

**THE FRAMEWORK FOR TEACHING
EVALUATION INSTRUMENT**



CHARLOTTE DANIELSON

2014 – 2015



2014 – 2015 Teacher Evaluation Process Overview

The Sibley East teacher evaluation process will consist of three parts, usually divided into the three-year cycle, that all tenured teachers follow. Each of these three parts will be combined at the end of the three-year cycle to complete the individual teacher's final evaluation portfolio.

The three parts of the evaluation process (and the evaluation portfolio) are:

- 1) Formative or summative evaluation of the teacher using researched based criteria (Sibley East has chosen to use the Charlotte Danielson model). Included with part #1 are the following:
 - a) evaluation instrument (90 page document describing the formative or summative observation/evaluation procedure).
 - b) a signed (by teacher) three-year evaluation;
- 2) Self-constructed professional portfolio (statute 122A.40, subdivision 8, paragraph (7) which will include the following:
 - a) evidence of proficient/exemplary teaching during the three year period (multiple examples);
 - b) indications/examples of student achievement (as required by statute 122A.40, subdivision 8 paragraph 8);
 - c) teacher reflections regarding student achievement/test scores;
 - d) results of student surveys (statute 122A.40, subdivision 8, paragraph 9); reflections regarding these surveys and comments on teacher's individual improvement based on student surveys;
 - e) evidence that the teacher has participated in PLCs (as required by statute 122A.40, subdivision 8, paragraph 2) and staff development activities that will improve teaching (as required by statutes 122A.60 and 122A.61).
 - e) Summative evaluation check-sheet indicating that all three parts have been completed.
- 3) Evidence that the teacher has participated in a peer review (peer coaching) process during the three-year cycle (statute 122A.40, subdivision. 8, para 2). This section of the portfolio should include teacher reflections based on the comments/suggestions made by peer reviewer.

There will be two copies of the formative evaluation (signed); one will be filed in the district office the other will be part of the teacher portfolio. The contents of the portfolio are intended to serve as a resource for the teacher so as to encourage continued growth and professional development; additional items may be added to the portfolio at any time at the discretion of the individual teacher. The portfolio should be kept in a place that is easily accessible by the teacher. At any time during the evaluation process if the evaluator (administrator) feels that additional help is needed to improve the teacher's performance a corrective action plan may be introduced.



**2014 – 2015 Teacher Evaluation Process
Check sheet**

(to be completed at the end of the third year of the individual teacher's evaluation process)

Teacher's name _____

Administrator/Evaluator _____

Date _____

_____ The three-year summative or evaluation has been completed by your administrator/evaluator; both copies have been signed and filed (district office and teacher portfolio). (45%)

_____ The teacher portfolio is complete and includes the following (40%):

- _____ examples of student achievement;
- _____ teacher reflections on student achievement
- _____ results of student surveys
- _____ teacher reflections on student survey results
- _____ teacher has participated in site-based PLCs
- _____ teacher has participated in staff development activities
- _____ teacher has included additional artifacts addressing student achievement.

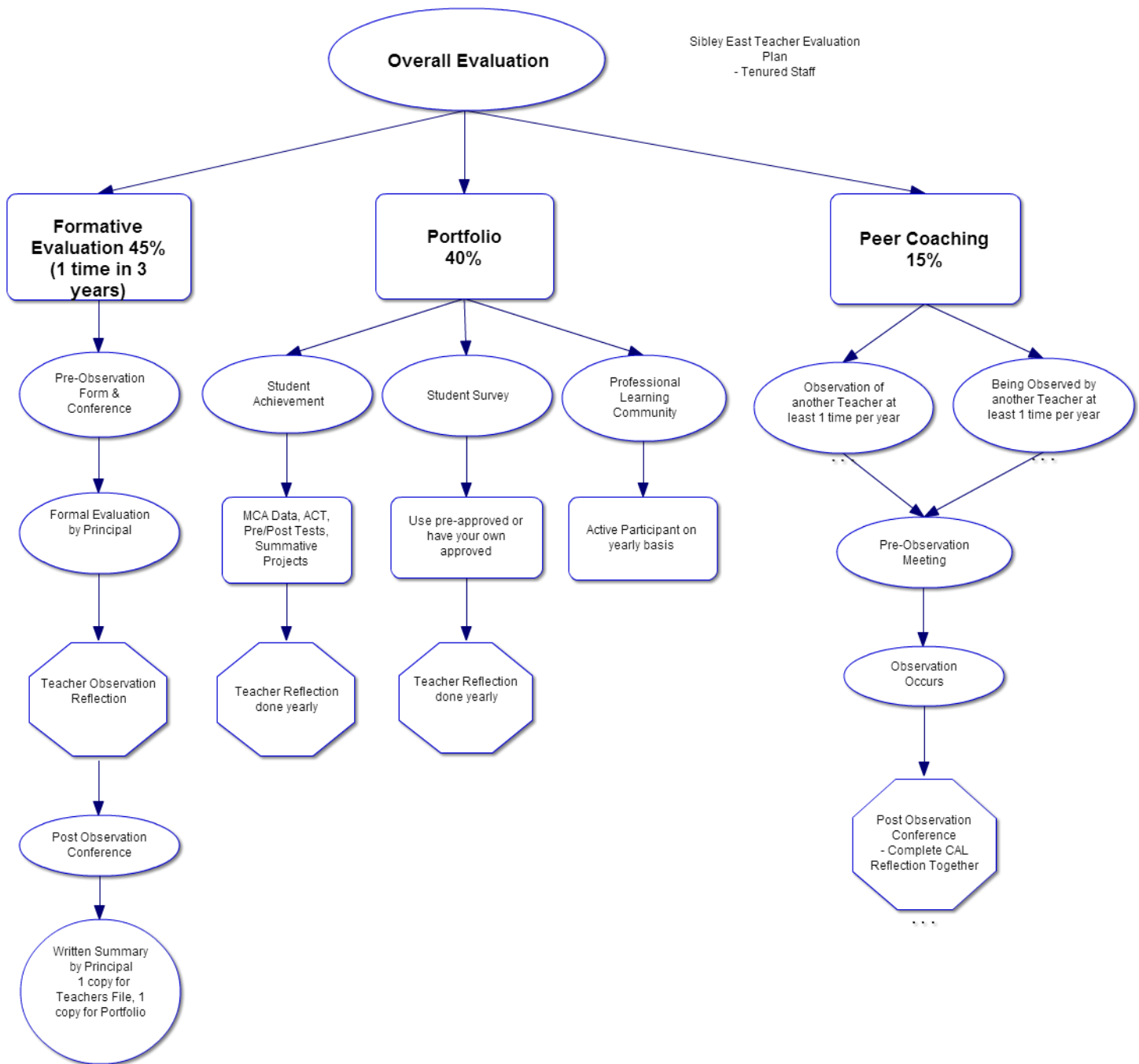
_____ The teacher has participated in peer coaching activities during each of the three years.

_____ Collaborative Assessment Log (peer-coaching) (15%)

This check sheet should be filed in the teacher's portfolio.

Teacher's signature _____ date _____

Administrator/Evaluator's signature _____ date _____



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Observation Details



Observation Details

Pre-Observation Questionnaire/Lesson Plan for Observation

Prior to the pre-observation conference, teachers will submit a pre-observation questionnaire and/or lesson plan. A pre-observation questionnaire or lesson plan template will be provided to staff and is to be used for every observation during the three-year cycle. The pre-observation questionnaire or lesson plan template may be submitted electronically or as a hard copy.

Additional Artifacts

At any point in the observation process, teachers are encouraged to provide notes, worksheets, answer keys, assessments, SmartBoard slides, PowerPoint Presentations, Senteo question sets, iPad files, etc. These artifacts do not need to be provided with the initial lesson plan. All additional artifacts should be placed in the individual teacher's portfolio.

Pre-Observation Conference

The pre-observation conference will occur at a pre-arranged time prior to the observation.

Topics that may be discussed include the following:

- Overview of the observation timeline
- Discussion of specific domains
- Pre-observation questionnaire
- Questions and concerns

Observation

The principal will observe the teacher for a predetermined time period (ex. one class period).

Prior to the Post-Observation Conference

The teacher may be asked to complete reflection questions specific to the domains being observed. Answers to reflection questions may be submitted electronically or as a hard copy.

Post-Observation Conference

There will be a post-observation conference. Following each observation the principal and teacher may discuss the following:

- *Teacher reflection from observed lesson
- *Principal feedback and questions about observed lesson
- *Principal's written summary

Written Summary by Principal

Following the post-observation conference, the principal will complete a written summary of evidence gathered throughout part of process or throughout the entire process. Within one week of the post-observation conference, teachers will be provided with a copy of the written summary to review and sign with their signature. Following the teacher signature, the written summary, signed by both teacher and principal, will be placed on record in the teacher's district file; the teacher will also place copy of the signed written summary in the teacher's professional portfolio. Teachers will be offered an electronic copy or hard copy of the final, written summary.



Pre-observational Questionnaire

“There are two kinds of schools: good schools and schools that can improve; good schools always want to improve”. - C. Moore

Name _____ date _____

Please remember that the purpose of this evaluation is intended to be helpful for both the teacher and the observer. Through observations/evaluations it is hoped that teacher instruction and student learning can be improved.

Please state at least two professional goals/objectives which you would like to achieve this year.

1. _____

2. _____

Please write in the space provided how you would like to be observed and which domain(s) you would like to concentrate on for this observation.

Date you would like to be observed _____; period _____

Date you would like for your pre-observation conference _____



**Alternative to Pre-observation
questionnaire - Lesson Plan**

Domain(s) and sub section(s) the teacher will be focusing on during observation

Date:

Teacher:

Class:

Lesson Topic:

Lesson Objective(s) – As a result of this lesson, what will students understand or be able to do?

Describe the prior lesson(s) completed in this unit of study.

Describe the pace and format of the observed lesson.

Describe the connection between the observed lesson and the next lesson in this unit of study.

Are there any questions or concerns regarding the observed lesson?

THE FRAMEWORK FOR TEACHING EVALUATION INSTRUMENT



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Domains – All 9 Observations for Non-tenured staff



Non-tenured Evaluation Year One

Observation One

- Domain IIa:** Creating an Environment of Respect and Rapport
Domain IIc: Managing Classroom Procedures
Domain IVc: Communicating with Families

Charlotte Danielson's *Enhancing Professional Practice: A Framework for Teaching*. 1st Edition (pp. 64-66; 68-72; 96-100)
Charlotte Danielson's *Enhancing Professional Practice: A Framework for Teaching*. 2nd Edition (pp. 64-66; 68-73; 96-99)

Observation Two

- Domain Ic:** Setting Instructional Outcomes
Domain Ie: Designing Coherent Instruction

Charlotte Danielson's *Enhancing Professional Practice: A Framework for Teaching*. 1st Edition (pp. 81-82; 85-87)
Charlotte Danielson's *Enhancing Professional Practice: A Framework for Teaching*. 2nd Edition (pp. 51-54; 55-61)

Observation Three

- Domain IIIa:** Communicating with Students
Domain IVb: Maintaining Accurate Records
Domain IVf: Showing Professionalism

Charlotte Danielson's *Enhancing Professional Practice: A Framework for Teaching*. 1st Edition (pp. 90-91; 108-109; 118-199)
Charlotte Danielson's *Enhancing Professional Practice: A Framework for Teaching*. 2nd Edition (pp. 77-80; 94-97; 106-108)



Non-tenured Evaluation Year Two

Observation One

Domain IIId: Managing Student Behavior
Domain IIe: Organizing Physical Space
Domain IVa: Reflecting on Teaching

Charlotte Danielson's *Enhancing Professional Practice: A Framework for Teaching*. 1st Edition (pp. 85-87; 88-89; 106-107)
Charlotte Danielson's *Enhancing Professional Practice: A Framework for Teaching*. 2nd Edition (pp. 71-73; 73-75; 92-93)

Observation Two

Domain Ia: Demonstrating Knowledge of Content Pedagogy
Domain Ib: Demonstrating Knowledge of Students

Charlotte Danielson's *Enhancing Professional Practice: A Framework for Teaching*. 1st Edition (pp. 62-67)
Charlotte Danielson's *Enhancing Professional Practice: A Framework for Teaching*. 2nd Edition (pp. 44-49)

Observation Three

Domain IIId: Engaging Students in Learning
Domain IIId: Using Assessment in Instruction
Domain IIId: Demonstrating Flexibility and Responsiveness

Charlotte Danielson's *Enhancing Professional Practice: A Framework for Teaching*. 1st Edition (pp. 95-105)
Charlotte Danielson's *Enhancing Professional Practice: A Framework for Teaching*. 2nd Edition (pp. 82-91)



Non-tenured Evaluation Year Three

Observation One

Domain IIb: Establishing a culture for learning

Domain IIc: Managing student behavior

Charlotte Danielson's *Enhancing Professional Practice: A Framework for Teaching*. 1st Edition (pp. 81-82; 85-87)

Charlotte Danielson's *Enhancing Professional Practice: A Framework for Teaching*. 2nd Edition (pp. 67-69; 71-74)

Observation Two

Domain Id: Demonstrating knowledge of resources

Domain If: Designing student assessments

Charlotte Danielson's *Enhancing Professional Practice: A Framework for Teaching*. 1st Edition (pp. 81-82; 85-87)

Charlotte Danielson's *Enhancing Professional Practice: A Framework for Teaching*. 2nd Edition (pp. 53-56; 59-63)

Observation Three

Domain IIIb: Using questioning and discussion techniques

Domain IVd: Participating in a professional community

Domain IVe: Growing and developing professionally

Charlotte Danielson's *Enhancing Professional Practice: A Framework for Teaching*. 1st Edition (pp. 92-94; 113-114; 115-117)

Charlotte Danielson's *Enhancing Professional Practice: A Framework for Teaching*. 2nd Edition (pp. 79-81; 99-103; 102-105)

THE FRAMEWORK FOR TEACHING EVALUATION INSTRUMENT



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Observation Rubrics – All 9 Observations



Observation Rubric Year One, Observation One

Domain IIa: Creating an Environment of Respect and Rapport

	LEVEL OF PERFORMANCE			
COMPONENT	Does not meet standard	Meets standard		
	Unsatisfactory	Developing	Proficient	Exemplary
Teacher interaction with students	Teacher interaction with at least some students is negative, demeaning, sarcastic, or inappropriate to the age or culture of the students. Students exhibit disrespect for the teacher.	Teacher-student interactions are generally appropriate but may reflect occasional inconsistencies, favoritism, or disregard for students' cultures. Students exhibit only minimal respect for the teacher.	Teacher-student interactions are friendly and demonstrate general caring and respect. Such interactions are appropriate to the age and cultures of the students. Students exhibit respect for the teacher.	Teacher interactions with students reflect genuine respect and caring for individuals as well as groups of students. Students appear to trust the teacher with sensitive information.
Student interactions with other students	Student interactions are characterized by conflict, sarcasm, or put downs.	Students do not demonstrate disrespect for one another.	Student interactions are generally polite and respectful. Teacher demonstrates digital etiquette and identifies how social interactions can support student learning and responsible use of technology.	Students demonstrate genuine caring for one another and monitor one another's treatment of peers, correcting classmates respectfully when needed. Teacher promotes and models digital etiquette and responsible social interactions related to the use of technology and information.

