



Charlotte Danielson's Framework for Teaching

Training for Asbury Park School District
Administrative Team
Presented by Dr. LaShawn Gibson
August 28, 2022



Goals

- Annual Refresher for all certified administrators on the Danielson Tool
- Provide clarity of why we use the Danielson Model
- Outline The Danielson Model
- Cross-Walk the Danielson Model with Asbury Park's Evaluation Tool
- Demonstrate how to collect evidence for evaluations
- Norm our collections and documentation of how we present our evidence on our evaluation tool
- Set expectation for administrators for 2022-2023 school year
- Outline process and procedure for conducting evaluations

“The effects of well-prepared teachers on students achievement can be stronger than the influences of student background factors, such as poverty, language background, and minority status.”

Linda Darling-Hammond analyzing NAEP Data(2000)

“...the impact of an effective principal has likely been understated, with impacts being both greater and broader than previously believed: greater in the impact on student achievement and broader in affecting of other critical outcomes.”

Research Report: How Principals Affect Student and Schools,

Grimson, Egalite, Lindsay (2021)

Name the four components of the Danielson Model?

FRAMEWORK FOR TEACHING

Domain 1
Planning
and
Preparation

Domain 2
Classroom
Environment

Domain 4
Professional
Responsibilities

Domain 3
Instruction

A Framework for Teaching: Components of Professional Practice

Domain 1: Planning and Preparation

- a. Demonstrating Knowledge of Content and Pedagogy
- b. Demonstrating Knowledge of Students
- c. Setting Instructional Outcomes
- d. Demonstrating Knowledge of Resources
- e. Designing Coherent Instruction
- f. Designing Student Assessments

Domain 2: The Classroom Environment

- a. Creating an Environment of Respect and Rapport
- b. Establishing a Culture for Learning
- c. Managing Classroom Procedures
- d. Managing Student Behavior
- e. Organizing Physical Space

Domain 4: Professional Responsibilities

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

Domain 3: Instruction

- a. Communicating with Students
- b. Using Questioning and Discussion Techniques
- c. Engaging Students in Learning
- d. Using Assessment in Instruction
- e. Demonstrating Flexibility and Responsiveness

LEVELS OF PERFORMANCE

Unsatisfactory	Basic	Proficient	Distinguished
Not No Not clear Unaware Does not respond Poor Not congruent	Some Attempts to Limited Moderate Uneven Inconsistent Rudimentary	Consistent High quality Timely Accurate Appropriate Clear Effective High expectations	All students Highly effective Entirely appropriate Adapted for individual students Fully aligned Extensive



Making Teacher Evaluations Meaningful: Charlotte Danielson



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THE FRAMEWORK FOR TEACHING

AT A GLANCE

DOMAIN 1

PLANNING AND PREPARATION

- 1a Applying Knowledge of Content and Pedagogy
- 1b Knowing and Valuing Students
- 1c Setting Instructional Outcomes
- 1d Using Resources Effectively
- 1e Planning Coherent Instruction
- 1f Designing and Analyzing Assessments

DOMAIN 2

LEARNING ENVIRONMENTS

- 2a Cultivating Respectful and Affirming Environments
- 2b Fostering a Culture for Learning
- 2c Maintaining Purposeful Environments
- 2d Supporting Positive Student Behavior
- 2e Organizing Spaces for Learning



THE
DANIELSON
GROUP

DOMAIN 4

PRINCIPLED TEACHING

- 4a Engaging in Reflective Practice
- 4b Documenting Student Progress
- 4c Engaging Families and Communities
- 4d Contributing to School Community and Culture
- 4e Growing and Developing Professionally
- 4f Acting in Service of Students

DOMAIN 3

LEARNING EXPERIENCES

- 3a Communicating About Purpose and Content
- 3b Using Questioning and Discussion Techniques
- 3c Engaging Students in Learning
- 3d Using Assessment for Learning
- 3e Responding Flexibly to Student Needs

DOMAIN 1

PLANNING AND PREPARATION

- 1a Applying Knowledge of Content and Pedagogy**
 - Disciplinary Expertise
 - Pedagogical Content Knowledge
 - Knowledge of Interdisciplinary Relationships and Skills
- 1b Knowing and Valuing Students**
 - Respect for Students' Identities
 - Understanding of Students' Current Knowledge and Skills
 - Knowledge of Whole Child Development
 - Knowledge of the Learning Process and Learning Differences
- 1c Setting Instructional Outcomes**
 - Value and Relevance
 - Alignment to Grade-Level Standards
 - Clarity of Purpose
 - Integration of Multiple Aspects of Student Development
- 1d Using Resources Effectively**
 - Instructional Materials
 - Technology and Digital Resources
 - Supports for Students
- 1e Planning Coherent Instruction**
 - Tasks and Activities
 - Flexible Learning
 - Student Collaboration
 - Structure and Flow
- 1f Designing and Analyzing Assessments**
 - Congruence with Instructional Outcomes
 - Criteria and Standards
 - Planning Formative Assessments
 - Analysis and Application

DOMAIN 2

LEARNING ENVIRONMENTS

- 2a Cultivating Respectful and Affirming Environments**
 - Positive Relationships
 - Sense of Belonging
 - Cultural Responsiveness
 - Positive Conflict Resolution
- 2b Fostering a Culture for Learning**
 - Purpose and Motivation
 - Dispositions for Learning
 - Student Agency and Pride in Work
 - Support and Perseverance
- 2c Maintaining Purposeful Environments**
 - Productive Collaboration
 - Student Autonomy and Responsibility
 - Equitable Access to Resources and Supports
 - Non-Instructional Tasks
- 2d Supporting Positive Student Behavior**
 - Expectations for the Learning Community
 - Modeling and Teaching Habits of Character
 - Self-Monitoring and Collective Responsibility
- 2e Organizing Spaces for Learning**
 - Safety and Accessibility
 - Design for Learning and Development
 - Co-Creation and Shared Ownership

DOMAIN 3

LEARNING EXPERIENCES

- 3a Communicating About Purpose and Content**
 - Purpose for Learning and Criteria for Success
 - Specific Expectations
 - Explanations of Content
 - Use of Academic Language
- 3b Using Questioning and Discussion Techniques**
 - Critical Thinking and Deeper Learning
 - Reasoning and Reflection
 - Student Participation
- 3c Engaging Students in Learning**
 - Rich Learning Experiences
 - Collaboration and Teamwork
 - Use of Instructional Materials and Resources
 - Opportunities for Thinking and Reflection
- 3d Using Assessment for Learning**
 - Clear Standards for Success
 - Monitoring Student Understanding
 - Timely, Constructive Feedback
- 3e Responding Flexibly to Student Needs**
 - Evidence-Based Adjustments
 - Receptiveness and Responsiveness
 - Determination and Persistence

DOMAIN 4

PRINCIPLED TEACHING

- 4a Engaging in Reflective Practice**
 - Self-Assessment of Teaching
 - Analysis and Discovery
 - Application and Continuous Improvement
- 4b Documenting Student Progress**
 - Student Progress Toward Mastery
 - Shared Ownership
 - Maintaining Reliable Records
- 4c Engaging Families and Communities**
 - Respect and Cultural Competence
 - Community Values
 - Instructional Program
 - Engagement in Learning Experiences
- 4d Contributing to School Community and Culture**
 - Relational Trust and Collaborative Spirit
 - Culture of Inquiry and Innovation
 - Service to the School
- 4e Growing and Developing Professionally**
 - Curiosity and Autonomy
 - Developing Cultural Competence
 - Enhancing Knowledge and Skills
 - Seeking and Acting on Feedback
- 4f Acting in Service of Students**
 - Acting with Care, Honesty, and Integrity
 - Ethical Decision-Making
 - Advocacy

DOMAIN 1 PLANNING AND PREPARATION

1a Applying Knowledge of Content and Pedagogy

Disciplinary Expertise: Teachers have deep knowledge of the disciplines they teach, including structures, central concepts and skills, prerequisite relationships, and methods of inquiry.

