b>Not Effective (1)</b>	<b>Minimally Effective (2)</b>	<b>Effective (3)</b>
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.

<b>IIIa (2) Directions and procedures</b>		
<b>Not Effective (1)</b>	<b>Minimally Effective (2)</b>	<b>Effective (3)</b>
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.

<b>IIIa (3) Explanations of content</b>		
<b>Not Effective (1)</b>	<b>Minimally Effective (2)</b>	<b>Effective (3)</b>
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.

<b>IIIa (4) Use of oral and written language</b>		
<b>Not Effective (1)</b>	<b>Minimally Effective (2)</b>	<b>Effective (3)</b>
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.

**DOMAIN III: INSTRUCTION**

**b. Using Questioning and Discussion Techniques**

<b>IIIb (1) Quality of questions</b>		
<b>Not Effective (1)</b>	<b>Minimally Effective (2)</b>	<b>Effective (3)</b>
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.

<b>IIIb (2) Discussion techniques</b>		
<b>Not Effective (1)</b>	<b>Minimally Effective (2)</b>	<b>Effective (3)</b>
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.

<b>IIIb (3) Student participation</b>		
<b>Not Effective (1)</b>	<b>Minimally Effective (2)</b>	<b>Effective (3)</b>
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.

**DOMAIN III: INSTRUCTION**

**c. Engaging Students in Learning**

<b>IIIc (1) Activities and assignments</b>		
<b>Not Effective (1)</b>	<b>Minimally Effective (2)</b>	<b>Effective (3)</b>
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.

<b>vIIIc (2) Grouping of students</b>		
<b>Not Effective (1)</b>	<b>Minimally Effective (2)</b>	<b>Effective (3)</b>
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.

<b>IIIc (3) Instructional materials and resources</b>		
<b>Not Effective (1)</b>	<b>Minimally Effective (2)</b>	<b>Effective (3)</b>
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.

<b>IIIc (4) Structure and pacing</b>		
<b>Not Effective (1)</b>	<b>Minimally Effective (2)</b>	<b>Effective (3)</b>
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.

**DOMAIN III: INSTRUCTION**

**d. Using Assessment in Instruction**

<b>IIIId (1) Assessment criteria</b>		
<b>Not Effective (1)</b>	<b>Minimally Effective (2)</b>	<b>Effective (3)</b>
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.

<b>IIIId (2) Monitoring of student learning</b>		
<b>Not Effective (1)</b>	<b>Minimally Effective (2)</b>	<b>Effective (3)</b>
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.

<b>IIIId (3) Feedback to students</b>		
<b>Not Effective (1)</b>	<b>Minimally Effective (2)</b>	<b>Effective (3)</b>
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.

<b>IIIId (4) Student self-assessment and monitoring of progress</b>		
<b>Not Effective (1)</b>	<b>Minimally Effective (2)</b>	<b>Effective (3)</b>
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.

**DOMAIN III: INSTRUCTION**

**e. Demonstrating Flexibility and Responsiveness**

<b>IIIe (1) Lesson Adjustment</b>		
<b>Not Effective (1)</b>	<b>Minimally Effective (2)</b>	<b>Effective (3)</b>
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.

<b>IIIe (2) Response to students</b>		
<b>Not Effective (1)</b>	<b>Minimally Effective (2)</b>	<b>Effective (3)</b>
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.

<b>IIIe (3) Persistence</b>		
<b>Not Effective (1)</b>	<b>Minimally Effective (2)</b>	<b>Effective (3)</b>
When a student has difficulty learning, the teacher either gives up or blames the student 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.

**DOMAIN IV: PROFESSIONAL RESPONSIBILITIES**

**a. Reflecting on Teaching**

<b>IVa (1) Accuracy</b>		
<b>Not Effective (1)</b>	<b>Minimally Effective (2)</b>	<b>Effective (3)</b>
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.

<b>IVa (2) Use in future teaching</b>		
<b>Not Effective (1)</b>	<b>Minimally Effective (2)</b>	<b>Effective (3)</b>
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.

**DOMAIN IV: PROFESSIONAL RESPONSIBILITIES**

**b. Maintaining Accurate Records**

<b>IVb (1) Student completion of assignments</b>		
<b>Not Effective (1)</b>	<b>Minimally Effective (2)</b>	<b>Effective (3)</b>
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.