Domain IIc: Managing Classroom Procedures

Management of instructional groups	Students not working with the teacher are not productively engaged in learning.	Students in only some groups are productively engaged in learning while unsupervised by the teacher.	Small-group work is well organized, and most students are productively engaged in learning while unsupervised by the teacher.	Small-group work is well organized, and students are productively engaged at all times, with students assuming responsibility for productivity.
Management of transitions	Transitions are chaotic, with much time lost between activities or lesson segments.	Only some transitions are efficient, resulting in some loss of instructional time.	Transitions occur smoothly, with little loss of instructional time.	Transitions are seamless, with students assuming responsibility in ensuring their efficient operation.
Management of materials and supplies	Materials and supplies are handled inefficiently, resulting in significant loss of instructional time.	Routines for handling materials and supplies function moderately well, but with some loss of instructional time.	Routines for handling materials and supplies occur smoothly, with little loss of instructional time.	Routines for handling materials and supplies are seamless, with students assuming some responsibility for smooth operation.
Performance of non-instructional duties	Considerable instructional time is lost in performing non-instructional duties.	Systems for performing non-instructional duties are only fairly efficient, resulting in some loss of instructional time.	Efficient systems for performing non-instructional duties are in place, resulting in minimal loss of instructional time.	Systems for performing non-instructional duties are well established, with students assuming considerable responsibility for efficient operation.
Supervision of volunteers and paraprofessionals	Volunteers and paraprofessionals have no clearly defined duties and are idle most of the time.	Volunteers and paraprofessionals are productively engaged during portions of the time, but require frequent supervision.	Volunteers and paraprofessionals are productively and independently engaged during the entire class.	Volunteers and paraprofessionals make a substantive contribution to the classroom environment.

Domain IVc: Communicating with Families

	LEVEL OF PERFORMANCE			
COMPONENT	Does not meet standard	Meets standard		
	Unsatisfactory	Developing	Proficient	Exemplary
Information about the instructional program	Teacher provides little or no information about the instructional program to families.	Teacher participates in the school's activities for family communication but offers little additional information.	Teacher provides frequent information to families, as appropriate, about the instructional program.	Teacher provides frequent information to families, as appropriate, about the instructional program. Students participate in preparing materials for their families.
Information about individual students	Teacher provides minimal information to families about individual students, or the communication is inappropriate to the cultures of the families. Teacher does not respond, or responds insensitively, to family concerns about students.	Teacher adheres to the school's required procedures for Coordinating Work with Other Instructional Specialists. Responses to family concerns are minimal or may reflect occasional insensitivity to cultural norms.	Teacher communicates with families about students' progress on a regular basis, using multiple digital formats, respecting cultural norms, and is available as needed to respond to family concerns.	Teacher provides information to families frequently on student progress, using the most relevant and effective media for communicating information and ideas to students, parents, and peers, with students contributing to the design of the system. Response to family concerns is handled with great professional and cultural sensitivity.
Engagement of families in the instructional program	Teacher makes no attempt to engage families in the instructional program, or such efforts are inappropriate.	Teacher makes modest and partially successful attempts to engage families in the instructional program.	Teacher's efforts to engage families in the instructional program are frequent and successful.	Teacher's efforts to engage families in the instructional program are frequent and successful. Students contribute ideas for projects that could be enhanced by family participation.



Observation Rubric Year One, Observation Two

Domain Ic: Setting Instructional Outcomes

	LEVEL OF PERFORMANCE			
COMPONENT	Does not meet standard	Meets standard		
	Unsatisfactory	Developing	Proficient	Exemplary
Value, sequence, and alignment	Outcomes represent low expectations for students and lack of rigor. They do not reflect important learning in the discipline or a connection to a sequence of learning.	Outcomes represent moderately high expectations and rigor. Some reflect important learning in the discipline and at least some connection to a sequence of learning.	Most outcomes represent high expectations and rigor and important learning in the discipline. They are connected to a sequence of learning.	All outcomes represent high expectations and rigor and important learning in the discipline. They are connected to a sequence of learning, both in the discipline and in related disciplines.
Clarity	Outcomes are either not clear or are stated as activities, not as student learning. Outcomes do not permit viable methods of assessment.	Outcomes are only moderately clear or consist of a combination of outcomes and activities. Some outcomes do not permit viable methods of assessment.	All the instructional outcomes are clear, written in the form of student learning. Most suggest viable methods of assessment.	All the outcomes are clear, written in the form of student learning, and permit viable methods of assessment.
Balance	Outcomes reflect only one type of learning and only one discipline or strand.	Outcomes reflect several types of learning, but teacher has made no attempt at coordination or integration.	Outcomes reflect several different types of learning and opportunities for coordination.	Where appropriate, outcomes reflect several different types of learning and opportunities for both coordination and integration.
Suitability for diverse learners	Outcomes are not suitable for the class or are not based on any assessment of student needs.	Most of the outcomes are suitable for most of the students in the class based on global assessments of student learning.	Most of the outcomes are suitable for all students in the class and are based on evidence of student proficiency. However, the needs of some individual students may not be accommodated.	Outcomes are based on a comprehensive assessment of student learning, and take into account the varying needs of individual students or groups.

Domain 1e: Designing Coherent Instruction

	LEVEL OF PERFORMANCE			
COMPONENT	Does not meet standard	Meets standard		
	Unsatisfactory	Developing	Proficient	Exemplary
Learning activities	Learning activities are not suitable to students or to instructional outcomes and are not designed to engage students in active intellectual activity.	Only some of the learning activities are suitable to students or to the instructional outcomes. Some represent a moderate cognitive challenge, but with no differentiation for different students. Technology is occasionally used to engage students in critical thinking and creativity.	All of the learning activities are suitable to students or to the instructional outcomes, and most represent significant cognitive challenge, with some differentiation for different groups of students. Technology based activities engage students in critical thinking, creativity, and authentic problem solving centered on real-world issues.	Learning activities are highly suitable to diverse learners and support the instructional outcomes. They are all designed to engage students in high-level cognitive activity and are differentiated, as appropriate, for individual learners. Students research real-world problems and issues and evaluate diverse solutions using digital tools and resources.
Instructional materials and resources	Materials and resources are not suitable for students and do not support the instructional outcomes or engage students in meaningful learning.	Some of the materials, resources and technology are suitable for students to support the instructional outcomes, and engage students in meaningful learning.	All of the materials, resources and technology are suitable for students to support the instructional outcomes, and are designed to engage students in meaningful learning.	All of the materials, resources and technology are suitable for students to support the instructional outcomes, and are designed to engage students in meaningful learning. There is evidence of appropriate use of technology and of student participation in selecting or adapting materials.
Instructional groups	Instructional groups do not support the instructional outcomes and offer no variety.	Instructional groups partially support the instructional outcomes, with an effort at providing some variety. Technology partially supports differentiated instruction.	Instructional groups are varied as appropriate to the students and the different instructional outcomes. Technology-based materials are consistently customized to address the learning styles, work strategies, and developmental levels of individual students.	Instructional groups are varied as appropriate to the students and the different instructional outcomes. There is evidence of student choice in selecting the different patterns of instructional groups. Technology is used consistently and innovatively to effectively differentiate learning experiences.
Lesson and unit structure	The lesson or unit has no clearly defined structure, or the structure is chaotic. Activities do not follow an organized progression, and time allocations are unrealistic.	The lesson or unit has a recognizable structure, although the structure is not uniformly maintained throughout. Progression of activities is uneven, with most time allocations unreasonable.	The lesson or unit has a clearly defined structure around which activities are organized. Progression of activities is even, with reasonable time allocations.	The lessons' or units' structure is clear and allows for different pathways according to diverse student needs. The progression of activities is highly coherent.



Observation Rubric Year One, Observation Three

Domain IIIa: Communicating with Students

COMPONENT	LEVEL OF PERFORMANCE			
	Does not meet standard	Meets standard		
	Unsatisfactory	Developing	Proficient	Exemplary
Expectations for learning	Teacher's purpose in a lesson or unit is unclear to students.	Teacher attempts to explain the instructional purpose, with limited success.	Teacher's purpose for the lesson or unit is clear, including where it is situated within broader learning.	Teacher makes the purpose of the lesson or unit clear, including where it is situated within broader learning, linking that purpose to student interests.
Directions and procedures	Teacher's directions and procedures are confusing to students.	Teacher's directions and procedures are clarified after initial student confusion.	Teacher's directions and procedures are clear to students.	Teacher's directions and procedures are clear to students and anticipate possible student misunderstandings.
Explanations of content	Teacher's explanation of content is unclear or confusing or uses inappropriate language.	Teacher's explanation of the content is uneven; some is done skillfully, but other portions are difficult to follow.	Teacher's explanation of content is appropriate and connects with students' knowledge and experience.	Teacher's explanation of content is imaginative and connects with students' knowledge and experience. Students contribute to explaining concepts to their peers.
Use of oral and written language	Teacher's spoken language is inaudible, or written language is illegible. Spoken or written language contains errors of grammar or syntax. Vocabulary may be inappropriate, vague, or used incorrectly, leaving students confused.	Teacher's spoken language is audible, and written language is legible. Both are used correctly and conform to standard English. Vocabulary is correct but limited or is not appropriate to the students' ages or backgrounds.	Teacher's spoken and written language is clear and correct and conforms to standard English. Vocabulary is appropriate to the students' ages and interests.	Teacher's spoken and written language is clear and correct and conforms to standard English. It is also expressive, with well-chosen vocabulary that enriches the lesson. Teacher finds opportunities to extend students' vocabularies.

Domain IVb: Maintaining Accurate Records

Student completion of assignments	Teacher's system for maintaining information on student completion of assignments is in disarray.	Teacher's system for maintaining information on student completion of assignments is rudimentary and only partially effective.	Teacher's system for maintaining information on student completion of assignments is fully effective.	Teacher's system for maintaining information on student completion of assignments is fully effective. Students participate in maintaining the records.
Student progress in learning	Teacher has no system for maintaining information on student progress in learning, or the system is in disarray.	Teacher's system for maintaining information on student progress in learning is rudimentary and only partially effective.	Teacher's system for maintaining information on student progress in learning is fully effective.	Teacher's system for maintaining information on student progress in learning is fully effective. Students contribute information and participate in interpreting the records.
Non-instructional records	Teacher's records for non-instructional activities are in disarray, resulting in errors and confusion.	Teacher's records for non-instructional activities are adequate, but they require frequent monitoring to avoid errors.	Teacher's system for maintaining information on non-instructional activities is fully effective.	Teacher's system for maintaining information on non-instructional activities is highly effective, and students contribute to its maintenance.

Domain IVf: Showing Professionalism

	LEVEL OF PERFORMANCE			
COMPONENT	Does not meet standard	Meets standard		
	Unsatisfactory	Developing	Proficient	Exemplary
Integrity and ethical conduct	Teacher displays dishonesty in interactions with colleagues, students, and the public.	Teacher is honest in interactions with colleagues, students, and the public.	Teacher displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public.	Teacher can be counted on to hold the highest standards of honesty, integrity, and confidentiality and takes a leadership role with colleagues.
Service to students	Teacher is not alert to students' needs.	Teacher's attempts to serve students are inconsistent.	Teacher is active in serving students.	Teacher is highly proactive in serving students, seeking out resources when needed.
Advocacy	Teacher contributes to school practices that result in some students being ill served by the school.	Teacher does not knowingly contribute to some students being ill served by the school.	Teacher works to ensure that all students receive a fair opportunity to succeed.	Teacher makes a concerted effort to challenge negative attitudes or practices to ensure that all students, particularly those traditionally underserved, are honored in the school.
Decision making	Teacher makes decisions and recommendations based on self-serving interests.	Teacher's decisions and recommendation are based on limited though genuinely professional considerations.	Teacher maintains an open mind and participates in team or departmental decision making.	Teacher takes a leadership role in team or departmental decision making and helps ensure that such decisions are based on the highest professional standards.
Compliance with school and district regulations	Teacher does not comply with school and district regulations.	Teacher complies minimally with school and district regulations, doing just enough to get by.	Teacher complies fully with school and district regulations.	Teacher complies fully with school and district regulations, taking a leadership role with colleagues.



Observation Rubric Year Two, Observation One

Domain IId: Managing Student Behavior

	LEVEL OF PERFORMANCE			
COMPONENT	Does not meet standard	Meets standard		
	Unsatisfactory	Developing	Proficient	Exemplary
Expectations	No standards of conduct appear to have been established, or students are confused as to what the standards are.	Standards of conduct appear to have been established, and most students seem to understand them.	Standards of conduct, both in-person and online, are clear to all students.	Standards of conduct both in-person and online are clear to all students and appear to have been developed with student participation.
Monitoring of student behavior	Student behavior is not monitored, and teacher is unaware of what the students are doing.	Teacher is generally aware of student behavior, but may miss the activities of some students.	Teacher is alert to student behavior at all times.	Monitoring by teacher is subtle and preventative. Students monitor their own and their peers' behavior, correcting one another respectfully.
Response to student misbehavior	Teacher does not respond to misbehavior, or the response is inconsistent, is overly repressive, or does not respect the student's dignity.	Teacher attempts to respond to student misbehavior but with uneven results, or there are no major infractions of the rules.	Teacher response to misbehavior is appropriate and successful and respects the student's dignity, or student behavior is generally appropriate.	Teacher response to misbehavior is highly effective and sensitive to students' individual needs, or student behavior is entirely appropriate.

Domain IIe: Organizing Physical Space

Safety and accessibility	The classroom is unsafe, or learning is not accessible to some students.	The classroom is safe, and at least essential learning is accessible to most students.	The classroom is safe, and learning is equally accessible to all students.	The classroom is safe, and students themselves ensure that all learning is equally accessible to all students.
Arrangement of furniture and use of physical resources	The furniture arrangement hinders the learning activities, or the teacher makes poor use of physical resources.	Teacher uses physical resources adequately. The furniture may be adjusted for a lesson, but with limited effectiveness.	Teacher uses physical resources skillfully, and the furniture arrangement is a resource for learning activities.	Both teacher and students use physical resources easily and skillfully, and students adjust the furniture to advance their learning.