Pedagogical Content Knowledge: Teachers make content accessible to students by understanding and addressing preconceptions, presenting ideas in comprehensible and powerful ways, and thoughtfully implementing the most effective pedagogical approaches.

Knowledge of Interdisciplinary Relationships and Skills: Teachers make interdisciplinary connections to scaffold learning, support engagement, and build essential knowledge and skills that cross disciplines and support student learning in multiple contexts.

1c Setting Instructional Outcomes

Value and Relevance: Instructional outcomes represent ambitious learning of important content and meaningful opportunities to support student learning and development.

Alignment to Grade-Level Standards: Instructional outcomes reflect appropriate grade-level standards and communicate high expectations for each student.

Clarity of Purpose: Instructional outcomes clearly define what will be learned, why it is important, and how students will develop and demonstrate mastery of content and skills.

Integration of Multiple Aspects of Student Development: Instructional outcomes integrate academic and social-emotional development to complement and build on one another.

1e Planning Coherent Instruction

Tasks and Activities: Tasks and activities are specifically matched to learning outcomes, encourage higher-level thinking and student agency, and create authentic opportunities to engage with meaningful content.

Flexible Learning: Multiple strategies and approaches are tailored to individual student needs to create the appropriate level of challenge and support for each student.

Student Collaboration: Student groups are an essential component of learning and development, and are organized thoughtfully to maximize opportunities and build on students' strengths.

Structure and Flow: Lesson and unit plans are well structured and flow from one to the next to support student learning and development.

1b Knowing and Valuing Students

Respect for Students' Identities: Students' lived experiences and funds of knowledge are the foundation for the development of identity, purpose, intellect, and character.

Understanding of Students' Current Knowledge and Skills: Learning experiences reflect what students bring and are designed with their current knowledge and skills in mind.

Knowledge of Whole Child Development: Students' cognitive, physical, social, and emotional development are all addressed in the design of learning environments and experiences to promote student success and autonomy.

Knowledge of the Learning Process and Learning Differences: Learning requires active intellectual engagement and appropriate support aligned to students' individual differences and needs.

1d Using Resources Effectively

Instructional Materials: Teachers utilize high-quality instructional materials to ensure access to rigorous content and support specific student needs, furthering engagement and mastery.

Technology and Digital Resources: Technological and digital resources support personalized instruction, equitable learning, engagement, exploration, connection, and student development.

Supports for Students: Teachers seek and provide additional aligned resources and supports that make content and curriculum materials accessible to students and address their individual needs.

1f Designing and Analyzing Assessments

Congruence with Instructional Outcomes: Aligned assessments provide accurate, clear evidence and allow for the analysis of student understanding and mastery of instructional outcomes.

Criteria and Standards: Criteria and standards for assessment are appropriate and aligned, clearly communicated, and whenever possible have been developed with student input.

Planning Formative Assessments: Teachers plan formative assessments to monitor student progress toward instructional outcomes and support students to monitor their own learning.

Analysis and Application: Teachers consistently use assessment data to direct planning and preparation and to support individualized student instruction.

1A

DOMAIN 1: PLANNING AND PREPARATION

Knowledge of content and the structure of the discipline 1	In planning and practice, teacher makes content errors or does not correct errors made by students.	The teacher is familiar with the important concepts in the discipline but displays a lack of awareness of how these concepts relate to one another.	The teacher displays solid knowledge of the important concepts in the discipline and how these relate to one another.	The teacher displays extensive knowledge of the important concepts in the discipline and how these relate both to one another and to other disciplines.
Knowledge of prerequisite relationships 2	The teacher displays little understanding of prerequisite knowledge important to student learning of the content.	The teacher indicates some awareness of prerequisite learning, although such knowledge may be inaccurate or incomplete.	The teacher demonstrates accurate understanding of prerequisite relationships among topics.	The teacher demonstrates understanding of prerequisite relationships among topics and concepts and understands the link to necessary cognitive structures that ensure student understanding.
Knowledge of content related pedagogy 3	The teacher displays little or no understanding of the range of pedagogical approaches suitable to student learning of the content.	The teacher's plans and practice reflect a limited range of pedagogical approaches to the discipline or to the students.	The teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the subject.	The teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline and the ability to anticipate student misconceptions.
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DOMAIN 1: PLANNING AND PREPARATION

18 1	Knowledge of child and adolescent development	The teacher does not understand child development characteristics and has unrealistic expectations for students.	The teacher cites developmental theory but does not seek to integrate it into lesson planning.	The teacher knows, for groups of students, their levels of cognitive development and is aware of the different cultural groups in the class.	In addition to accurate knowledge of the typical developmental characteristics of the age group and exceptions to the general patterns, teacher displays knowledge of the extent to which individual students follow the general patterns.
2	Knowledge of the learning process	The teacher does not try to ascertain varied ability levels among students in the class.	The teacher is aware of the different ability levels in the class but tends to teach to the "whole group."	The teacher has a good idea of the range of interests of students in the class and has identified "high," "medium," and "low" groups of students within the class.	The teacher uses ongoing methods to assess students' skill levels and designs instruction accordingly.
3	Knowledge of students' skills, knowledge, and language proficiency	The teacher displays minimal understanding of how students learn and little knowledge of their varied approaches to learning, knowledge and skills, special needs, and interests and cultural heritages and does not indicate that such knowledge is valuable.	The teacher displays generally accurate knowledge of how students learn and of their varied approaches to learning, knowledge and skills, special needs, and interests and cultural heritages, yet may apply this knowledge not to individual students but to the class as a whole.	The teacher understands the active nature of student learning and attains information about levels of development for groups of students. The teacher also purposefully acquires knowledge from several sources about groups of students' varied approaches to learning, knowledge and skills, special needs, and interests and cultural heritages.	The teacher understands the active nature of student learning and acquires information about levels of development for individual students. The teacher also systematically acquires knowledge from several sources about individual students' varied approaches to learning, knowledge and skills, special needs, and interests and cultural heritages.
4	Knowledge of students' interests and cultural heritage	The teacher is not aware of students' interests or cultural heritages.	The teacher recognizes that students have different interests and cultural backgrounds but rarely draws on their contributions or differentiates materials to accommodate those differences.	The teacher is well informed about students' cultural heritages and incorporates this knowledge in lesson planning.	The teacher seeks out information from all students about their cultural heritages.
5	Knowledge of students' special needs	The teacher takes no responsibility to learn about students' medical or learning disabilities.	The teacher is aware of medical issues and learning disabilities with some students but does not seek to understand the implications of that knowledge.	The teacher is aware of the special needs represented by students in the class.	The teacher maintains a system of updated student records and incorporates medical and/or learning needs into lesson plans.