<b>IVb (2) Student progress in learning</b>		
<b>Not Effective (1)</b>	<b>Minimally Effective (2)</b>	<b>Effective (3)</b>
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.

<b>IVb (3) Non-instructional records</b>		
<b>Not Effective (1)</b>	<b>Minimally Effective (2)</b>	<b>Effective (3)</b>
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.

**DOMAIN IV: PROFESSIONAL RESPONSIBILITIES**

**c. Communicating with Families**

<b>IVc (1) Information about the instructional program</b>		
<b>Not Effective (1)</b>	<b>Minimally Effective (2)</b>	<b>Effective (3)</b>
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.

<b>IVc (2) Information about individual students</b>		
<b>Not Effective (1)</b>	<b>Minimally Effective (2)</b>	<b>Effective (3)</b>
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.

<b>IVc (3) Engagement of families in the instructional program</b>		
<b>Not Effective (1)</b>	<b>Minimally Effective (2)</b>	<b>Effective (3)</b>
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.

**DOMAIN IV: PROFESSIONAL RESPONSIBILITIES**

**d. Participating in a professional community**

<b>IVd (1) Relationships with colleagues</b>		
<b>Not Effective (1)</b>	<b>Minimally Effective (2)</b>	<b>Effective (3)</b>
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.

<b>IVd (2) Involvement In a culture of professional inquiry</b>		
<b>Not Effective (1)</b>	<b>Minimally Effective (2)</b>	<b>Effective (3)</b>
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.

<b>IVd (3) Service to the school</b>		
<b>Not Effective (1)</b>	<b>Minimally Effective (2)</b>	<b>Effective (3)</b>
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.

<b>IVd (4) Participation in school and district projects</b>		
<b>Not Effective (1)</b>	<b>Minimally Effective (2)</b>	<b>Effective (3)</b>
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.

**DOMAIN IV: PROFESSIONAL RESPONSIBILITIES**

**e. Growing and Developing Professionally**

<b>IVe (1) Enhancement of content knowledge and pedagogical skill</b>		
<b>Not Effective (1)</b>	<b>Minimally Effective (2)</b>	<b>Effective (3)</b>
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.

<b>IVe (2) Receptivity to feedback from colleagues</b>		
<b>Not Effective (1)</b>	<b>Minimally Effective (2)</b>	<b>Effective (3)</b>
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.

<b>IVe (3) Service to the profession</b>		
<b>Not Effective (1)</b>	<b>Minimally Effective (2)</b>	<b>Effective (3)</b>
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.

**DOMAIN IV: PROFESSIONAL RESPONSIBILITIES**

**f. Demonstrating professionalism**

<b>IVf (1) Integrity and ethical conduct</b>		
<b>Not Effective (1)</b>	<b>Minimally Effective (2)</b>	<b>Effective (3)</b>
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.

<b>IVf (2) Service to students</b>		
<b>Not Effective (1)</b>	<b>Minimally Effective (2)</b>	<b>Effective (3)</b>
Teacher is not alert to students' needs.	Teacher's attempts to serve students are inconsistent.	Teacher is moderately active in serving students.

<b>IVf (3) Advocacy</b>		
<b>Not Effective (1)</b>	<b>Minimally Effective (2)</b>	<b>Effective (3)</b>
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

<b>IVf (4) Decision making</b>		
<b>Not Effective (1)</b>	<b>Minimally Effective (2)</b>	<b>Effective (3)</b>
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.

<b>IVf (5) Compliance with school and district regulations</b>		
<b>Not Effective (1)</b>	<b>Minimally Effective (2)</b>	<b>Effective (3)</b>
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.

## Description of the Evaluation Process

The following describes the process for each defined evaluation process:

Items included in the process:

- IDP (if required)
- 1 Formal Observation (required)
- Review of lesson plan for observed lesson, evidence of standards addressed in lesson confirmed
- 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:
  - ✓ 80%=Summative Scores
  - ✓ 20%=Student Data Scores

### Additional information about the evaluation process:

#### Overall:

- IDP are due by June 30<sup>th</sup> 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 all four domains of Charlotte Danielson’s “A Framework for Teaching”. (Planning & Preparation, The Classroom Environment, Instruction, and Professional Responsibilities)
- All walk through(s) are unscheduled and a post walk through interview is scheduled 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 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 so 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**

### **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. 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 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 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**

##### **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 have 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