Domain IVa: Reflecting on Teaching

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



Observation Rubric Year Two, Observation Two

Domain Ia: Demonstrating Knowledge of Content Pedagogy

	LEVEL OF PERFORMANCE			
COMPONENT	Does not meet standard	Meets standard		
	Unsatisfactory	Developing	Proficient	Exemplary
Knowledge of content and the structure of the discipline	In planning and practice, teacher makes content errors or does not correct errors made by students.	Teacher is familiar with the important concepts in the discipline but may display lack of awareness of how these concepts relate to one another.	Teacher displays solid knowledge of the important concepts in the discipline and how these relate to one another.	Teacher displays extensive knowledge of the important concepts in the discipline and how these relate both to one another and to other disciplines.
Knowledge of prerequisite relationships	Teacher's plans and practice display little understanding of prerequisite relationships important to student learning of the content.	Teacher's plans and practice indicate some awareness of prerequisite relationships, although such knowledge may be inaccurate or incomplete.	Teacher's plans and practice reflect accurate understandings of prerequisite relationships among topics and concepts.	Teacher's plans and practice reflect understanding of prerequisite relationships among topics and concepts and a link to necessary cognitive structures by students to ensure understanding.
Knowledge of content-related pedagogy	Teacher displays little or no understanding of the range of pedagogical approaches suitable to student learning of the content.	Teacher's plans and practice reflect a limited range of pedagogical approaches or some approaches that are not suitable to the discipline or to the students.	Teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline, including relevant technology.	Teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline, including relevant technology, anticipating student misconceptions.

Domain 1b: Demonstrating Knowledge of Students

	LEVEL OF PERFORMANCE			
COMPONENT	Does not meet standard	Meets standard		
	Unsatisfactory	Developing	Proficient	Exemplary
Knowledge of child and adolescent development	Teacher displays little or no knowledge of the developmental characteristics of the age group.	Teacher displays partial knowledge of the developmental characteristics of the age group.	Teacher displays accurate understanding of the typical developmental characteristics of the age group, as well as exceptions to the general patterns.	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.
Knowledge of the learning process	Teacher sees no value in understanding how students learn and does not seek such information.	Teacher recognizes the value of knowing how students learn, but this knowledge is limited or outdated.	Teacher's knowledge of how students learn is accurate and current. Teacher applies this knowledge to the class as a whole and to groups of students.	Teacher displays extensive and subtle understandings of how students learn and applies this knowledge to individual students.
Knowledge of students' skills, knowledge, and language proficiency	Teacher displays little or no knowledge of students' skills, knowledge, and language proficiency and does not indicate that such knowledge is valuable.	Teacher recognizes the value of understanding students' skills, knowledge, and language proficiency but displays this knowledge only for the class as a whole.	Teacher recognizes the value of understanding students' skills, knowledge, and language proficiency and displays this knowledge for groups of students.	Teacher displays understanding of individual students' skills, knowledge, and language proficiency and has a strategy for maintaining such information.
Knowledge of students' interests and cultural heritage	Teacher displays little or no knowledge of students' interests or cultural heritage and does not indicate that such knowledge is valuable.	Teacher recognizes the value of understanding students' interests or cultural heritage but displays this knowledge only for the class as a whole.	Teacher recognizes the value of understanding students' interests or cultural heritage and displays this knowledge for groups of students.	Teacher recognizes the value of understanding students' interests or cultural heritage and displays this knowledge for individual students.
Knowledge of students special needs	Teacher displays little or no knowledge of students' special learning or medical needs or why such knowledge is important.	Teacher displays awareness of the importance of knowing students' special learning or medical needs, but such knowledge may be incomplete or inaccurate.	Teacher is aware of students' special learning or medical needs.	Teacher possesses information about each student's special learning and medical needs, collecting such information from a variety of sources.



Observation Rubric Year Two, Observation Three

Domain IIIc: Engaging Students in Learning

	LEVEL OF PERFORMANCE			
COMPONENT	Does not meet standard	Meets standard		
	Unsatisfactory	Developing	Proficient	Exemplary
Activities and assignments	Activities and assignments are inappropriate for students' age or background. Students are not mentally engaged in them.	Activities and assignments are appropriate to some students and engage them mentally, but others are not engaged.	Most activities and assignments are appropriate to students, and almost all students are cognitively engaged in exploring content.	All students are cognitively engaged in the activities and assignments in their exploration of content. Students initiate or adapt activities and projects to enhance their understanding.
Grouping of students	Instructional groups are inappropriate to the students or to the instructional outcomes.	Instructional groups are only partially appropriate to the students or only moderately successful in advancing the instructional outcomes of the lesson.	Instructional groups are productive and fully appropriate to the students or to the instructional purposes of the lesson. Teacher demonstrates the use of collaborative tools to promote student reflection, planning, and/or creative thinking when appropriate.	Instructional groups are productive and fully appropriate to the instructional purposes of the lesson. Students take the initiative to influence the formation or adjustment of instructional groups. Teacher facilitates and supports student use of collaborative tools to reflect on and clarify their own thinking, planning, and/or creativity when appropriate.
Instructional materials and resources	Instructional materials and resources are unsuitable to the instructional purposes or do not engage students mentally.	Instructional materials and resources are only partially suitable to the instructional purposes, or students are only partially mentally engaged with them.	Instructional materials and resources are suitable to the instructional purposes and engage students mentally.	Instructional materials and resources are suitable to the instructional purposes and engage students mentally. Students initiate the choice, adaptation, or creation of materials to enhance their learning.
Structure and pacing	The lesson has no clearly defined structure, or the pace of the lesson is too slow or rushed, or both.	The lesson has recognizable structure, although it is not uniformly maintained throughout the lesson. Pacing of the lesson is inconsistent.	The lesson has a clearly defined structure around which the activities are organized. Pacing of the lesson is generally appropriate.	The lesson's structure is highly coherent, allowing for reflection and closure. Pacing of the lesson is appropriate for all students.

Domain IIIId: Using Assessment in Instruction

	LEVEL OF PERFORMANCE			
COMPONENT	Does not meet standard	Meets standard		
	Unsatisfactory	Developing	Proficient	Exemplary
Assessment criteria	Students are not aware of the criteria and performance stands by which their work will be evaluated.	Students know some of the criteria and standards by which their work will be evaluated.	Students are fully aware of the criteria and performance standards by which their work will be evaluated.	Students are fully aware of the criteria and performance standards by which their work will be evaluated and have contributed to the development of the criteria.
Monitoring of student learning	Teacher does not monitor student learning in the curriculum.	Teacher monitors the progress of the class as a whole but elicits no diagnostic information.	Teacher monitors the progress of groups of students in the curriculum, making limited use of diagnostic prompts to elicit information.	Teacher actively and systemically elicits diagnostic information from individual students regarding their understanding and monitors the progress of individual students.
Feedback to students	Teacher's feedback to students is of poor quality and not provided in a timely manner.	Teacher's feedback to students is uneven, and its timeliness is inconsistent.	Teacher's feedback to students is timely and of consistently high quality.	Teacher's feedback to students is timely and of consistently high quality, and students make use of the feedback in their learning.
Student self-assessment and monitoring of progress	Students do not engage in self-assessment or monitoring of progress.	Students occasionally assess the quality of their own work against the assessment criteria and performance standards.	Students frequently assess and monitor the quality of their own work against the assessment criteria and performance standards. Students plan, manage, and assess their own learning using relevant technology.	Students not only to frequently assess and monitor the quality of their own work against the assessment criteria and performance standards but also make active use of that information in their learning. Students identify and manage learning goals, record reflections, and assess their progress and outcomes using relevant technology.

Domain IIId: Demonstrating Flexibility and Responsiveness

Lesson adjustment	Teacher adheres rigidly to an instructional plan, even when a change is clearly needed.	Teacher attempts to adjust a lesson when needed, with only partially successful results.	Teacher makes a minor adjustment to a lesson, and the adjustment occurs smoothly.	Teacher successfully makes a major adjustment to a lesson when needed.
Response to students	Teacher ignores or brushes aside students' questions or interests.	Teacher attempts to accommodate students' questions or interests, although the pacing of the lesson is disrupted.	Teacher successfully accommodates students' questions or interests.	Teacher seizes a major opportunity to enhance learning, building on student interests or a spontaneous event.
Persistence	When a student has difficulty learning, the teacher either gives up or blames the student or the student's home environment.	Teacher accepts responsibility for the success of all students, but has only a limited repertoire of instructional strategies to draw on.	Teacher persists in seeking approaches for students who have difficulty learning, drawing on a broad repertoire of strategies.	Teacher persists in seeking effective approaches for students who need help, using an extensive repertoire of strategies and soliciting additional resources from the school.



Observation Rubric Year Three, Observation One

Domain IIb: Establishing a culture for learning

COMPONENT	LEVEL OF PERFORMANCE			
	Does not meet standard	Meets standard		
	Unsatisfactory	Developing	Proficient	Exemplary
Importance of the content	Teacher or students convey a negative attitude toward the content, suggesting that is not important or has been 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 content, and students demonstrate consistent commitment to its value.	Students demonstrate through their active participation, curiosity, and taking initiative that they value the importance of the content.
Expectations for learning and achievement	Instructional outcomes, activities and assignments, and classroom interactions convey low expectations for at least some of the students.	Instructional outcomes, activities, and assignments, and classroom interactions convey only modest expectations for student learning and achievement.	Instructional outcomes, activities and assignments, both in person and/or online, convey high expectations for most students.	Instructional outcomes, activities and assignments, and classroom interactions, both in person and online, convey high expectations for all students. Students appear to have internalized these expectations.
Student pride in work	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.	Students minimally accept the responsibility to do good work but invest little of their energy into its quality.	Students accept the teacher's insistence on work of high quality and demonstrate pride in that work.	Students demonstrate attention to detail and take obvious pride in their work, initiating improvement in it by, for example, revising drafts on their own or helping peers.

Domain IIc: Managing student behavior

Expectations	No standards of conduct appear to have been established, or students are confused as to what the standards are.	Standards of conduct appear to have been established, and most students seem to understand them.	Standards of conduct, both in person and online, are clear to all students.	Standards of conduct, both in person and online, are clear to all students and appear to have been developed with student participation as appropriate.
Monitoring of student behavior	Student behavior is not monitored, and teacher is unaware of what the students are doing.	Teacher is generally aware of student behavior, but may miss the activities of some students.	Teacher is alert to student behavior at all times, including online behavior when appropriate.	Monitoring by teacher is subtle and preventative. Students monitor their own and their peers' behavior, correcting one another respectfully including online behavior when appropriate.
Response to student misbehavior	Teacher does not respond to misbehavior, or the response is inconsistent, is overly repressive, or does not respect the student's dignity.	Teacher attempts to respond to student misbehavior but with uneven results, or there are no major infractions of the rules.	Teacher response to misbehavior is appropriate and successful and respects the student's dignity, or student behavior is generally appropriate.	Teacher response to misbehavior is highly effective and sensitive to students' individual needs, or student behavior is entirely appropriate.



Observation Rubric Year Three, Observation Two

Domain Id: **Demonstrating knowledge of resources**

	LEVEL OF PERFORMANCE			
COMPONENT	Does not meet standard	Meets standard		
	Unsatisfactory	Developing	Proficient	Exemplary
Resources for classroom use	Teacher is unaware of resources and digital tools for classroom use available through the school or district.	Teacher displays awareness of resources and digital tools available for classroom use through the school or district but no knowledge of resources and digital tools available more broadly.	Teacher displays awareness of resources and digital tools available for classroom use through the school and district and some familiarity with resources and digital tools external to the school and on the Internet.	Teacher's knowledge of resources and digital tools for classroom use is extensive, including those available through the school or district, in the community through professional organizations and universities and on the Internet.
Resources to extend content knowledge and pedagogy	Teacher is aware of resources and digital tools to enhance content and pedagogical knowledge available through the school or district.	Teacher displays awareness of resources and digital tools to enhance content and pedagogical knowledge available through the school or district but no knowledge of resources and digital tools available more broadly.	Teacher displays awareness of resources and digital tools to enhance content and pedagogical knowledge available through the school or district and some familiarity with resources and digital tools external to the school and on the Internet.	Teacher's knowledge of resources and digital tools to enhance content and pedagogical knowledge is extensive, including those available through the school or district, in the community, through professional organizations and universities, and on the internet.
Resources for students	Teacher is unaware of resources and digital tools for students available through the school or district.	Teacher displays awareness of resources and digital tools for students available through the school or district but no knowledge of resources and digital tools available more broadly.	Teacher displays awareness of resources and digital tools for students available through the school or district and some familiarity with resources and digital tools external to the school and on the Internet.	Teacher's knowledge of resources and digital tools for students is extensive, including those available throughout the school or district, in the community and on the internet.

Domain If: **Designing student assessments**

Congruence with instructional outcomes	Assessment procedures are not congruent with instructional outcomes.	Some of the instructional outcomes are assessed through the proposed approach, but many are not.	All the instructional outcomes are assessed through the approach to the assessment; assessment methodologies may have been adapted for groups of students.	Proposed approach to assessment is fully aligned with the instructional outcomes in both content and process. Assessment methodologies have been adapted for individual students, as needed.
Criteria and standards	Proposed approach contains no criteria or standards.	Assessment criteria and standards have been developed, but they are not clear.	Assessment criteria and standards are clear.	Assessment criteria and standards are clear; there is evidence that the students contributed to their development.
Design of formative assessments	Teacher has no plan to incorporate formative assessment in the lesson or unit.	Approach to the use of formative assessment is rudimentary, including only some of the instructional outcomes.	Teacher has a well-developed strategy to using formative assessment and has designed particular approaches to be used.	Approach to using formative assessment is well designed and includes student as well as teacher use of the assessment information.
Use for planning	Teacher has no plans to use assessment results in designing future instruction.	Teacher plans to use assessment results to plan for future instruction for the class as a whole.	Teacher plans to use assessment results to plan for future instruction for groups of students.	Teacher plans to use assessment results to plan future instruction for individual students.