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DOMAIN 1: PLANNING AND PREPARATION

1C

Value, sequence, and alignment 1	Outcomes represent low expectations for students and lack of rigor, and not all of these outcomes reflect important learning in the discipline.	Outcomes represent moderately high expectations and rigor. Some reflect important learning in the discipline and consist of a combination of outcomes and activities.	Most outcomes represent rigorous and important learning in the discipline and are clear, are written in the form of student learning, and suggest viable methods of assessment.	All outcomes represent high-level learning in the discipline. The teacher's plans reference curricular frameworks or blueprints to ensure accurate sequencing.
Clarity 2	Outcomes are stated as student activities, rather than as outcomes for learning.	Outcomes reflect several types of learning, but the teacher has made no effort at coordination or integration.	All the instructional outcomes reflect several different types of learning and opportunities for coordination, and they are differentiated, in whatever way is needed, for different groups of students.	All outcomes are clear, are written in the form of student learning, and permit viable methods of assessment.
Balance 3	Outcomes reflect only one type of learning and only one discipline or strand and are suitable for only some students.	Outcomes represent a mixture of low expectations and rigor.	Outcomes represent a range of types: factual knowledge, conceptual understanding, reasoning, social interaction, management, and communication.	Outcomes reflect several different types of learning and, where appropriate, represent both coordination and integration.
Suitability for diverse learners 4	Outcomes are not suitable for many students in the class.	Outcomes, based on global assessments of student learning, are suitable for most of the students in the class.	Outcomes, differentiated where necessary, are suitable to groups of students in the class.	Outcomes are differentiated, in whatever way is needed, for individual students. Outcomes are differentiated to encourage individual students to take educational risks.

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DOMAIN 1: PLANNING AND PREPARATION

1D				
Resources for classroom use 1	The teacher uses only district-provided materials, even when more variety would assist some students.	The teacher uses materials in the school library but does not search beyond the school for resources.	The teacher displays awareness of resources beyond those provided by the school or district, including those on the Internet, for classroom use and for extending one's professional skill, and seeks out such resources.	The teacher's knowledge of resources for classroom use and for extending one's professional skill is extensive, including those available through the school or district, in the community, through professional organizations and universities, and on the Internet.
Resources to extend content knowledge and pedagogy 2	The teacher does not seek out resources available to expand her own skill.	The teacher participates in content-area workshops offered by the school but does not pursue other professional development.	The teacher expands her knowledge through professional learning groups and organizations external to the school and on the Internet; pursues options offered by universities.	The teacher pursues apprenticeships to increase discipline knowledge; has ongoing relationships with colleges and universities that support student learning.
Resources for students 3	Although the teacher is aware of some student needs, he does not inquire about possible resources.	The teacher locates materials and resources for students that are available through the school but does not pursue any other avenues.	The teacher provides lists of resources outside the classroom for students to draw on; texts are at varied levels and are supplemented by guest speakers and field experiences. Resources are multidisciplinary.	The teacher maintains a log of resources for student reference; texts are matched to student skill level; facilitates student contact with resources outside the classroom.
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DOMAIN 1: PLANNING AND PREPARATION

<p>Learning activities</p> <p align="center">1</p>	<p>Learning activities are poorly aligned with the instructional outcomes, do not follow an organized progression, are not designed to engage students in active intellectual activity, and have unrealistic time allocations.</p>	<p>Some of the learning activities and materials are aligned with the instructional outcomes and represent moderate cognitive challenge, but with no differentiation for different students.</p>	<p>Most of the learning activities are aligned with the instructional outcomes and follow an organized progression suitable to groups of students. The learning activities have reasonable time allocations; they represent significant cognitive challenge, with some differentiation for different groups of students and varied use of instructional groups.</p>	<p>The sequence of learning activities follows a coherent sequence, is aligned to instructional goals, and is designed to engage students in high-level cognitive activity. These are appropriately differentiated for individual learners.</p>
<p>Instructional materials and resources</p> <p align="center">2</p>	<p>Materials are not engaging or do not meet instructional outcomes.</p>	<p>Learning resources are suitable, but there is limited variety</p>	<p>The teacher provides a variety of appropriately challenging materials and resources.</p>	<p>The teacher provides a variety of appropriately challenging resources that are differentiated for students in the class.</p>
<p>Instructional groups</p> <p align="center">3</p>	<p>Instructional groups are not suitable to the activities and offer no variety and do not support learning.</p>	<p>Instructional groups partially support the activities, with some variety; groups are random, or they only partially support objectives.</p>	<p>Instructional student groups are organized thoughtfully to maximize learning and build on students' strengths.</p>	<p>Instructional groups are varied appropriately, with some opportunity for student choice.</p>
<p>Lesson and unit structure</p> <p align="center">4</p>	<p>Lesson plans are not structured or sequenced and are unrealistic in their expectations.</p>	<p>The lesson or unit has a recognizable structure; but the progression of activities is uneven, with only some reasonable time allocations.</p>	<p>The plan for the lesson or unit is well structured, with reasonable time allocations.</p>	<p>Lesson plans differentiate for individual student needs; activities permit student choice; learning experiences connect to other disciplines.</p>

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1 F

DOMAIN 1: PLANNING AND PREPARATION

<p>Congruence with instructional outcomes</p> <p>1</p>	<p>Assessment procedures are not congruent with instructional outcomes.</p>	<p>Only some of the instructional outcomes are addressed in the planned assessments.</p>	<p>All the instructional outcomes may be assessed by the proposed assessment plan; assessment methodologies may have been adapted for groups of students.</p>	<p>All the instructional outcomes may be assessed by the proposed assessment plan, with clear criteria for assessing student work. Teacher-designed assessments are authentic, with real-world application as appropriate.</p>
<p>Criteria and standards</p> <p>2</p>	<p>Proposed approach lack criteria by which student performance will be assessed.</p>	<p>Assessment criteria and standards have been developed, but they are not clear.</p>	<p>Assessment criteria and standards are clear. Assessment types match learning expectations.</p>	<p>Assessment methodologies have been adapted for individual students as the need has arisen.</p>
<p>Design of formative assessments</p> <p>3</p>	<p>The teacher has no plan to incorporate formative assessment in the lesson or unit.</p>	<p>The teacher's approach to using formative assessment is rudimentary, including only some of the instructional outcomes.</p>	<p>The teacher has a well developed strategy for using formative assessment and has designed particular approaches to be used.</p>	<p>The approach to using formative assessment is well designed and includes student as well as teacher use of the assessment information.</p>
<p>Use for planning</p> <p>4</p>	<p>Assessment results do not affect future plans.</p>	<p>Plans refer to the use of formative assessments, but they are not fully developed. Assessment results are used to design lesson plans for the whole class, not individual students.</p>	<p>Plans indicate modified assessments when they are necessary for some students; include formative assessments to use during instruction and indicate possible adjustments based on formative assessment data.</p>	<p>Teachers plan contains evidence of student contribution to its development.</p>

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DOMAIN 2 LEARNING ENVIRONMENTS

2a Cultivating Respectful and Affirming Environments

Positive Relationships: Teacher-student and student-student interactions demonstrate caring and respect, and honor the dignity of each member of the community.