Observation Rubric Year Three, Observation Three

Domain IIIb: Using questioning and discussion techniques

	LEVEL OF PERFORMANCE			
COMPONENT	Does not meet standard	Meets standard		
	Unsatisfactory	Developing	Proficient	Exemplary
Quality of questions	Teacher's questions are virtually all of poor quality, with low cognitive challenge and single correct responses, and they are asked in rapid succession.	Teacher's questions are a combination of low and high quality, posed in rapid succession. Only some invite a thoughtful response.	Most of the teacher's questions are of high quality. Adequate time is provided for students to respond.	Teacher's questions are of uniformly high quality, which adequate time for students to respond. Students formulate many questions.
Discussion techniques	Interaction between teacher and students is predominantly recitation style, with the teacher mediating all questions and answers.	Teacher makes some attempt to engage students in genuine discussion rather than recitation, with uneven results.	Teacher creates a genuine discussion among students, either face to face or virtually, stepping aside when appropriate.	Students assume considerable responsibility for the success of the discussion, face to face or virtually, initiating topics and making unsolicited contributions.
Student participation	A few students dominate the discussion.	Teacher attempts to engage all students in the discussion, but with only limited success.	Teacher successfully engages all students in the discussion.	Students themselves ensure that all voices are heard in the discussion.

Domain IVd: Participating in a professional community

	LEVEL OF PERFORMANCE			
COMPONENT	Does not meet standard	Meets standard		
	Unsatisfactory	Developing	Proficient	Exemplary
Relationships with colleagues	Teacher's relationships with colleagues are negative or self-serving.	Teacher maintains cordial relationships with colleagues to fulfill duties that the school or district requires.	Relationships with colleagues are characterized by mutual support and cooperation.	Relationships with colleagues are characterized by mutual support and cooperation. Teacher takes initiative in assuming leadership among the faculty.
Involvement in a culture of professional inquiry	Teacher avoids participation in a culture of inquiry, resisting opportunities to become involved.	Teacher becomes involved in the school's culture of inquiry when invited to do so.	Teacher actively participates in a culture of professional inquiry.	Teacher takes a leadership role in promoting a culture of professional inquiry.
Services to the school	Teacher avoids becoming involved in school events.	Teacher participates in school events when specifically asked.	Teacher volunteers to participate in school events, making a substantial contribution.	Teacher volunteers to participate in school events, making a substantial contribution and assumes a leadership role in at least one aspect of school life.
Participation in school and district projects	Teacher avoids becoming involved in school and district projects.	Teacher participates in school and district projects when specifically asked.	Teacher volunteers to participate in school and district projects, making a substantial contribution.	Teacher volunteers to participate in school and district projects, making a substantial contribution, and assumes a leadership role in a major school or district project.

Domain IVe: Growing and developing professionally

Enhancement of content knowledge and pedagogical skill	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 in local and/or global communities to enhance content knowledge, pedagogical skill and to explore applications of relevant technology.	Teacher seeks out opportunities for professional development in local and/or global communities and makes a systematic effort to conduct action research using relevant technology.
Receptivity to feedback from colleagues	Teacher resists feedback on teaching performance from either supervisor or more experienced colleagues.	Teacher accepts, with some reluctance, feedback on teaching performance from both supervisors and professional colleagues.	Teacher welcomes feedback from colleagues when made by supervisors or when opportunities arise through professional collaboration.	Teacher seeks out feedback on teaching from both supervisors and colleagues.
Services to the profession	Teacher makes no effort to share knowledge with others or to assume professional responsibilities.	Teacher finds limited ways to contribute to the profession.	Teacher participates actively in assisting other educators.	Teacher initiates important activities to contribute to the profession.

The following pages include Reflection questions, Elements and Indicators that may be used during the observation process; specifically the post-observation process. Please read over this material.

THE FRAMEWORK FOR TEACHING EVALUATION INSTRUMENT



CHARLOTTE DANIELSON

Reflection Questions – All 9 Observations



Reflection Questions Year One, Observation One

Domain IIa: Creating an Environment of Respect and Rapport

- What steps have you taken to develop positive relationships with your students?

- What steps have you taken to foster positive relationships among the students in your classroom?

Domain IIc: Managing Classroom Procedures

- How have you established procedures and routines in your classroom (ex. taking attendance, leaving class, notetaking)?

Domain IVc: Communicating with Families

- What are your most successful ways of communicating with parents? How do you plan to keep communication going? How do you know it is working?

- How do you solicit information from parents about how things are going or if they have any concerns?

- How do you keep track of all the papers that the students need to hand in such as permission slips or assignments; how do you share progress and successes of individual students with families other than during reporting periods?



Reflection Questions Year One, Observation Two

Domain Ic: Setting Instructional Outcomes

- What are the essential learnings of this unit? Of this lesson?

- Why did you select the learning goals for this lesson? How did you know they were appropriate for your students?

Domain Ie: Designing Coherent Instruction

- How did you structure this lesson?

- How do you plan for engagement of students during instruction?

- What grouping strategies did you use and why?



Reflection Questions Year One, Observation Three

Domain IIIa: Communicating with Students

- What is your plan for student participation?

- How do you insure clarity in written and verbal communication with your students?

Domain IVb: Maintaining Accurate Records

- Please share your system for keeping track of academic records. Why have you developed this system? What does this system tell you about student growth?

- What system(s) do you utilize to handle emails, voicemails, and paperwork?

Domain IVf: Showing Professionalism

- What are some ways that you advocate for your students' needs?

- How do you participate in decision making on your team? How do you participate in decision making in the school?

- What are some ways you work to ensure that all students are treated fairly?

- How do you remain aware of changes to school and district regulations?



Reflection Questions Year Two, Observation One

Domain IId: Managing Student Behavior

- What systems do you have in place to monitor student behavior? In what ways do students participate in developing these systems?

- How do you establish guidelines for students to interact in-person and online?

- How do you encourage students to self-monitor and/or respectfully monitor their classmates?

Domain IIe: Organizing Physical Space

- How have you arranged your classroom space to be a resource for learning while taking into account safety, accessibility and individual student learning styles?

Domain IVa: Reflecting on Teaching

- If you had the opportunity to teach this lesson again to the same group of students, what would you do differently?

- Generally speaking, how do you reflect on your teaching?



Reflection Questions Year Two, Observation Two

Domain Ia: Demonstrating Knowledge of Content Pedagogy

- How do you continue to strengthen your content knowledge and expertise in the subject observed?

- When you are planning for instruction, what instructional strategies have proven to be effective for the group of students in attendance during the observation?

Domain Ib: Demonstrating Knowledge of Students

- How does your understanding of your students and their developmental needs impact your instructional plan?

- How have you planned to accommodate different learning styles, student interests, or academic needs in your lesson?



Reflection Questions Year Two, Observation Three

Domain IIIc: Engaging Students in Learning

- How do you ensure that students are actively participating in each facet of your instruction?

Domain IIIId: Using Assessment in Instruction

- As you teach a lesson, what strategies do you use to monitor student learning and diagnose each child's progress?

- How does your feedback to students impact their learning experience?

Domain IIIe: Demonstrating Flexibility and Responsiveness

- As you are teaching a lesson, how do you read your audience and adjust instruction in response to student questions, interests, successes, or difficulties?



Reflection Questions Year Three, Observation One

Domain IIb: Establishing a culture for learning

- How do you instill in your students the value of your content?

- How have you communicated your expectations to students with regard to learning?

- What do you do to help motivate students to do their best work?

Domain IIc: Managing student behavior

- How do you establish and communicate your standards of conduct?

- What systems do you have in place to monitor behavior in the classroom?

- When you encounter misbehavior in students what strategies have you found to be most effective?



Reflection Questions Year Three, Observation Two

Domain Id: **Demonstrating knowledge of resources**

- Why did you select the instructional materials used for this lesson?

- What outside resources did you access?

- What resources do you promote for your students?

Domain If: **Designing student assessments**

- How do you design your assessments to measure the essential learnings in your class?

- How do students know the standards to which they will be held accountable?

- How do you gather information about what your students know, understand, and are able to do to guide your instruction?



Reflection Questions Year Three, Observation Three

Domain IIIb: Using questioning and discussion techniques

- What questioning techniques have you found to be effective?

- How do you help your students develop responsible discussion participation skills?

Domain IVd: Participating in a professional community

- How would you characterize your relationships with your colleagues?

- How would you describe the effectiveness of your professional learning community?

- Outside of your classroom what have you done to make a difference at our school and in our district?

Domain IVe: Growing and developing professionally

- How are you making sure that you are growing professionally?

- What have your experiences been in receiving feedback from colleagues and supervisors?

- How do you contribute to your colleagues' professional growth?

THE FRAMEWORK FOR TEACHING EVALUATION INSTRUMENT



CHARLOTTE DANIELSON

**Elements, Indicators, Possible Examples
– All 9 Observations –**



Elements, Indicators, Possible Examples Year One, Observation One

Domain IIa: Creating an Environment of Respect and Rapport

The elements of component 2a are:

Teacher interactions with students, including both words and actions

A teacher's interactions with students set the tone for the classroom. Through their interactions, teachers convey that they are interested in and care about their students.

Student interactions with other students, including both words and actions

As important as a teacher's treatment of students is, how students are treated by their classmates is arguably even more important to students. At its worst, poor treatment causes students to feel rejected by their peers. At its best, positive interactions among students are mutually supportive and create an emotionally healthy school environment. Teachers not only model and teach students how to engage in respectful interactions with one another but also acknowledge such interactions.

Indicators include:

- Respectful talk, active listening, and turn-taking
- Acknowledgment of students' backgrounds and lives outside the classroom
- Body language indicative of warmth and caring shown by teacher and students
- Physical proximity
- Politeness and encouragement
- Fairness

POSSIBLE EXAMPLES

UNSATISFACTORY	DEVELOPING
<ul style="list-style-type: none"> • A student slumps in his chair following a comment by the teacher. • Students roll their eyes at a classmate's idea; the teacher does not respond. • Many students talk when the teacher and other students are talking; the teacher does not correct them. • Some students refuse to work with other students. • The teacher does not call students by their names. • And others... 	<ul style="list-style-type: none"> • Students attend passively to the teacher, but tend to talk, pass notes, etc. when other students are talking. • A few students do not engage with others in the classroom, even when put together in small groups. • Students applaud halfheartedly following a classmate's presentation to the class. • The teacher says, "Don't talk that way to your classmates," but the student shrugs her shoulders. • And others...
PROFICIENT	EXEMPLARY
<ul style="list-style-type: none"> • The teacher greets students by name as they enter the class or during the lesson. • The teacher gets on the same level with students, kneeling, for instance, beside a student working at a desk. • Students attend fully to what the teacher is saying. • Students wait for classmates to finish speaking before beginning to talk. • Students applaud politely following a classmate's presentation to the class. • Students help each other and accept help from each other. • The teacher and students use courtesies such as "please," "thank you," and "excuse me." • The teacher says, "Don't talk that way to your classmates," and the insults stop. • And others... 	<ul style="list-style-type: none"> • The teacher inquires about a student's soccer game last weekend (or extracurricular activities or hobbies). • Students say "Shhh" to classmates who are talking while the teacher or another student is speaking. • Students clap enthusiastically for one another's presentations for a job well done. • The teacher says, "That's an interesting idea, Josh, but you're forgetting..." • A student questions a classmate, "Didn't you mean _____?" and the classmate reflects and responds, "Oh, maybe you are right!" • And others...

Domain IIc: Managing Classroom Procedures

The elements of component 2c are:

Management of instructional groups

Teachers help students to develop the skills to work purposefully and cooperatively in groups or independently, with little supervision from the teacher.

Management of transitions

Many lessons engage students in different types of activities: large group, small group, independent work. It's important that little time is lost as students move from one activity to another; students know the "drill" and execute it seamlessly.

Management of materials and supplies

Experienced teachers have all necessary materials at hand and have taught students to implement routines for distribution and collection of materials with a minimum of disruption to the flow of instruction.

Performance of classroom routines

Overall, little instructional time is lost in activities such as taking attendance, recording the lunch count, or the return of permission slips for a class trip.

Indicators include:

- Smooth functioning of all routines
- Little or no loss of instructional time
- Students playing an important role in carrying out the routines
- Students knowing what to do, where to move

POSSIBLE EXAMPLES

UNSATISFACTORY	DEVELOPING
<ul style="list-style-type: none"> • <i>When moving into small groups, students ask questions about where they are supposed to go, whether they should take their chairs, etc.</i> • <i>There are long lines for materials and supplies.</i> • <i>Distributing or collecting supplies is time consuming.</i> • <i>Students bump into one another when lining up or sharpening pencils.</i> • <i>At the beginning of the lesson, roll-taking consumes much time and students are not working on anything.</i> • <i>And others...</i> 	<ul style="list-style-type: none"> • <i>Some students not working with the teacher are off task.</i> • <i>Transition between large- and small-group activities requires five minutes but is accomplished.</i> • <i>Students ask what they are to do when materials are being distributed or collected.</i> • <i>Students ask clarifying questions about procedures.</i> • <i>Taking attendance is not fully routinized; students are idle while the teacher fills out the attendance form.</i> • <i>And others...</i>
PROFICIENT	EXEMPLARY
<ul style="list-style-type: none"> • <i>In small-group work, students have established roles; they listen to one another, summarizing different views, etc.</i> • <i>Students move directly between large- and small-group activities.</i> • <i>Students get started on an activity while the teacher takes attendance.</i> • <i>The teacher has an established timing device, such as counting down, to signal students to return to their desks.</i> • <i>The teacher has an established attention signal, such as raising a hand or dimming the lights.</i> • <i>One member of each small group collects materials for the table.</i> • <i>There is an established color-coded system indicating where materials should be stored.</i> • <i>Cleanup at the end of a lesson is fast and efficient.</i> • <i>And others...</i> 	<ul style="list-style-type: none"> • <i>Students redirect classmates in small groups not working directly with the teacher to be more efficient in their work.</i> • <i>A student reminds classmates of the roles that they are to play within the group.</i> • <i>A student redirects a classmate to the table he should be at following a transition.</i> • <i>Students propose an improved attention signal.</i> • <i>Students independently check themselves into class on the attendance board.</i> • <i>And others...</i>

Domain IVc: Communicating with Families

The elements of component 4c are:

Information about the instructional program

The teacher frequently provides information to families about the instructional program.

Information about individual students

The teacher frequently provides information to families about students' individual progress.

Engagement of families in the instructional program

The teacher frequently and successfully offers engagement opportunities to families so that they can participate in the learning activities.

Indicators include:

- Frequent and culturally appropriate information sent home regarding the instructional program and student progress
- Two-way communication between the teacher and families
- Frequent opportunities for families to engage in the learning process

POSSIBLE EXAMPLES

UNSATISFACTORY	DEVELOPING
<ul style="list-style-type: none"> • A parent says, “I’d like to know what my kid is working on at school.” • A parent says, “I wish I could know something about my child’s progress before the report card comes out.” • A parent says, “I wonder why we never see any schoolwork come home.” • And others... 	<ul style="list-style-type: none"> • A parent says, “I received the district pamphlet on the reading program, but I wonder how it’s being taught in my child’s class.” • A parent says, “I emailed the teacher about my child’s struggles with math, but all I got back was a note saying that he’s doing fine.” • The teacher sends home weekly quizzes for parent or guardian signature. • And others...
PROFICIENT	EXEMPLARY
<ul style="list-style-type: none"> • The teacher sends a weekly newsletter home to families that describe current class activities, community and/or school projects, field trips, etc. • The teacher creates a monthly progress report, which is sent home for each student. • The teacher sends home a project that asks students to interview a family member about growing up during the 1950s. • And others... 	<ul style="list-style-type: none"> • Students create materials for Back-to-School Night that outline the approach for learning science. • Each student’s daily reflection log describes what she or he is learning, and the log goes home each week for review by a parent or guardian. • Students design a project on charting their family’s use of plastics. • And others...



Elements, Indicators, Possible Examples Year One, Observation Two

Domain 1c: Setting Instructional Outcomes

The elements of component 1c are:

Value, sequence, and alignment

Outcomes represent significant learning in the discipline reflecting, where appropriate, the Common Core State Standards.

Clarity

Outcomes must refer to what students will learn, not what they will do, and must permit viable methods of assessment.

Balance

Outcomes should reflect different types of learning, such as knowledge, conceptual understanding, and thinking skills.

Suitability for diverse students

Outcomes must be appropriate for all students in the class.

Indicators include:

- Outcomes of a challenging cognitive level
- Statements of student learning, not student activity
- Outcomes central to the discipline and related to those in other disciplines
- Outcomes permitting assessment of student attainment
- Outcomes differentiated for students of varied ability

POSSIBLE EXAMPLES

UNSATISFACTORY	DEVELOPING
<ul style="list-style-type: none"> • A learning outcome for a fourth-grade class is to make a poster illustrating a poem. • All the outcomes for a ninth-grade history class are based on demonstrating factual knowledge. • The topic of the social studies unit involves the concept of revolutions, but the teacher expects his students to remember only the important dates of battles. • Despite the presence of a number of ELL students in the class, the outcomes state that all writing must be grammatically correct. • None of the science outcomes deals with the students' reading, understanding, or interpretation of the text. • And others... 	<ul style="list-style-type: none"> • Outcomes consist of understanding the relationship between addition and multiplication and memorizing facts. • The reading outcomes are written with the needs of the "middle" group in mind; however, the advanced students are bored, and some lower-level students are struggling. • Most of the English Language Arts outcomes are based on narrative. • And others...
PROFICIENT	EXEMPLARY
<ul style="list-style-type: none"> • One of the learning outcomes is for students to "appreciate the aesthetics of 18th-century English poetry." • The outcomes for the history unit include some factual information, as well as a comparison of the perspectives of different groups in the run-up to the Revolutionary War. • The learning outcomes include students defending their interpretation of the story with citations from the text. • And others... 	<ul style="list-style-type: none"> • The teacher encourages his students to set their own goals; he provides them a taxonomy of challenge verbs to help them strive to meet the teacher's higher expectations of them. • Students will develop a concept map that links previous learning goals to those they are currently working on. • Some students identify additional learning. • The teacher reviews the project expectations and modifies some goals to be in line with students' IEP objectives. • One of the outcomes for a social studies unit addresses students analyzing the speech of a political candidate for accuracy and logical consistency. • And others...

Domain 1e: Designing Coherent Instruction

The elements of component 1e are:

Learning activities

Instruction is designed to engage students and advance them through the content.

Instructional materials and resources

Aids to instruction are appropriate to the learning needs of the students.

Instructional groups

Teachers intentionally organize instructional groups to support student learning.

Lesson and unit structure

Teachers produce clear and sequenced lesson and unit structures to advance student learning.

Indicators include:

- Lessons that support instructional outcomes and reflect important concepts
- Instructional maps that indicate relationships to prior learning
- Activities that represent high-level thinking
- Opportunities for student choice
- Use of varied resources
- Thoughtfully planned learning groups
- Structured lesson plans

POSSIBLE EXAMPLES

UNSATISFACTORY	DEVELOPING
<ul style="list-style-type: none"> • After his ninth graders have memorized the parts of the microscope, the teacher plans to have them fill in a worksheet. • The teacher plans to use a 15-year-old textbook as the sole resource for a unit on communism. • The teacher organizes her class in rows, seating the students alphabetically; she plans to have students work all year in groups of four based on where they are sitting. • The teacher's lesson plans are written on sticky notes in his gradebook; they indicate: lecture, activity, or test, along with page numbers in the text. • And others... 	<ul style="list-style-type: none"> • After a mini-lesson, the teacher plans to have the whole class play a game to reinforce the skill she taught. • The teacher finds an atlas to use as a supplemental resource during the geography unit. • The teacher always lets students self-select a working group because they behave better when they can choose whom to sit with. • The teacher's lesson plans are well formatted, but the timing for many activities is too short to actually cover the concepts thoroughly. • The plan for the ELA lesson includes only passing attention to students' citing evidence from the text for their interpretation of the short story. • And others...
PROFICIENT	EXEMPLARY
<ul style="list-style-type: none"> • The teacher reviews her learning activities with a reference to high-level "action verbs" and rewrites some of the activities to increase the challenge level. • The teacher creates a list of historical fiction titles that will expand her students' knowledge of the age of exploration. • The teacher plans for students to complete a project in small groups; he carefully selects group members by their reading level and learning style. • The teacher reviews lesson plans with her principal; they are well structured, with pacing times and activities clearly indicated. • The fourth-grade math unit plan focuses on the key concepts for that level. • And others... 	<ul style="list-style-type: none"> • The teacher's unit on ecosystems lists a variety of challenging activities in a menu; the students choose those that suit their approach to learning. • While completing their projects, the students will have access to a wide variety of resources that the teacher has coded by reading level so that students can make the best selections. • After the cooperative group lesson, the students will reflect on their participation and make suggestions. • The lesson plan clearly indicates the concepts taught in the last few lessons; the teacher plans for his students to link the current lesson outcomes to those they previously learned. • The teacher has contributed to a curriculum map that organizes the ELA Common Core State Standards in tenth grade into a coherent curriculum. • And others...



Elements, Indicators, Possible Examples Year One, Observation Three

Domain IIIa: Communicating with Students

The elements of component 3a are:

Expectations for learning

The goals for learning are communicated clearly to students. Even if the goals are not conveyed at the outset of a lesson (for example, in an inquiry science lesson), by the end of the lesson students are clear about what they have been learning.

Directions for activities

Students understand what they are expected to do during a lesson, particularly if students are working independently or with classmates, without direct teacher supervision. These directions for the lesson's activities may be provided orally, in writing, or in some combination of the two, with modeling by the teacher, if it is appropriate.

Explanations of content

Skilled teachers, when explaining concepts and strategies to students, use vivid language and imaginative analogies and metaphors, connecting explanations to students' interests and lives beyond school. The explanations are clear, with appropriate scaffolding, and, where appropriate, anticipate possible student misconceptions. These teachers invite students to be engaged intellectually and to formulate hypotheses regarding the concepts or strategies being presented.

Use of oral and written language

For many students, their teachers' use of language represents their best model of both accurate syntax and a rich vocabulary; these models enable students to emulate such language, making their own more precise and expressive. Skilled teachers seize on opportunities both to use precise, academic vocabulary and to explain their use of it.

Indicators include:

- Clarity of lesson purpose
- Clear directions and procedures specific to the lesson activities
- Absence of content errors and clear explanations of concepts and strategies
- Correct and imaginative use of language

POSSIBLE EXAMPLES

UNSATISFACTORY	DEVELOPING
<ul style="list-style-type: none"> • A student asks, “What are we supposed to be doing?” but the teacher ignores the question. • The teacher states that to add fractions they must have the same numerator. • Students have a quizzical look on their faces; some may withdraw from the lesson. • Students become disruptive or talk among themselves in an effort to follow the lesson. • The teacher uses technical terms without explaining their meanings. • The teacher says “ain’t.” • And others... 	<ul style="list-style-type: none"> • The teacher mispronounces “_____.” • The teacher says, “And oh, by the way, today we’re going to factor polynomials.” • A student asks, “What are we supposed to be doing?” and the teacher clarifies the task. • A student asks, “What do I write here?” in order to complete a task. • The teacher says, “Watch me while I show you how to _____,” asking students only to listen. • A number of students do not seem to be following the explanation. • Students are inattentive during the teacher’s explanation of content. • Students’ use of academic vocabulary is imprecise. • And others...
PROFICIENT	EXEMPLARY
<ul style="list-style-type: none"> • The teacher says, “By the end of today’s lesson you’re all going to be able to factor different types of polynomials.” • In the course of a presentation of content, the teacher asks students, “Can anyone think of an example of that?” • The teacher uses a board or projection device for task directions so that students can refer to it without requiring the teacher’s attention. • The teacher says, “When you’re trying to solve a math problem like this, you might think of a similar, but simpler, problem you’ve done in the past and see whether the same approach would work.” • The teacher explains passive solar energy by inviting students to think about the temperature in a closed car on a cold, but sunny, day or about the water in a hose that has been sitting in the sun. • The teacher uses a Venn diagram to illustrate the distinctions between a republic and a democracy. • And others... 	<ul style="list-style-type: none"> • The teacher says, “Here’s a spot where some students have difficulty; be sure to read it carefully.” • The teacher asks a student to explain the task to other students. • When clarification about the learning task is needed, a student offers it to classmates. • The teacher, in explaining the westward movement in U.S. history, invites students to consider that historical period from the point of view of the Native Peoples. • The teacher asks, “Who would like to explain this idea to us?” • A student asks, “Is this another way we could think about analogies?” • A student explains an academic term to classmates. • The teacher pauses during an explanation of the civil rights movement to remind students that the prefix in- as in inequality means “not” and that the prefix un- also means the same thing. • A student says to a classmate, “I think that side of the triangle is called the hypotenuse.” • And others...

Domain IVb: Maintaining Accurate Records

The elements of component 4b are:

Student completion of assignments

Most teachers, particularly at the secondary level, need to keep track of student completion of assignments, including not only whether the assignments were actually completed but also students' success in completing them.

Student progress in learning

In order to plan instruction, teachers need to know where each student "is" in his or her learning. This information may be collected formally or informally but must be updated frequently.

Noninstructional records

Noninstructional records encompass all the details of school life for which records must be maintained, particularly if they involve money. Examples include tracking which students have returned their permission slips for a field trip or which students have paid for their school pictures.

Indicators include:

- Routines and systems that track student completion of assignments
- Systems of information regarding student progress against instructional outcomes
- Processes of maintaining accurate noninstructional records

POSSIBLE EXAMPLES

UNSATISFACTORY	DEVELOPING
<ul style="list-style-type: none"> • A student says, “I’m sure I turned in that assignment, but the teacher lost it!” • The teacher says, “I misplaced the writing samples for my class, but it doesn’t matter—I know what the students would have scored.” • On the morning of the field trip, the teacher discovers that five students never turned in their permission slips. • And others... 	<ul style="list-style-type: none"> • A student says, “I wasn’t in school today, and my teacher’s website is out of date, so I don’t know what the assignments are!” • The teacher says, “I’ve got all these notes about how the kids are doing; I should put them into the system, but I just don’t have time.” • On the morning of the field trip, the teacher frantically searches all the drawers in the desk looking for the permission slips and finds them just before the bell rings. • And others...
PROFICIENT	EXEMPLARY
<ul style="list-style-type: none"> • On the class website, the teacher creates a link that students can access to check on any missing assignments. • The teacher’s gradebook records student progress toward learning goals. • The teacher creates a spreadsheet for tracking which students have paid for their school pictures. • And others... 	<ul style="list-style-type: none"> • A student from each team maintains the database of current and missing assignments for the team. • When asked about her progress in a class, a student proudly shows her portfolio of work and can explain how the documents indicate her progress toward learning goals. • When they bring in their permission slips for a field trip, students add their own information to the database. • And others...

Domain IVf: Showing Professionalism

The elements of component 4f are:

Integrity and ethical conduct

Teachers act with integrity and honesty.

Service to students

Teachers put students first in all considerations of their practice.

Advocacy

Teachers support their students' best interests, even in the face of traditional practice or beliefs.

Decision making

Teachers solve problems with students' needs as a priority.

Compliance with school and district regulations

Teachers adhere to policies and established procedures.

Indicators include:

- The teacher having a reputation as being trustworthy and often sought as a sounding board
- The teacher frequently reminding participants during committee or planning work that students are the highest priority
- The teacher supporting students, even in the face of difficult situations or conflicting policies
- The teacher challenging existing practice in order to put students first
- The teacher consistently fulfilling district mandates regarding policies and procedures

POSSIBLE EXAMPLES

UNSATISFACTORY	DEVELOPING
<ul style="list-style-type: none"> • The teacher makes some errors when marking the most recent common assessment but doesn't tell his colleagues. • The teacher does not realize that three of her neediest students arrive at school an hour early every morning because their mothers can't afford daycare. • The teacher fails to notice that one of his kindergartners is often ill, looks malnourished, and frequently has bruises on her arms and legs. • When one of her colleagues goes home suddenly because of illness, the teacher pretends to have a meeting so that she won't have to share in the coverage responsibilities. • The teacher does not file his students' writing samples in their district cumulative folders; it is time-consuming, and he wants to leave early for summer break. • And others... 	<ul style="list-style-type: none"> • The teacher says, "I have always known my grade partner to be truthful. If she called in sick today, then I believe her." • The teacher considers staying late to help some of her students in after-school daycare but then realizes it would conflict with her health club class and so decides against it. • The teacher notices a student struggling in his class and sends a quick email to the counselor. When he doesn't get a response, he assumes the problem has been taken care of. • When the teacher's grade partner goes out on maternity leave, the teacher says "Hello" and "Welcome" to the substitute but does not offer any further assistance. • The teacher keeps his district-required gradebook up to date but enters exactly the minimum number of assignments specified by his department chair. • And others...
PROFICIENT	EXEMPLARY
<ul style="list-style-type: none"> • The teacher is trusted by his grade partners; they share information with him, confident it will not be repeated inappropriately. • Despite her lack of knowledge about dance, the teacher forms a dance club at her high school to meet the high interest level of her students who cannot afford lessons. • The teacher notices some speech delays in a few of her young students; she calls in the speech therapist to do a few sessions in her classroom and provide feedback on further steps. • The English department chair says, "I appreciate when _____ attends our after-school meetings; he always contributes something meaningful to the discussion." • The teacher learns the district's new online curriculum mapping system and writes in all of her courses. • And others... 	<ul style="list-style-type: none"> • When a young teacher has trouble understanding directions from the principal, she immediately goes to a more seasoned teacher—who, she knows, can be relied on for expert advice and complete discretion. • After the school's intramural basketball program is discontinued, the teacher finds some former student athletes to come in and work with his students, who have come to love the after-school sessions. • The teacher enlists the help of her principal when she realizes that a colleague has been making disparaging comments about some disadvantaged students. • The math department looks forward to their weekly meetings; their leader, the teacher, is always seeking new instructional strategies and resources for them to discuss. • When the district adopts a new Web-based grading program, the teacher learns it inside and out so that she will be able to assist her colleagues with its implementation. • And others...