Sense of Belonging: Teachers and students co-create a community that reflects their unique collective identity and interests as a class while honoring individual identities.

Cultural Responsiveness: Ways of interacting in the classroom are culturally responsive, and they are supported by teachers' own cultural competence and understanding of societal dynamics and their impact on learning environments.

Positive Conflict Resolution: A clear and culturally competent approach to conflict resolution has been established and is used effectively to resolve conflict and restore trust.

2c Maintaining Purposeful Environments

Productive Collaboration: Collaboration is modeled, taught, and reinforced so that students work purposefully and cooperatively in groups, to support one another's success.

Student Autonomy and Responsibility: Routines support student assumption of responsibility and the development of skills, habits, and mindsets that promote student autonomy.

Equitable Access to Resources and Supports: Resources and supports are deployed efficiently, effectively, and equitably for the benefit of all students.

Non-Instructional Tasks: Teachers complete non-instructional tasks with little to no loss of instructional time or disruption to lesson delivery.

2e Organizing Spaces for Learning

Safety and Accessibility: The learning space is safe and accessible to all students and is modified if necessary by students or teachers to accommodate individual student needs.

Design for Learning and Development: The learning space is thoughtfully designed and adjusted as necessary to support and facilitate learning activities.

Co-Creation and Shared Ownership: Students play a role in the design and adjustment of the learning space and demonstrate a sense of ownership through appropriate participation and interaction.

2b Fostering a Culture for Learning

Purpose and Motivation: Teachers and students share an overarching dedication to both content mastery and personal growth.

Dispositions for Learning: Teachers model, encourage, explicitly teach, and reinforce curiosity, critical thinking, reasoning, and reflection to support student success and their social, emotional, and academic growth.

Student Agency and Pride in Work: Students make informed choices, devote energy to learning, take pride in their accomplishments, and actively suggest ways to make the classroom more joyful, rigorous, and purposeful.

Support and Perseverance: Teachers and students encourage one another to persevere and use strategies to support each other through challenging work.

2d Supporting Positive Student Behavior

Expectations for the Learning Community: Students play an active role in establishing and maintaining expectations for the learning community with regular opportunities for critical reflection both individually and as a group.

Modeling and Teaching Habits of Character: Teachers model, explicitly teach, and reinforce habits that promote learning, ethical behavior, and citizenship.

Self-Monitoring and Collective Responsibility: Students successfully monitor their own behavior, attend to their impact on other students, and appropriately support one another.

2A
DOMAIN 2: THE CLASSROOM ENVIRONMENT

<p>1 Teacher interaction with students</p>	<p>Patterns of classroom interactions, both between teacher and students and among students, are mostly negative, inappropriate, or insensitive to students' ages, cultural backgrounds, and developmental levels. The teacher does not deal with Disrespectful behavior.</p>	<p>Patterns of classroom interactions, both between teacher and students and among students, are generally appropriate but may reflect occasional inconsistencies, favoritism, and disregard for students' ages, cultures, and developmental levels. The teacher attempts to respond to disrespectful behavior, with uneven results. The net result of the interactions is neutral, conveying neither warmth nor conflict.</p>	<p>Teacher-student interactions are friendly and demonstrate general caring and respect. Such interactions are appropriate to the ages, cultures, and developmental levels of the students. The teacher responds successfully to disrespectful behavior among students. The net result of the interactions is polite, respectful, and business-like, though students may be somewhat cautious about taking intellectual risks.</p>	<p>Classroom interactions between the teacher and students and among students are highly respectful, reflecting genuine warmth, caring, and sensitivity to students as individuals. The net result is an environment where all students feel valued and are comfortable taking intellectual risks.</p>
<p>2 Student interactions with other students including both words and actions</p>	<p>Student interactions are characterized by sarcasm, put-downs, or conflict. Students' body language indicates feelings of hurt, discomfort, or insecurity.</p>	<p>Students rarely demonstrate disrespect for one another.</p>	<p>Interactions among students are generally polite and respectful, and students exhibit respect for the teacher.</p>	<p>Students exhibit respect for the teacher and contribute to high levels of civility among all members of the class.</p>

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DOMAIN 2: THE CLASSROOM ENVIRONMENT

<p>Importance of the content</p> <p>1</p>	<p>Teacher or students convey a negative attitude toward the content, suggesting that it is not important or has been mandated by others.</p>	<p>Teacher communicates importance of the work but with little conviction and only minimal apparent buy-in by the students.</p>	<p>Teacher conveys genuine enthusiasm for the content, and students demonstrate consistent commitment to its value.</p>	<p>Students demonstrate through their active participation, curiosity, and taking initiative that they value the importance of the content.</p>
<p>Expectations for learning and achievement</p> <p>2</p>	<p>Instructional outcomes, activities and assignments, and classroom interactions convey low expectations for at least some students.</p>	<p>Instructional outcomes, activities and assignments, and classroom interactions convey only modest expectations for student learning and achievement.</p>	<p>Instructional outcomes, activities and assignments, and classroom interactions convey high expectations for most students.</p>	<p>Instructional outcomes, activities and assignments, and classroom interactions convey high expectations for all students. Students appear to have internalized these expectations.</p>
<p>Student pride in work</p> <p>3</p>	<p>Students demonstrate little or no pride in their work. They seem to be motivated by the desire to complete a task rather than to do high-quality work.</p>	<p>Students minimally accept the responsibility to do good work but invest little of their energy into its quality.</p>	<p>Students accept the teacher's insistence on work of high quality and demonstrate pride in that work.</p>	<p>Students demonstrate attention to detail and take obvious pride in their work, initiating improvements in it by, for example, revising drafts on their own or helping peers.</p>

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2C
DOMAIN 2: THE CLASSROOM ENVIRONMENT

1 Management of instructional groups	Students not working with the teacher are not productively engaged.	Students not working directly with the teacher are only partially engaged.	Students are productively engaged during small-group or independent work.	With minimal prompting by the teacher, students ensure that their time is used productively.
2 Management of transitions	Transitions are disorganized, with much loss of instructional time.	Procedures for transitions seem to have been established, but their operation is not smooth.	Transitions between large- and small-group activities are smooth.	Students themselves ensure that transitions and other routines are accomplished smoothly.
3 Management of materials and supplies	There do not appear to be any established procedures for distributing and collecting materials.	There appear to be established routines for distribution and collection of materials, but students are confused about how to carry them out.	Routines for distribution and collection of materials and supplies work efficiently.	Students take initiative in distributing and collecting materials efficiently.
4 Performance of classroom routines	A considerable amount of time is spent off task because of unclear procedures.	Classroom routines function unevenly.	Classroom routines function smoothly.	Routines are well understood and may be initiated by students.
5 Supervision of volunteers and paraprofessionals	Volunteers and paraprofessionals have no defined role and/or are idle much of the time.	Volunteers and paraprofessionals require frequent supervision.	Volunteers and paraprofessionals work with minimal supervision.	Volunteers and paraprofessionals take initiative in their work in the class.
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DOMAIN 2: THE CLASSROOM ENVIRONMENT