Elements, Indicators, Possible Examples Year Two, Observation One

Domain IId: Managing Student Behavior

The elements of component 2d are:

Expectations

It is clear, either from what the teacher says, or by inference from student actions, that expectations for student conduct have been established and that they are being implemented.

Monitoring of student behavior

Experienced teachers seem to have eyes in the backs of their heads; they are attuned to what's happening in the classroom and can move subtly to help students, when necessary, re-engage with the content being addressed in the lesson. At a high level, such monitoring is preventive and subtle, which may make it challenging to observe.

Response to student misbehavior

Even experienced teachers find that their students occasionally violate one or another of the agreed-upon standards of conduct; how the teacher responds to such infractions is an important mark of the teacher's skill. Accomplished teachers try to understand why students are conducting themselves in such a manner (are they unsure of the content? are they trying to impress their friends?) and respond in a way that respects the dignity of the student. The best responses are those that address misbehavior early in an episode, although doing so is not always possible.

Student Behavior

Indicators include:

- Clear standards of conduct, possibly posted, and possibly referred to during a lesson
- Absence of acrimony between teacher and students concerning behavior
- Teacher awareness of student conduct
- Preventive action when needed by the teacher
- Absence of misbehavior
- Reinforcement of positive behavior

POSSIBLE EXAMPLES

UNSATISFACTORY	DEVELOPING
<ul style="list-style-type: none"> • <i>Students are talking among themselves, with no attempt by the teacher to silence them.</i> • <i>An object flies through the air, apparently without the teacher's notice.</i> • <i>Students are running around the room, resulting in chaos.</i> • <i>Students use their phones and other electronic devices; the teacher doesn't attempt to stop them.</i> • <i>And others...</i> 	<ul style="list-style-type: none"> • <i>Classroom rules are posted, but neither the teacher nor the students refer to them.</i> • <i>The teacher repeatedly asks students to take their seats; some ignore her.</i> • <i>To one student: "Where's your late pass? Go to the office." To another: "You don't have a late pass? Come in and take your seat; you've missed enough already."</i> • <i>And others...</i>
PROFICIENT	EXEMPLARY
<ul style="list-style-type: none"> • <i>Upon a nonverbal signal from the teacher, students correct their behavior.</i> • <i>The teacher moves to every section of the classroom, keeping a close eye on student behavior.</i> • <i>The teacher gives a student a "hard look," and the student stops talking to his neighbor.</i> • <i>And others...</i> 	<ul style="list-style-type: none"> • <i>A student suggests a revision to one of the classroom rules.</i> • <i>The teacher notices that some students are talking among themselves and without a word moves nearer to them; the talking stops.</i> • <i>The teacher speaks privately to a student about misbehavior.</i> • <i>A student reminds her classmates of the class rule about chewing gum.</i> • <i>And others...</i>

Domain II: Organizing Physical Space

The elements of component 2e are:

Safety and accessibility

Physical safety is a primary consideration of all teachers; no learning can occur if students are unsafe or if they don't have access to the board or other learning resources.

Arrangement of furniture and use of physical resources

Both the physical arrangement of a classroom and the available resources provide opportunities for teachers to advance learning; when these resources are used skillfully, students can engage with the content in a productive manner. At the highest levels of performance, the students themselves contribute to the use or adaptation of the physical environment.

Indicators include:

- Pleasant, inviting atmosphere
- Safe environment
- Accessibility for all students
- Furniture arrangement suitable for the learning activities
- Effective use of physical resources, including computer technology, by both teacher and students

POSSIBLE EXAMPLES

UNSATISFACTORY	DEVELOPING
<ul style="list-style-type: none"> • <i>There are electrical cords running around the classroom.</i> • <i>There is a pole in the middle of the room; some students can't see the board.</i> • <i>A whiteboard is in the classroom, but it is facing the wall.</i> • <i>And others...</i> 	<ul style="list-style-type: none"> • <i>The teacher ensures that dangerous chemicals are stored safely.</i> • <i>The classroom desks remain in two semicircles, requiring students to lean around their classmates during small-group work.</i> • <i>The teacher tries to use a computer to illustrate a concept but requires several attempts to make the demonstration work.</i> • <i>And others...</i>
PROFICIENT	EXEMPLARY
<ul style="list-style-type: none"> • <i>There are established guidelines concerning where backpacks are left during class to keep the pathways clear; students comply.</i> • <i>Desks are moved together so that students can work in small groups, or desks are moved into a circle for a class discussion.</i> • <i>The use of an Internet connection extends the lesson.</i> • <i>And others...</i> 	<ul style="list-style-type: none"> • <i>Students ask if they can shift the furniture to better suit small-group work or discussion.</i> • <i>A student closes the door to shut out noise in the corridor or lowers a blind to block the sun from a classmate's eyes.</i> • <i>A student suggests an application of the whiteboard for an activity.</i> • <i>And others...</i>

Domain IVa: Reflecting on Teaching

The elements of component 4a are:

Accuracy

As teachers gain experience, their reflections on practice become more accurate, corresponding to the assessments that would be given by an external and unbiased observer. Not only are the reflections accurate, but teachers can provide specific examples from the lesson to support their judgments.

Use in future teaching

If the potential of reflection to improve teaching is to be fully realized, teachers must use their reflections to make adjustments in their practice. As their experience and expertise increases, teachers draw on an ever-increasing repertoire of strategies to inform these adjustments..

Indicators include:

- Accurate reflections on a lesson
- Citation of adjustments to practice that draw on a repertoire of strategies

POSSIBLE EXAMPLES

UNSATISFACTORY	DEVELOPING
<ul style="list-style-type: none"> • <i>Despite evidence to the contrary, the teacher says, "My students did great on that lesson!"</i> • <i>The teacher says, "That was awful; I wish I knew what to do!"</i> • <i>And others...</i> 	<ul style="list-style-type: none"> • <i>At the end of the lesson, the teacher says, "I guess that went okay."</i> • <i>The teacher says, "I guess I'll try _____ next time."</i> • <i>And others...</i>
PROFICIENT	EXEMPLARY
<ul style="list-style-type: none"> • <i>The teacher says, "I wasn't pleased with the level of engagement of the students."</i> • <i>The teacher's journal indicates several possible lesson improvements.</i> • <i>And others...</i> 	<ul style="list-style-type: none"> • <i>The teacher says, "I think that lesson worked pretty well, although I was disappointed in how the group at the back table performed."</i> • <i>In conversation with colleagues, the teacher considers strategies for grouping students differently to improve a lesson.</i> • <i>And others...</i>



Elements, Indicators, Possible Examples Year Two, Observation Two

Domain 1a: Demonstrating Knowledge of Content Pedagogy

The elements of component 1a are:

Knowledge of content and the structure of the discipline

Every discipline has a dominant structure, with smaller components or strands, as well as central concepts and skills.

Knowledge of prerequisite relationships

Some disciplines—for example, mathematics—have important prerequisites; experienced teachers know what these are and how to use them in designing lessons and units.

Knowledge of content-related pedagogy

Different disciplines have “signature pedagogies” that have evolved over time and been found to be most effective in teaching.

Indicators include:

- Lesson and unit plans that reflect important concepts in the discipline
- Lesson and unit plans that accommodate prerequisite relationships among concepts and skills
- Clear and accurate classroom explanations
- Accurate answers to students’ questions
- Feedback to students that furthers learning
- Interdisciplinary connections in plans and practice

POSSIBLE EXAMPLES

UNSATISFACTORY	DEVELOPING
<ul style="list-style-type: none"> • The teacher says, “The official language of Brazil is Spanish, just like other South American countries.” • The teacher says, “I don’t understand why the math book has decimals in the same unit as fractions.” • The teacher has his students copy dictionary definitions each week to help them learn to spell difficult words. • And others... 	<ul style="list-style-type: none"> • The teacher plans lessons on area and perimeter independently of one another, without linking the concepts together. • The teacher plans to forge ahead with a lesson on addition with regrouping, even though some students have not fully grasped place value. • The teacher always plans the same routine to study spelling: pretest on Monday, copy the words five times each on Tuesday and Wednesday, test on Friday. • And others...
PROFICIENT	EXEMPLARY
<ul style="list-style-type: none"> • The teacher’s plan for area and perimeter invites students to determine the shape that will yield the largest area for a given perimeter. • The teacher has realized her students are not sure how to use a compass, and so she plans to have them practice that skill before introducing the activity on angle measurement. • The teacher plans to expand a unit on civics by having students simulate a court trial. • And others... 	<ul style="list-style-type: none"> • In a unit on 19th-century literature, the teacher incorporates information about the history of the same period. • Before beginning a unit on the solar system, the teacher surveys the students on their beliefs about why it is hotter in the summer than in the winter. • And others...

Domain 1b: Demonstrating Knowledge of Students

The elements of component 1b are:

Knowledge of child and adolescent development

Children learn differently at different stages of their lives.

Knowledge of the learning process

Learning requires active intellectual engagement.

Knowledge of students' skills, knowledge, and language proficiency

What students are able to learn at any given time is influenced by their level of knowledge and skill.

Knowledge of students' interests and cultural heritage

Children's backgrounds influence their learning.

Knowledge of students' special needs

Children do not all develop in a typical fashion.

Indicators include:

- Formal and informal information about students gathered by the teacher for use in planning instruction
- Student interests and needs learned by the teacher for use in planning
- Teacher participation in community cultural events
- Teacher-designed opportunities for families to share their heritages
- Database of students with special needs

POSSIBLE EXAMPLES

UNSATISFACTORY	DEVELOPING
<ul style="list-style-type: none"> <i>The lesson plan includes a teacher presentation for an entire 30-minute period to a group of 7-year-olds.</i> <i>The teacher plans to give her ELL students the same writing assignment she gives the rest of the class.</i> <i>The teacher plans to teach his class Christmas carols, despite the fact that he has four religions represented among his students.</i> <i>And others...</i> 	<ul style="list-style-type: none"> <i>The teacher's lesson plan has the same assignment for the entire class in spite of the fact that one activity is beyond the reach of some students.</i> <i>In the unit on Mexico, the teacher has not incorporated perspectives from the three Mexican-American children in the class.</i> <i>Lesson plans make only peripheral reference to students' interests.</i> <i>The teacher knows that some of her students have IEPs, but they're so long that she hasn't read them yet.</i> <i>And others...</i>
PROFICIENT	EXEMPLARY
<ul style="list-style-type: none"> <i>The teacher creates an assessment of students' levels of cognitive development.</i> <i>The teacher examines previous years' cumulative folders to ascertain the proficiency levels of groups of students in the class.</i> <i>The teacher administers a student interest survey at the beginning of the school year.</i> <i>The teacher plans activities using his knowledge of students' interests.</i> <i>The teacher knows that five of her students are in the Garden Club; she plans to have them discuss horticulture as part of the next biology lesson.</i> <i>The teacher realizes that not all of his students are Christian, and so he plans to read a Hanukkah story in December.</i> <i>The teacher plans to ask her Spanish-speaking students to discuss their ancestry as part of their social studies unit on South America.</i> <i>And others...</i> 	<ul style="list-style-type: none"> <i>The teacher plans his lesson with three different follow-up activities, designed to meet the varied ability levels of his students.</i> <i>The teacher plans to provide multiple project options; each student will select the project that best meets his or her individual approach to learning.</i> <i>The teacher encourages students to be aware of their individual reading levels and make independent reading choices that will be challenging but not too difficult.</i> <i>The teacher attends the local Mexican heritage day, meeting several of his students' extended family members.</i> <i>The teacher regularly creates adapted assessment materials for several students with learning disabilities.</i> <i>And others...</i>



**Elements, Indicators, Possible Examples
Year Two, Observation Three**

Domain IIIc: Engaging Students in Learning

The elements of component 3c are:

Activities and assignments

The activities and assignments are the centerpiece of student engagement, since they determine what it is that students are asked to do. Activities and assignments that promote learning require student thinking that emphasizes depth over breadth and encourage students to explain their thinking.

Grouping of students

How students are grouped for instruction (whole class, small groups, pairs, individuals) is one of the many decisions teachers make every day. There are many options; students of similar background and skill may be clustered together, or the more-advanced students may be spread around into the different groups. Alternatively, a teacher might permit students to select their own groups, or they could be formed randomly.

Instructional materials and resources

The instructional materials a teacher selects to use in the classroom can have an enormous impact on students' experience. Though some teachers are obliged to use a school's or district's officially sanctioned materials, many teachers use these selectively or supplement them with others of their choosing that are better suited to engaging students in deep learning—for example, the use of primary source materials in social studies.

Structure and pacing

No one, whether an adult or a student, likes to be either bored or rushed in completing a task. Keeping things moving, within a well-defined structure, is one of the marks of an experienced teacher. And since much of student learning results from their reflection on what they have done, a well-designed lesson includes time for reflection and closure.