Expectations 1	The classroom environment is chaotic, with no standards of conduct evident.	The teacher attempts to maintain order in the classroom, referring to classroom rules, but with uneven success.	Standards of conduct appear to have been established and implemented successfully.	Student behavior is entirely appropriate; any student misbehavior is very minor and swiftly handled.
Monitoring of student behavior 2	The teacher does not monitor student behavior.	The teacher attempts to keep track of student behavior, but with no apparent system.	The teacher frequently monitors student behavior.	The teacher silently and subtly monitors student behavior.
Response to student misbehavior 3	Some students disrupt the classroom, without apparent teacher awareness or with an ineffective response.	The teacher's response to student misbehavior is inconsistent: sometimes harsh, other times lenient.	The teacher's response to student misbehavior is effective.	Students respectfully intervene with classmates at appropriate moments to ensure compliance with standards of conduct.
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DOMAIN 2: THE CLASSROOM ENVIRONMENT

<p>1</p> <p>Safety and accessibility</p>	<p>There are physical hazards in the classroom, endangering student safety.</p>	<p>The physical environment is safe, and most students can see and hear the teacher or see the board.</p>	<p>The classroom is safe, and all students are able to see and hear the teacher or see the board.</p>	<p>Modifications are made to the physical environment to accommodate students with special needs. There is total alignment between the learning activities and the physical environment.</p>
<p>2</p> <p>Arrangement of furniture and use of physical resources</p>	<p>Many students can't see or hear the teacher or see the board. Available technology is not being used even if it is available and its use would enhance the lesson.</p>	<p>The physical environment is not an impediment to learning but does not enhance it. The teacher makes limited use of available technology and other resources.</p>	<p>The classroom is arranged to support the instructional goals and learning activities. The teacher makes appropriate use of available technology.</p>	<p>Students take the initiative to adjust the physical environment. The teacher and students make extensive and imaginative use of available technology.</p>
<p>Attributes (Indicators) Row Attributes:</p>				
<p>Notes (Evidence)</p>				
<p>Page Notes</p>				

DOMAIN 3 LEARNING EXPERIENCES

3a Communicating About Purpose and Content

Purpose for Learning and Criteria for Success: Teachers communicate the goals and objectives of learning activities and outline an instructional pathway for students to meet the established criteria for success.

Specific Expectations: Student actions during each step of learning activities are clearly and effectively communicated with specific expectations articulated and reinforced throughout.

Explanations of Content: Content knowledge is scaffolded and presented in multiple, engaging ways with frequent, integrated checks for student understanding.

Use of Academic Language: Verbal and written content-related language used by teachers and students is academically rigorous, accurate, and subject and grade appropriate.

3c Engaging Students in Learning

Rich Learning Experiences: Students demonstrate agency and critical thinking in completion of tasks and activities that require high levels of intellectual engagement.

Collaboration and Teamwork: Student collaboration is a key component of learning and engagement, and students take initiative to collaborate in new or unplanned ways that further their learning and make it more engaging and meaningful.

Use of Instructional Materials and Resources: Instructional materials and resources are used effectively to support intellectual engagement and deep learning of the content.

Opportunities for Thinking and Reflection: Individual lessons, activities, and tasks, as well as instructional pathways, have multiple and effective opportunities to think, reflect, and consolidate understanding.

3e Responding Flexibly to Student Needs

Evidence-Based Adjustments: When appropriate, teachers use their expertise to alter or replace pre-planned activities based on students' understanding, questions, and interests.

Receptiveness and Responsiveness: Teachers are open to and capitalize upon unexpected student actions, questions, and internal and external events; they encourage and support students to pursue new learning and opportunities on their own.

Determination and Persistence: Teachers are committed to efficacy, even when students encounter difficulty in learning, and pursue alternative approaches when necessary to help students be successful.

3b Using Questioning and Discussion Techniques

Critical Thinking and Deeper Learning: Questions and discussions require critical thinking, have multiple answers, and are used to deepen student understanding of content, themselves, and the larger world.

Reasoning and Reflection: Questions and discussions challenge students to reason, reflect on learning, justify their thinking, and generate ideas for future inquiry.

Student Participation: Students demonstrate curiosity and engage one another through questions and dialogue, challenging each other's thinking with respect and humility.

3d Using Assessment for Learning

Clear Standards for Success: Collaborative goals, the characteristics of high-quality work, and the criteria established as evidence of success are clear to students and those supporting them.

Monitoring Student Understanding: Teachers and students are constantly monitoring learning and making use of specific strategies to elicit evidence of understanding.

Timely, Constructive Feedback: High-quality feedback comes from many sources, including students; it is specific and focused on improvement.

DOMAIN 3: INSTRUCTION

3A 1 Expectations for learning	The instructional purpose of the lesson is unclear to students.	The teacher's attempt to explain the instructional purpose has only limited success.	The instructional purpose of the lesson is clearly communicated to students, including where it is situated within broader learning.	The teacher links the instructional purpose of the lesson to the larger curriculum .
2 Directions for activities	Teacher's directions and procedures are confusing.	Teacher's directions and procedures must be clarified after initial student confusion.	Directions and procedures are explained clearly and may be modeled.	The directions and procedures are clear and anticipate possible student misunderstanding.
3 Explanations of content	The teacher's explanation of the content contains major errors and does not include any explanation of strategies students might use.	The teacher's explanation of the content may contain minor errors; some portions are clear, others difficult to follow. The teacher's explanation does not invite students to engage intellectually or to understand strategies they might use when working independently.	The teacher's explanation of content is scaffolded, clear, and accurate and connects with students' knowledge and experience. During the explanation of content, the teacher focuses, as appropriate, on strategies students can use when working independently and invites student intellectual engagement.	The teacher's explanation of content is thorough and clear, developing conceptual understanding through clear scaffolding and connecting with students' interests. Students contribute to extending the content by explaining concepts to their classmates and suggesting strategies that might be used.
4 Use of oral and written language	The teacher's spoken or written language contains errors of grammar or syntax. The teacher's academic vocabulary is inappropriate, vague, or used incorrectly, leaving students confused.	The teacher's spoken language is correct but uses vocabulary that is either limited or not fully appropriate to the students' ages or backgrounds. The teacher rarely takes opportunities to explain academic vocabulary.	The teacher's spoken and written language is clear and correct and is suitable to students' ages and interests. The teacher's use of academic vocabulary is precise and serves to extend student understanding.	The teacher's spoken and written language is expressive, and the teacher finds opportunities to extend students' vocabularies, both within the discipline and for more general use. Students contribute to the correct use of academic vocabulary.
Attributes (Indicators) Row Attributes:				
Notes (Evidence)				
Page Notes				

DOMAIN 3: INSTRUCTION

<p>1</p> <p>Quality of questions</p>	<p>The teacher's questions are of low cognitive challenge, with single correct responses, and are asked in rapid succession.</p>	<p>The teacher's questions lead students through a single path of inquiry, with answers seemingly determined in advance.</p>	<p>While the teacher may use some low-level questions, he/she poses questions designed to promote student thinking and understanding.</p>	<p>The teacher uses a variety or series of questions or prompts to challenge students cognitively, advance high level thinking and discourse, and promote meta-cognition.</p>
<p>2</p> <p>Discussion techniques</p>	<p>Interaction between the teacher and students is predominantly recitation style, with the teacher mediating all questions and answers; the teacher accepts all contributions without asking students to explain their reasoning.</p>	<p>The teacher attempts to ask some questions designed to engage students in thinking, but only a few students are involved.</p>	<p>The teacher creates a genuine discussion among students, providing adequate time for students to respond and stepping aside when doing so is appropriate.</p>	<p>Students formulate many questions, initiate topics, challenge one another's thinking, and make unsolicited contributions.</p>
<p>3</p> <p>Student participation</p>	<p>Only a few students participate in the discussion.</p>	<p>The teacher attempts to engage all students in the discussion, to encourage them to respond to one another, and to explain their thinking, with uneven results.</p>	<p>The teacher challenges students to justify their thinking and successfully engages most students in the discussion, employing a range of strategies to ensure that most students are heard.</p>	<p>Students themselves ensure that all voices are heard in the discussions.</p>

Attributes (Indicators)
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3C

DOMAIN 3: INSTRUCTION

<p>Activities and assignments</p> <p>1</p>	<p>The learning tasks/activities, materials, and resources are poorly aligned with the instructional outcomes.</p>	<p>The learning tasks and activities are partially aligned with the instructional outcomes</p>	<p>The learning tasks and activities are fully aligned with the instructional outcomes and are designed to challenge student thinking, inviting students to make their thinking visible.</p>	<p>Virtually all students are intellectually engaged in challenging content through well-designed learning tasks and activities that require complex thinking by students.</p>
<p>Grouping of students</p> <p>2</p>	<p>The groupings of students are unsuitable to the activities; few students are intellectually engaged in the lesson.</p>	<p>The groupings of students are moderately suitable to the activities; some students are intellectually engaged in the lesson.</p>	<p>The groupings of students are suitable to the activities, most students are intellectually engaged in the lesson.</p>	<p>The teacher provides suitable scaffolding and challenges students to explain their thinking. There is evidence of some student initiation of inquiry and student contributions to the exploration of important content; students may serve as resources for one another.</p>
<p>Instructional materials and resources</p> <p>3</p>	<p>Instructional materials used are unsuitable to the lesson and/or the students.</p>	<p>The materials and resources are partially aligned to the lesson objectives. Few of the materials and resources require student thinking or ask students to explain their thinking.</p>	<p>Materials and resources support the learning goals and require intellectual engagement, as appropriate.</p>	<p>Materials and resources are suitable to the instructional purposes and engage students mentally. Students initiate the choice, adaptation, or creation of materials to enhance their learning.</p>
<p>Structure and pacing</p> <p>4</p>	<p>The lesson has no clearly defined structure, or the pace of the lesson is too slow or rushed.</p>	<p>The lesson has a recognizable structure; however, the pacing of the lesson may not provide students the time needed to be intellectually engaged or may be so slow that many students have a considerable amount of "downtime."</p>	<p>The lesson has a clearly defined structure, and the pacing of the lesson is appropriate, providing most students the time needed to be intellectually engaged.</p>	<p>The lesson has a clearly defined structure, and the pacing of the lesson provides students the time needed not only to intellectually engage with and reflect upon their learning but also to consolidate their understanding.</p>
<p>Attributes (Indicators) Row Attributes:</p>				
<p>Notes (Evidence)</p>				
<p>Page Notes</p>				

3D
DOMAIN 3: INSTRUCTION

Assessment criteria 1	The teacher gives no indication of what high-quality work looks like.	There is little evidence that the students understand how their work will be evaluated.	The teacher makes the standards of high-quality work clear to students.	Students indicate that they clearly understand the characteristics of high-quality work, and there is evidence that students have helped establish the evaluation criteria.
Monitoring of student learning 2	The teacher makes no effort to determine whether students understand the lesson.	The teacher monitors understanding through a single method, or without eliciting evidence of understanding from students.	The teacher elicits evidence of student understanding.	The teacher is constantly "taking the pulse" of the class; monitoring of student understanding is sophisticated and continuous and makes use of strategies to elicit information about individual student understanding.
Feedback to students 3	Students receive no feedback, or feedback is global or directed to only one student.	Feedback to students is vague and not oriented toward future improvement of work.	Feedback includes specific and timely guidance, at least for groups of students.	High-quality feedback comes from many sources, including students; it is specific and focused on improvement.
Student selfassessment and monitoring of progress 4	The teacher does not ask students to evaluate their own or classmates' work.	The teacher makes only minor attempts to engage students in self- or peer assessment.	Students are invited to assess their own work and make improvements; most of them do so.	Students monitor their own understanding, either on their own initiative or as a result of tasks set by the teacher.
Attributes (Indicators) Row Attributes:				
Notes (Evidence)				
Page Notes				

DOMAIN 3: INSTRUCTION

1	Lesson adjustment	The teacher ignores indications of student boredom or lack of understanding; teacher brushes aside students' questions.	The teacher makes perfunctory attempts to incorporate students' questions and interests into the lesson; The teacher's attempts to adjust the lesson are partially successful.	The teacher incorporates students' interests and questions into the heart of the lesson. When improvising becomes necessary, the teacher makes adjustments to the lesson.	The teacher seizes on a teachable moment to enhance a lesson. The teacher's adjustments to the lesson, when they are needed, are designed to assist individual students.
2	Response to students	The teacher conveys to students that when they have difficulty learning, it is their fault; teacher makes no attempt to adjust the lesson in response to student confusion.	The teacher conveys to students a level of responsibility for their learning but also his/her uncertainty about how to assist them.	The teacher conveys to students that she has other approaches to try when the students experience difficulty.	The teacher conveys to students that she won't consider a lesson "finished" until every student understands and that she has a broad range of approaches to use.
3	Persistence	In reflecting on practice, the teacher does not indicate that it is important to reach all students.	In reflecting on practice, the teacher indicates the desire to reach all students but does not suggest strategies for doing so.	In reflecting on practice, the teacher cites multiple approaches undertaken to reach students having difficulty.	In reflecting on practice, the teacher can cite others in the school and beyond whom he has contacted for assistance in reaching some students.

Attributes (Indicators)
Row Attributes:

Notes (Evidence)

Page Notes

DOMAIN 4 PRINCIPLED TEACHING

4a Engaging in Reflective Practice

Self-Assessment of Teaching: Teachers use evidence from activities and assessments to identify the impact of different elements of practice on student learning and evaluate the success of learning experiences.

Analysis and Discovery: Based on their self-assessment, teachers consider alternative approaches or perspectives, question their own ideas or beliefs, and learn new ways to further advance student learning.