Indicators include:

- Student enthusiasm, interest, thinking, problem solving, etc.
- Learning tasks that require high-level student thinking and invite students to explain their thinking
- Students highly motivated to work on all tasks and persistent even when the tasks are challenging
- Students actively “working,” rather than watching while their teacher “works”
- Suitable pacing of the lesson: neither dragged out nor rushed, with time for closure and student reflection

POSSIBLE EXAMPLES

UNSATISFACTORY	DEVELOPING
<ul style="list-style-type: none"> • <i>Most students disregard the assignment given by the teacher; it appears to be much too difficult for them.</i> • <i>Students fill out the lesson worksheet by copying words from the board.</i> • <i>Students are using math manipulative materials in a rote activity.</i> • <i>The teacher lectures for 45 minutes.</i> • <i>Most students don't have time to complete the assignment; the teacher moves on in the lesson.</i> • <i>And others...</i> 	<ul style="list-style-type: none"> • <i>Students in only three of the five small groups are figuring out an answer to the assigned problem; the others seem to be unsure how they should proceed.</i> • <i>Students are asked to fill in a worksheet, following an established procedure.</i> • <i>There is a recognizable beginning, middle, and end to the lesson.</i> • <i>The teacher lectures for 20 minutes and provides 15 minutes for the students to write an essay; not all students are able to complete it.</i> • <i>And others...</i>
PROFICIENT	EXEMPLARY
<ul style="list-style-type: none"> • <i>Five students (out of 27) have finished an assignment early and begin talking among themselves; the teacher assigns a follow-up activity.</i> • <i>Students are asked to formulate a hypothesis about what might happen if the American voting system allowed for the direct election of presidents and to explain their reasoning.</i> • <i>Students are given a task to do independently, then to discuss with a table group, followed by a reporting from each table.</i> • <i>Students are asked to create different representations of a large number using a variety of manipulative materials.</i> • <i>The lesson is neither rushed nor does it drag.</i> • <i>And others...</i> 	<ul style="list-style-type: none"> • <i>Students are asked to write an essay in the style of Hemmingway and to describe which aspects of his style they have incorporated.</i> • <i>Students determine which of several tools—e.g., a protractor, spreadsheet, or graphing calculator—would be most suitable to solve a math problem.</i> • <i>A student asks whether they might remain in their small groups to complete another section of the activity, rather than work independently.</i> • <i>Students identify or create their own learning materials.</i> • <i>Students summarize their learning from the lesson.</i> • <i>And others...</i>

Domain III d: Using Assessment in Instruction

The elements of component 3d are:

Assessment criteria

It is essential that students know the criteria for assessment. At its highest level, students themselves have had a hand in articulating the criteria (for example, of a clear oral presentation).

Monitoring of student learning

A teacher's skill in eliciting evidence of student understanding is one of the true marks of expertise. This is not a hit-or-miss effort, but is planned carefully in advance. Even after planning carefully, however, a teacher must weave monitoring of student learning seamlessly into the lesson, using a variety of techniques.

Feedback to students

Feedback on learning is an essential element of a rich instructional environment; without it, students are constantly guessing at how they are doing and at how their work can be improved. Valuable feedback must be timely, constructive, and substantive and must provide students the guidance they need to improve their performance.

Student self-assessment and monitoring of progress

The culmination of students' assumption of responsibility for their learning is when they monitor their own learning and take appropriate action. Of course, they can do these things only if the criteria for learning are clear and if they have been taught the skills of checking their work against clear criteria.

Indicators include:

- The teacher paying close attention to evidence of student understanding
- The teacher posing specifically created questions to elicit evidence of student understanding
- The teacher circulating to monitor student learning and to offer feedback
- Students assessing their own work against established criteria

POSSIBLE EXAMPLES

UNSATISFACTORY	DEVELOPING
<ul style="list-style-type: none"> • A student asks, “How is this assignment going to be graded?” • A student asks, “Is this the right way to solve this problem?” but receives no information from the teacher. • The teacher forges ahead with a presentation without checking for understanding. • After the students present their research on globalization, the teacher tells them their letter grade; when students ask how he arrived at the grade, the teacher responds, “After all these years in education, I just know what grade to give.” • And others... 	<ul style="list-style-type: none"> • The teacher asks, “Does anyone have a question?” • When a student completes a problem on the board, the teacher corrects the student’s work without explaining why. • The teacher says, “Good job, everyone.” • The teacher, after receiving a correct response from one student, continues without ascertaining whether other students understand the concept. • The students receive their tests back; each one is simply marked with a letter grade at the top. • And others...
PROFICIENT	EXEMPLARY
<ul style="list-style-type: none"> • The teacher circulates during small-group or independent work, offering suggestions to students. • The teacher uses specifically formulated questions to elicit evidence of student understanding. • The teacher asks students to look over their papers to correct their errors; most of them engage in this task. • And others... 	<ul style="list-style-type: none"> • The teacher reminds students of the characteristics of high-quality work, observing that the students themselves helped develop them. • While students are working, the teacher circulates, providing specific feedback to individual students. • The teacher uses popsicle sticks or exit tickets to elicit evidence of individual student understanding. • Students offer feedback to their classmates on their work. • Students evaluate a piece of their writing against the writing rubric and confer with the teacher about how it could be improved. • And others...

Domain IIIe: Demonstrating Flexibility and Responsiveness

The elements of component 3e are:

Lesson adjustment

Experienced teachers are able to make both minor and (at times) major adjustments to a lesson, or mid-course corrections. Such adjustments depend on a teacher's store of alternate instructional strategies and the confidence to make a shift when needed.

Response to students

Occasionally during a lesson, an unexpected event will occur that presents a true teachable moment. It is a mark of considerable teacher skill to be able to capitalize on such opportunities.

Persistence

Committed teachers don't give up easily; when students encounter difficulty in learning (which all do at some point), these teachers seek alternate approaches to help their students be successful. In these efforts, teachers display a keen sense of efficacy.

Indicators include:

- Incorporation of students' interests and daily events into a lesson
- The teacher adjusting instruction in response to evidence of student understanding (or lack of it)
- The teacher seizing on a teachable moment

POSSIBLE EXAMPLES

UNSATISFACTORY	DEVELOPING
<ul style="list-style-type: none"> • The teacher says, “We don’t have time for that today.” • The teacher says, “If you’d just pay attention, you could understand this.” • When a student asks the teacher to explain a mathematical procedure again, the teacher says, “Just do the homework assignment; you’ll get it then.” • And others... 	<ul style="list-style-type: none"> • The teacher says, “I’ll try to think of another way to come at this and get back to you.” • The teacher says, “I realize not everyone understands this, but we can’t spend any more time on it.” • The teacher rearranges the way the students are grouped in an attempt to help students understand the lesson; the strategy is partially successful. • And others...
PROFICIENT	EXEMPLARY
<ul style="list-style-type: none"> • The teacher says, “That’s an interesting idea; let’s see how it fits.” • The teacher illustrates a principle of good writing to a student, using his interest in basketball as context. • The teacher says, “This seems to be more difficult for you than I expected; let’s try this way,” and then uses another approach. • And others... 	<ul style="list-style-type: none"> • The teacher stops a lesson midstream and says, “This activity doesn’t seem to be working. Here’s another way I’d like you to try it.” • The teacher incorporates the school’s upcoming championship game into an explanation of averages. • The teacher says, “If we have to come back to this tomorrow, we will; it’s really important that you understand it.” • And others...



Elements, Indicators, Possible Examples Year Three, Observation One

Domain IIb: Establishing a culture for learning

The elements of component 2b are:

Importance of the content and of learning

In a classroom with a strong culture for learning, teachers convey the educational value of what the students are learning.

Expectations for learning and achievement

In classrooms with robust cultures for learning, all students receive the message that although the work is challenging, they are capable of achieving it if they are prepared to work hard. A manifestation of teachers' expectations for high student achievement is their insistence on the use of precise language by students.

Student pride in work

When students are convinced of their capabilities, they are willing to devote energy to the task at hand, and they take pride in their accomplishments. This pride is reflected in their interactions with classmates and with the teacher.

Indicators include:

- Belief in the value of what is being learned
- High expectations, supported through both verbal and nonverbal behaviors, for both learning and participation
- Expectation of high-quality work on the part of students
- Expectation and recognition of effort and persistence on the part of students
- High expectations for expression and work products

POSSIBLE EXAMPLES

UNSATISFACTORY	DEVELOPING
<ul style="list-style-type: none"> • The teacher tells students that they're doing a lesson because it's in the book or is district-mandated. • The teacher says to a student, "Why don't you try this easier problem?" • Students turn in sloppy or incomplete work. • Many students don't engage in an assigned task, and yet the teacher ignores their behavior. • Students have not completed their homework; the teacher does not respond. • And others... 	<ul style="list-style-type: none"> • The teacher says, "Let's get through this." • The teacher says, "I think most of you will be able to do this." • Students consult with one another to determine how to fill in a worksheet, without challenging one another's thinking. • The teacher does not encourage students who are struggling. • Only some students get right to work after an assignment is given or after entering the room. • And others...
PROFICIENT	EXEMPLARY
<ul style="list-style-type: none"> • The teacher says, "This is important; you'll need to speak grammatical English when you apply for a job." • The teacher says, "This idea is really important! It's central to our understanding of history." • The teacher says, "Let's work on this together; it's hard, but you all will be able to do it well." • The teacher hands a paper back to a student, saying, "I know you can do a better job on this." The student accepts it without complaint. • Students get to work right away when an assignment is given or after entering the room. • And others... 	<ul style="list-style-type: none"> • The teacher says, "It's really fun to find the patterns for factoring polynomials." • A student says, "I don't really understand why it's better to solve this problem that way." • A student asks a classmate to explain a concept or procedure since he didn't quite follow the teacher's explanation. • Students question one another on answers. • A student asks the teacher for permission to redo a piece of work since she now sees how it could be strengthened. • And others...

Domain II d: Managing student behavior

The elements of component 2d are:

Expectations

It is clear, either from what the teacher says, or by inference from student actions, that expectations for student conduct have been established and that they are being implemented.

Monitoring of student behavior

Experienced teachers seem to have eyes in the backs of their heads; they are attuned to what's happening in the classroom and can move subtly to help students, when necessary, re-engage with the content being addressed in the lesson. At a high level, such monitoring is preventive and subtle, which may make it challenging to observe.

Response to student misbehavior

Even experienced teachers find that their students occasionally violate one or another of the agreed-upon standards of conduct; how the teacher responds to such infractions is an important mark of the teacher's skill. Accomplished teachers try to understand why students are conducting themselves in such a manner (are they unsure of the content? are they trying to impress their friends?) and respond in a way that respects the dignity of the student. The best responses are those that address misbehavior early in an episode, although doing so is not always possible.

Indicators include:

- Clear standards of conduct, possibly posted, and possibly referred to during a lesson
- Absence of acrimony between teacher and students concerning behavior
- Teacher awareness of student conduct
- Preventive action when needed by the teacher
- Absence of misbehavior
- Reinforcement of positive behavior

POSSIBLE EXAMPLES

UNSATISFACTORY	DEVELOPING
<ul style="list-style-type: none"> • <i>Students are talking among themselves, with no attempt by the teacher to silence them.</i> • <i>An object flies through the air, apparently without the teacher's notice.</i> • <i>Students are running around the room, resulting in chaos.</i> • <i>Students use their phones and other electronic devices; the teacher doesn't attempt to stop them.</i> • <i>And others...</i> 	<ul style="list-style-type: none"> • <i>Classroom rules are posted, but neither the teacher nor the students refer to them.</i> • <i>The teacher repeatedly asks students to take their seats; some ignore her.</i> • <i>To one student: "Where's your late pass? Go to the office." To another: "You don't have a late pass? Come in and take your seat; you've missed enough already."</i> • <i>And others...</i>
PROFICIENT	EXEMPLARY
<ul style="list-style-type: none"> • <i>Upon a nonverbal signal from the teacher, students correct their behavior.</i> • <i>The teacher moves to every section of the classroom, keeping a close eye on student behavior.</i> • <i>The teacher gives a student a "hard look," and the student stops talking to his neighbor.</i> • <i>And others...</i> 	<ul style="list-style-type: none"> • <i>A student suggests a revision to one of the classroom rules.</i> • <i>The teacher notices that some students are talking among themselves and without a word moves nearer to them; the talking stops.</i> • <i>The teacher speaks privately to a student about misbehavior.</i> • <i>A student reminds her classmates of the class rule about chewing gum.</i> • <i>And others...</i>



Elements, Indicators, Possible Examples Year Three, Observation Two

Domain Id: **Demonstrating knowledge of resources**

The elements of component 1d are:

Resources for classroom use

Materials must align with learning outcomes.

Resources to extend content knowledge and pedagogy

Materials that can further teachers' professional knowledge must be available.

Resources for students

Materials must be appropriately challenging.

Indicators include:

- Materials provided by the district
- Materials provided by professional organizations
- A range of texts
- Internet resources
- Community resources
- Ongoing participation by the teacher in professional education courses or professional groups
- Guest speakers

POSSIBLE EXAMPLES

UNSATISFACTORY	DEVELOPING
<ul style="list-style-type: none"> • For their unit on China, the students find all of their information in the district-supplied textbook. • The teacher is not sure how to teach fractions but doesn't know how he's expected to learn it by himself. • A student says, "It's too bad we can't go to the nature center when we're doing our unit on the environment." • In the literacy classroom, the teacher has provided only narrative works. • And others... 	<ul style="list-style-type: none"> • For a unit on ocean life, the teacher really needs more books, but the school library has only three for him to borrow. He does not seek out others from the public library. • The teacher knows she should learn more about literacy development, but the school offered only one professional development day last year. • The teacher thinks his students would benefit from hearing about health safety from a professional; he contacts the school nurse to visit his classroom. • In the second-grade math class, the teacher misuses base 10 blocks in showing students how to represent numbers. • And others...
PROFICIENT	EXEMPLARY
<ul style="list-style-type: none"> • The teacher provides her fifth graders a range of nonfiction texts about the American Revolution so that regardless of their reading level, all students can participate in the discussion of important concepts. • The teacher takes an online course on literature to expand her knowledge of great American writers. • The ELA lesson includes a wide range of narrative and informational reading materials. • The teacher distributes a list of summer reading materials that will help prepare his eighth graders' transition to high school. • And others... 	<ul style="list-style-type: none"> • The teacher is not happy with the out-of-date textbook; his students will critique it and write their own material for social studies. • The teacher spends the summer at Dow Chemical learning more about current research so that she can expand her knowledge base for teaching chemistry. • The teacher matches students in her Family and Consumer Science class with local businesses; the students spend time shadowing employees to understand how their classroom skills might be used on the job. • And others...

Domain If: Designing student assessments

The elements of component 1f are:

Congruence with instructional outcomes

Assessments must match learning expectations.

Criteria and standards

Expectations must be clearly defined.

Design of formative assessments

Assessments for learning must be planned as part of the instructional process.

Use for planning

Results of assessment guide future planning.