Application and Continuous Improvement: Teachers demonstrate commitment to the success of each student by planning, practicing, and trying new approaches to enhance their teaching based on their assessment and analysis.

4c Engaging Families and Communities

Respect and Cultural Competence: Teachers interact with families and the community in ways that respect their values and cultural backgrounds.

Community Values: Learning experiences and environments are extensions of the community and uphold its values, creating a shared vision of student success.

Instructional Program: Established structures and processes keep families informed about the instructional program and provide opportunities for input and feedback.

Engagement in Learning Experiences: Teachers connect students' out-of-school learning and lives to their efforts in school and take the lead in forming partnerships and relationships to strengthen those connections.

4e Growing and Developing Professionally

Curiosity and Autonomy: Teachers identify personal and professional growth areas and independently seek opportunities to develop and refine their knowledge.

Developing Cultural Competence: Teachers seek knowledge regarding the students and community they serve and apply findings to their practice and development of the school culture.

Enhancing Knowledge and Skills: Teachers work to deepen content and pedagogical knowledge and exchange new learning with colleagues.

Seeking and Acting on Feedback: Teachers seek opportunities to receive and provide feedback and work collaboratively and constructively to utilize feedback effectively.

4b Documenting Student Progress

Student Progress Toward Mastery: The teacher documents student progress toward learning and developmental goals and shares information with students, parents, and educational collaborators.

Shared Ownership: With support from teachers, students utilize resources to monitor their progress toward learning and developmental goals and regularly analyze and discuss their progress with teachers and caregivers.

Maintaining Reliable Records: The teacher consistently gathers, updates, and shares data that is accurate, accessible, and clear to students and families.

4d Contributing to School Community and Culture

Relational Trust and Collaborative Spirit: Teachers develop strong relationships with students and colleagues that support professional learning, collaboration, mutual trust, and student success.

Culture of Inquiry and Innovation: Teachers contribute to the culture of the school by modeling school values, helping to identify underlying problems, and taking positive action toward their solution.

Service to the School: Teachers extend their influence beyond their classrooms by leading and contributing to school events, projects, and initiatives.

4f Acting in Service of Students

Acting with Care, Honesty, and Integrity: Teachers consistently model care, honesty, and integrity in interactions with students, families, and colleagues.

Ethical Decision-Making: Teachers make wise decisions, especially under challenging circumstances, that are in the best interest of students and their families.

Advocacy: Teachers are active advocates for students, their families, and colleagues and lead in taking action on their behalf.

4A

DOMAIN 4: PROFESSIONAL RESPONSIBILITIES

	UNSATISFACTORY			DISTINGUISHED
Accuracy 1	The teacher does not know whether a lesson was effective or achieved its instructional outcomes, or the teacher profoundly misjudges the success of a lesson.	The teacher has a generally accurate impression of a lesson's effectiveness and the extent to which instructional outcomes were met.	The teacher makes an accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes and can cite general references to support the judgment.	The teacher makes a thoughtful and accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes, citing many specific examples from the lesson and weighing the relative strengths of each.
Use in future teaching 2	The teacher has no suggestions for how a lesson could be improved.	The teacher makes general suggestions about how a lesson could be improved.	The teacher makes a few specific suggestions of what could be tried another time the lesson is taught.	Drawing on an extensive repertoire of skills, the teacher offers specific alternative actions, complete with the probable success of different courses of action.
Attributes (Indicators) Row Attributes:				
Notes (Evidence)				

4B

DOMAIN 4: PROFESSIONAL RESPONSIBILITIES

	UNSATISFACTORY	SAFELY	EFFICIENT	HIGHLY EFFECTIVE
Student completion of assignments 1	The teacher's system for maintaining information on student completion of assignments and student progress in learning is nonexistent or in disarray.	The teacher has a process for recording student work completion. However, it may be out of date or may not permit students to access the information.	The teacher's process for recording completion of student work is efficient and effective; students have access to information about completed and/or missing assignments.	The teacher's system for maintaining information on student completion of assignments, student progress in learning, and non-instructional records is fully effective. Students contribute to and maintain records indicating completed and outstanding work assignments.
Student progress in learning 2	There is no system for either instructional or non-instructional records. Record-keeping systems are in disarray and provide incorrect or confusing information	The teacher's process for tracking student progress is cumbersome to use.	The teacher has an efficient and effective process for recording student attainment of learning goals; students are able to see how they're progressing.	Teacher's system for maintaining information on student progress in learning is fully effective. Students contribute to and maintain data files indicating their own progress in learning.
Noninstructional records 3	The teacher's records for non-instructional activities are in disarray, the result being errors and confusion.	The teacher has a process for tracking some, but not all, non-instructional information, and it may contain some errors.	The teacher's process for recording non-instructional information is both efficient and effective.	Teacher's system for maintaining information on non-instructional activities is highly effective. Students contribute to maintaining non-instructional records for the class.

4C

DOMAIN 4: PROFESSIONAL RESPONSIBILITIES

	UNSATISFACTORY(1)	BASIC(2)	SUFFICIENT(3)	DISTINGUISHED(4)
Information about the instructional program 1	The teacher provides little information about the instructional program to families.	School- or district-created materials about the instructional program are sent home. The teacher sends home infrequent or incomplete information about the instructional program.	The teacher regularly makes information about the instructional program available.	Students regularly develop materials to inform their families about the instructional program.
Information about individual students 2	the teacher's communication about students' progress is minimal. The teacher does not respond, or responds insensitively, to parental concerns.	The teacher maintains a school-required grade book but does little else to inform families about student progress.	The teacher regularly sends home information about student progress.	Students maintain accurate records about their individual learning progress and frequently share this information with families.
Engagement of families in the instructional program 3	Little or no information regarding the instructional program is available to parents. Families are unaware of their children's progress. Family engagement activities are lacking. There is some culturally inappropriate communication.	The teacher makes sporadic attempts to communicate with families about the instructional program but does not attempt to engage families in the instructional program. Moreover, the communication that does take place may not be culturally sensitive to those families.	The teacher develops activities designed to engage families successfully and appropriately in their children's learning. Most of the teacher's communications are appropriate to families' cultural norms.	Students contribute to regular and ongoing projects designed to engage families in the learning process. All of the teacher's communications are highly sensitive to families' cultural norms.

Attributes (Indicators)
Row Attributes:

DOMAIN 4: PROFESSIONAL RESPONSIBILITIES

4D

	UNSATISFACTORY(1)	STANDARD	PROFICIENT(3)	DISTINGUISHED(4)
Relationships with colleagues 1	The teacher's relationships with colleagues are characterized by negativity or combativeness.	The teacher has cordial relationships with colleagues.	The teacher has supportive and collaborative relationships with colleagues.	The teacher takes a leadership role in promoting activities related to professional inquiry.
Involvement in a culture of professional inquiry 2	The teacher purposefully avoids contributing to activities promoting professional inquiry.	When invited, the teacher participates in activities related to professional inquiry.	The teacher regularly participates in activities related to professional inquiry.	The teacher takes a leadership role in promoting a culture of professional inquiry
Service to the school 3	The teacher avoids involvement in school activities.	When asked, the teacher participates in school activities.	The teacher frequently volunteers to participate in school events.	The teacher regularly contributes to and leads events that positively impact school life.
Participation in school and district projects 4	The teacher avoids involvement in district and community projects.	When asked, the teacher participates in district and community projects.	The teacher frequently volunteers to participate in district and community projects.	The teacher regularly contributes to and leads significant district and community projects.

Attributes (Indicators)
Row Attributes:

4E

DOMAIN 4: PROFESSIONAL RESPONSIBILITIES

				DISTINGUISHED (4)
Enhancement of content knowledge and pedagogical skill 1	The teacher is not involved in any activity that might enhance knowledge or skill.	The teacher participates in professional activities when they are required or provided by the district.	The teacher seeks regular opportunities for continued professional development.	The teacher seeks regular opportunities for continued professional development, including initiating action research.
Receptivity to feedback from colleagues 2	The teacher purposefully resists discussing performance with supervisors or colleagues.	The teacher reluctantly accepts feedback from supervisors and colleagues.	The teacher welcomes colleagues and supervisors into the classroom for the purposes of gaining insight from their feedback.	The teacher actively seeks feedback from supervisors and colleagues.
Service to the profession 3	The teacher ignores invitations to join professional organizations or attend conferences.	The teacher contributes in a limited fashion to professional organizations.	The teacher actively participates in organizations designed to contribute to the profession.	The teacher takes an active leadership role in professional organizations in order to contribute to the profession.

Attributes (Indicators)
Row Attributes:

Notes (Evidence)

Page Notes

Of all the approaches available to educators to promote teacher learning, the most powerful is that of professional conversation.

Talk About Teaching!

Charlotte Danielson
2009, Corwin Press

EVIDENCE SHOULD BE . . .



- **Factual**
- **Representative**
- **Relevant**
- **Free from Bias**
- **No Judgments**

Is this Evidence as we outlined?

2e: Organizing Physical Space

- I like the way the students transitioned from the table to the seats.

Is this Evidence as we outlined?

2e: Organizing Physical Space

- You are doing a good job. Keep up the good work. The students like being in your classroom.

Is this Evidence as we outlined?

2e: Organizing Physical Space

- 12 students were in the classroom. 4 students were seated on the rug, 2 students were seated at the round tables, 3 students were at the kidney table working with Teacher Aide, 3 students were at the white board working on The Problem on the Day.

Specific Feedback for Identified Strengths

4e: Growing and Developing Professionally:

The teacher seeks out opportunities for professional development to enhance content knowledge **as evidenced by** the teachers attending: Literacy Conference July 20-23, 2022, graduate school coursework for 22-23, she is the lead facilitator in the PLC for 22-23. The teacher seeks feedback from her immediate supervisor and immediately acts on the feedback given to improve her professional practice.

Specific Feedback with Suggestions for Growth

4e: Growing and Developing Professionally:

The teacher does not seek out opportunities for professional development to enhance content knowledge as evidenced by: The teacher has not attended district sponsored professional development, the teacher has not made attempts to meet the 20 hours of PD requirement as outlined by NJDOE. Professional Growth is a component of your professional responsibilities. Please develop a PDP that identifies your areas of need. A professional calendar should be developed that attends to your literacy focus. Attend literacy PD in district and outside the district to support your professional practices. Review your suggestions for growth as outlined in your previous evaluation. Identify an area of focus and plan for continued growth. That plan should be shared with your direct administrator as you work together to improve your instructional practices.

Focus on Teaching and Learning

1. Take out Domain 3- Instruction
2. Review Elements of Domain 3
3. Collect evidence on teacher practice while reviewing video.
4. Score Domain 3 Individually
5. Substantiate score with evidence.
6. Share out scores

Objective

Adding addition and
ing benchmark
e of fractions to
less the

enchmark fractions to
nces.

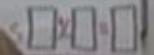


Daily Schedule
7:30-7:45 AM
7:45-8:00 AM
8:00-8:15 AM
8:15-8:30 AM
8:30-8:45 AM
8:45-9:00 AM
9:00-9:15 AM
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4:30-4:45 PM
4:45-5:00 PM



Know _____ is
than/less than

number _____



Domain 3 Scoring and Evidence

How did the teacher scaffold up?

How did we rate him?

What is your evidence?

Put your scores on a sticky note and place on white poster paper.

Based on your evidence what is the overall effectiveness of this educator?

Attributes

Attributes (Indicators) Row Attributes:
Notes (Evidence)
Page Notes

Attributes: Indicator - Identify which are of indicatori you are referring to.

Notes: Evidence - This is where you align your evidence. You must align your evidence to the indicator.

Do not leave this area blank

Pre & Post Observation Questions

Pre Observation

1. To which part of your curriculum does this lesson relate?
2. How does this learning fit in the sequence of learning for this class.
3. Briefly describe the students in this class, including those with special needs.
4. What are the learning outcomes for this lesson? What do you want the students to understand?
5. How will you engage the students in the learning? What will you do? What will the students do? Will the students work in groups or individually, or as a large group? Provide any worksheets or other material the students will be using.
6. How will you differentiate instruction for different individuals or groups of students in the class?
7. How and when will you know whether the students have learned what you intend?
8. Is there anything that you would like me to specifically observe during this lesson?

Post Observation

1. In general, how successful was the lesson? Did the students learn what you intended for them to learn? How do you know?
2. If you were able to bring samples of student work, what do those samples reveal about those students level of engagement and understanding?
3. Comment on our classroom procedures. Student conduct, and your use of physical space. To what extent did these contribute to student learning?
4. Did you depart from the plan? If so, how and why?
5. Comments on different aspects of your instructional delivery (e.g. activities, grouping of students, materials, and resources). To what extent were they effective?
6. If you had a chance to teach this lesson again to the same group of students, what would you do differently?

Non Negotiables

- Every instructional staff member will receive an evaluation
 - Non-tenure- At least 3 evaluations
 - Tenure- At least 2 evaluations
 - Non-Instructional- Mid year and Summative Evaluation
 - Probationary- 90 Day evaluation/ Mid-Year/ Summative
- All instructional staff will have a PDP by September 30, 2022
- All instructional staff must have an at least 2 SGO's by October 28, 2022
- All staff must have a Summative Evaluation:
 - Non-Tenure- By March 31, 2023
 - Tenure -By April 21, 2023
 - Non Instructional- By May 19, 2022
- All principals must lead a Danielson Training for all certified staff on either September 6, 2022 or September 7, 2022.

*All evaluators must conduct at least **2 co-observations** yearly.*

References:

[AchieveNJ: Teach, Lead, Grow. chap10.pdf \(nj.gov\)](#)
[Student Growth Objectives \(state.nj.us\)](#)

Questions



References

References:

[AchieveNJ: Teach. Lead. Grow.
chap10.pdf \(nj.gov\)](#)

[Student Growth Objectives \(state.nj.us\)](#)

[The Framework for Teaching Evaluation Instrument \(www.k12.wa.us\)](#)

Danielson:

[Danielson_Rubric.pdf \(wcupa.edu\)](#)

Thank you for being such good
participants and listeners!

Have a great school year!