Indicators include:

- Lesson plans indicating correspondence between assessments and instructional outcomes
- Assessment types suitable to the style of outcome
- Variety of performance opportunities for students
- Modified assessments available for individual students as needed
- Expectations clearly written with descriptors for each level of performance
- Formative assessments designed to inform minute-to-minute decision making by the teacher during instruction

POSSIBLE EXAMPLES

UNSATISFACTORY	DEVELOPING
<ul style="list-style-type: none"> • The teacher marks papers on the foundation of the U.S. Constitution mostly on grammar and punctuation; for every mistake, the grade drops from an A to a B, a B to a C, etc. • The teacher says, "What's the difference between formative assessment and the test I give at the end of the unit?" • The teacher says, "The district gave me this entire curriculum to teach, so I just have to keep moving." • And others... 	<ul style="list-style-type: none"> • The district goal for the unit on Europe is for students to understand geopolitical relationships; the teacher plans to have the students memorize all the country capitals and rivers. • The plan indicates that the teacher will pause to "check for understanding" but does not specify a clear process for accomplishing that goal. • A student asks, "If half the class passed the test, why are we all reviewing the material again?" • And others...
PROFICIENT	EXEMPLARY
<ul style="list-style-type: none"> • The teacher knows that his students will have to write a persuasive essay on the state assessment; he plans to provide them with experiences developing persuasive writing as preparation. • The teacher has worked on a writing rubric for her research assessment; she has drawn on multiple sources to be sure the levels of expectation will be clearly defined. • The teacher creates a short questionnaire to distribute to his students at the end of class; using their responses, he will organize the students into different groups during the next lesson's activities. • Employing the formative assessment of the previous morning's project, the teacher plans to have five students work on a more challenging one while she works with six other students to reinforce the previous morning's concept. • And others... 	<ul style="list-style-type: none"> • To teach persuasive writing, the teacher plans to have his class research and write to the principal on an issue that is important to the students: the use of cell phones in class. • The students will write a rubric for their final project on the benefits of solar energy; the teacher has shown them several sample rubrics, and they will refer to those as they create a rubric of their own. • After the lesson the teacher plans to ask students to rate their understanding on a scale of 1 to 5; the students know that their rating will indicate their activity for the next lesson. • The teacher has developed a routine for her class; students know that if they are struggling with a math concept, they sit in a small group with her during workshop time. • And others...



Elements, Indicators, Possible Examples Year Three, Observation Three

Domain IIIb: Using questioning and discussion techniques

The elements of component 3b are:

Quality of questions/prompts

Questions of high quality cause students to think and reflect, to deepen their understanding, and to test their ideas against those of their classmates. When teachers ask questions of high quality, they ask only a few of them and provide students with sufficient time to think about their responses, to reflect on the comments of their classmates, and to deepen their understanding. Occasionally, for the purposes of review, teachers ask students a series of (usually low-level) questions in a type of verbal quiz. This technique may be helpful for the purpose of establishing the facts of a historical event, for example, but should not be confused with the use of questioning to deepen students' understanding.

Discussion techniques

Effective teachers promote learning through discussion. A foundational skill that students learn through engaging in discussion is that of explaining and justifying their reasoning and conclusions, based on specific evidence. Teachers skilled in the use of questioning and discussion techniques challenge students to examine their premises, to build a logical argument, and to critique the arguments of others. Some teachers report, "We discussed x," when what they mean is "I said x." That is, some teachers confuse discussion with explanation of content; as important as that is, it's not discussion. Rather, in a true discussion a teacher poses a question and invites all students' views to be heard, enabling students to engage in discussion directly with one another, not always mediated by the teacher. Furthermore, in conducting discussions, skilled teachers build further questions on student responses and insist that students examine their premises, build a logical argument, and critique the arguments of others.

Student participation

In some classes a few students tend to dominate the discussion; other students, recognizing this pattern, hold back their contributions. The skilled teacher uses a range of techniques to encourage all students to contribute to the discussion and enlists the assistance of students to ensure this outcome.

Indicators include:

- Questions of high cognitive challenge, formulated by both students and teacher
- Questions with multiple correct answers or multiple approaches, even when there is a single correct response
- Effective use of student responses and ideas
- Discussion, with the teacher stepping out of the central, mediating role
- Focus on the reasoning exhibited by students in discussion, both in give-and-take with the teacher and with their classmates
- High levels of student participation in discussion

POSSIBLE EXAMPLES

UNSATISFACTORY	DEVELOPING
<ul style="list-style-type: none"> • All questions are of the “recitation” type, such as “What is 3 x 4?” • The teacher asks a question for which the answer is on the board; students respond by reading it. • The teacher calls only on students who have their hands up. • A student responds to a question with wrong information, and the teacher doesn’t follow up. • And others... 	<ul style="list-style-type: none"> • Many questions are of the “recitation” type, such as “How many members of the House of Representatives are there?” • The teacher asks, “Who has an idea about this?” The usual three students offer comments. • The teacher asks, “Maria, can you comment on Ian’s idea?” but Maria does not respond or makes a comment directly to the teacher. • The teacher asks a student to explain his reasoning for why 13 is a prime number but does not follow up when the student falters. • And others...
PROFICIENT	EXEMPLARY
<ul style="list-style-type: none"> • The teacher asks, “What might have happened if the colonists had not prevailed in the American war for independence?” • The teacher uses the plural form in asking questions, such as “What are some things you think might contribute to _____?” • The teacher asks, “Maria, can you comment on Ian’s idea?” and Maria responds directly to Ian. • The teacher poses a question, asking every student to write a brief response and then share it with a partner, before inviting a few to offer their ideas to the entire class. • The teacher asks students when they have formulated an answer to the question “Why do you think Huck Finn did _____?” to find the reason in the text and to explain their thinking to a neighbor. • And others... 	<ul style="list-style-type: none"> • A student asks, “How many ways are there to get this answer?” • A student says to a classmate, “I don’t think I agree with you on this, because...” • A student asks of other students, “Does anyone have another idea how we might figure this out?” • A student asks, “What if...?” • And others...

Domain IVd:

Participating in a professional community

The elements of component 4d are:

Relationships with colleagues

Teachers maintain professional collegial relationships that encourage sharing, planning, and working together toward improved instructional skill and student success.

Involvement in a culture of professional inquiry

Teachers contribute to and participate in a learning community that supports and respects its members' efforts to improve practice.

Service to the school

Teachers' efforts move beyond classroom duties by contributing to school initiatives and projects.

Participation in school and district projects

Teachers contribute to and support larger school and district projects designed to improve the professional community.

Indicators include:

- Regular teacher participation with colleagues to share and plan for student success
- Regular teacher participation in professional courses or communities that emphasize improving practice
- Regular teacher participation in school initiatives
- Regular teacher participation in and support of community initiatives

POSSIBLE EXAMPLES

UNSATISFACTORY	DEVELOPING
<ul style="list-style-type: none"> • The teacher doesn't share test-taking strategies with his colleagues. He figures that if his students do well, he will look good. • The teacher does not attend PLC meetings. • The teacher does not attend any school functions after the dismissal bell. • The teacher says, "I work from 8:30 to 3:30 and not a minute more. I won't serve on any district committee unless they get me a substitute to cover my class." • And others... 	<ul style="list-style-type: none"> • The teacher is polite but seldom shares any instructional materials with his grade partners. • The teacher attends PLC meetings only when reminded by her supervisor. • The principal says, "I wish I didn't have to ask the teacher to 'volunteer' every time we need someone to chaperone the dance." • The teacher contributes to the district literacy committee only when requested to do so by the principal. • And others...
PROFICIENT	EXEMPLARY
<ul style="list-style-type: none"> • The principal remarks that the teacher's students have been noticeably successful since her teacher team has been focusing on instructional strategies during its meetings. • The teacher has decided to take some free MIT courses online and to share his learning with colleagues. • The basketball coach is usually willing to chaperone the ninth-grade dance because she knows all of her players will be there. • The teacher enthusiastically represents the school during the district social studies review and brings his substantial knowledge of U.S. history to the course writing team. • And others... 	<ul style="list-style-type: none"> • The teacher leads the group of mentor teachers at school, which is devoted to supporting teachers during their first years of teaching. • The teacher hosts a book study group that meets monthly; he guides the book choices so that the group can focus on topics that will enhance their skills. • The teacher leads the annual "Olympics" day, thereby involving the entire student body and faculty in athletic events. • The teacher leads the district wellness committee, and involves healthcare and nutrition specialists from the community. • And others...

Domain IVe: Growing and developing professionally

The elements of component 4e are:

Enhancement of content knowledge and pedagogical skill

Teachers remain current by taking courses, reading professional literature, and remaining current on the evolution of thinking regarding instruction.

Receptivity to feedback from colleagues

Teachers actively pursue networks that provide collegial support and feedback.

Service to the profession

Teachers are active in professional organizations in order to enhance both their personal practice and their ability to provide leadership and support to colleagues.

Indicators include:

- Frequent teacher attendance in courses and workshops; regular academic reading
- Participation in learning networks with colleagues; freely shared insights
- Participation in professional organizations supporting academic inquiry

POSSIBLE EXAMPLES

UNSATISFACTORY	DEVELOPING
<ul style="list-style-type: none"> • <i>The teacher never takes continuing education courses, even though the credits would increase his salary.</i> • <i>The teacher endures the principal's annual observations in her classroom, knowing that if she waits long enough, the principal will eventually leave and she will be able to simply discard the feedback form.</i> • <i>Despite teaching high school honors mathematics, the teacher declines to join NCTM because it costs too much and makes too many demands on members' time.</i> • <i>And others...</i> 	<ul style="list-style-type: none"> • <i>The teacher politely attends district workshops and professional development days but doesn't make much use of the materials received.</i> • <i>The teacher listens to his principal's feedback after a lesson but isn't sure that the recommendations really apply in his situation.</i> • <i>The teacher joins the local chapter of the American Library Association because she might benefit from the free books—but otherwise doesn't feel it's worth much of her time.</i> • <i>And others...</i>
PROFICIENT	EXEMPLARY
<ul style="list-style-type: none"> • <i>The teacher eagerly attends the district's optional summer workshops, knowing they provide a wealth of instructional strategies he'll be able to use during the school year.</i> • <i>The teacher enjoys her principal's weekly walk-through visits because they always lead to a valuable informal discussion during lunch the next day.</i> • <i>The teacher joins a science education partnership and finds that it provides him access to resources for his classroom that truly benefit his students.</i> • <i>And others...</i> 	<ul style="list-style-type: none"> • <i>The teacher's principal rarely spends time observing in her classroom. Therefore, she has initiated an action research project in order to improve her own instruction.</i> • <i>The teacher is working on a particular instructional strategy and asks his colleagues to observe in his classroom in order to provide objective feedback on his progress.</i> • <i>The teacher has founded a local organization devoted to literacy education; her leadership has inspired teachers in the community to work on several curriculum and instruction projects.</i> • <i>And others...</i>

THE FRAMEWORK FOR TEACHING
EVALUATION INSTRUMENT



CHARLOTTE DANIELSON

Portfolio Component – Student Achievement



Reflections on Student Achievement

Student Achievement may be defined as: valid and reliable assessments aligned to state and local academic standards and must use state and local measures of student growth that may include value-added models or student learning goals; or district or site approved measures of determining growth. Examples of site-approved measures of student growth may include pre-tests and post-tests; culminating projects and other administratively approved student growth measures. On this form, teachers will be responsible for attaching an overview of yearly test results and submitting reflections/thoughts on the topics that follow. If you are using locally developed measures of student achievement please describe those measures and indicate if your administrator has approved them for inclusion in your portfolio.



Student Achievement Reflections Sheet

Teacher name _____ date _____ year # 1, #2, #3 (circle)

Yes or No I am using pre-approved state and/or local academic assessments/measures of student growth.
If no, please provide a description of locally approved measures: _____

Based on the student achievement data that you have decided to include in your portfolio please reflect on the following:

1) Do you see any trends based on the student achievement data that you feel are significant? What are those trends?
(Please attached additional pages if necessary)

2) If any of these trends are negative (indicating that a change or modification to your instructional style or curriculum needs to be considered), what is something that you can do to help your students be more successful?
(Please attached additional pages if necessary)

3) What is needed for you to implement these changes? Are professional development activities needed? Is the “change” that you have chosen to focus on a potential topic for a PLC? (Please attached additional pages if necessary)

**THE FRAMEWORK FOR TEACHING
EVALUATION INSTRUMENT**



CHARLOTTE DANIELSON

Portfolio Component – Student Survey



Student Surveys overview

Teachers will be required to have in their professional portfolio an example of a measure of student engagement and connection. Statute 122A.41 states... *the annual evaluation process must use longitudinal data on student engagement and connection and other student outcome measures explicitly aligned with the elements of curriculum for which teachers are responsible.* Sibley East has provided an approved student survey which complies with this portion of the statute. At the discretion of the individual teacher, this survey or a different survey instrument (which has been approved by Sibley East Administration) may be used. If a different survey is to be used it is to be designed with a focus on the following factors:

- 1) Student Engagement
- 2) Teacher Effectiveness
- 3) Teacher/Student Rapport
- 4) Classroom Organization
- 5) Teachers use of Technology
- 6) Teacher's use of motivational techniques.

Using these topics it is possible for teachers (if they choose to develop their own) to develop a survey instrument that is both age/content area appropriate.

The measurement tool (survey) is to be used in the last thirty days of the course or school year; it is to be distributed to the majority of the teacher's students. The survey may be electronic; this would allow for an automatic compilation of the results. If the teacher chooses to collect and tally the student responses that is acceptable as long as the names of the survey-takers (students) remain confidential. The survey summary (compiled results) should be filed in the teacher's professional portfolio; the actual surveys may be discarded. After reviewing the survey results, the teacher will reflect on the findings in the "Student Survey Reflection Sheet". This process is intended to encourage the teacher to look at their own teaching pedagogy, methodology and delivery through the eyes of the students; consequently, improving both instruction and student achievement.



Student Survey

Thank you for taking the time to complete this survey.
Your contributions will be used to improve this course for all future Sibley East students.

Teacher's Name

Course Name

Day

Block

Use the following scale to rate each of the following statements –

- 1

 Strongly Disagree
- 2

 Disagree
- 3

 Neither Agree nor Disagree
Neutral
- 4

 Agree
- 5

 Strongly Agree

1) The teacher treats students with respect.	<div></div>
2) The students treat the teacher with respect.	<div></div>
3) The students treat each other with respect.	<div></div>
4) The teacher effectively manages classroom behavior.	<div></div>
5) The teacher clearly communicates what I am supposed to learn each day.	<div></div>
6) The teacher holds the attention and interest of the class.	<div></div>
7) The teacher uses a variety of teaching methods.	<div></div>
8) Students experience a variety of classroom activities.	<div></div>

9) The teacher uses technology to help students learn.	<input type="text"/>
10) The teacher shows clear knowledge and understanding of the subject.	<input type="text"/>
11) The teacher gives me assignments that help me better understand the subject.	<input type="text"/>
12) The teacher helps students learn from their errors.	<input type="text"/>
13) The teacher promptly grades student work and promptly posts student scores.	<input type="text"/>
14) The teacher creates time to be available for students who need help.	<input type="text"/>
15) The teacher has high expectations for all students.	<input type="text"/>
16) The teacher is fair and treats all students the same.	<input type="text"/>
17) The teacher encourages me to keep trying when the work gets hard.	<input type="text"/>
18) The teacher makes an effort to understand what my life is like outside of school.	<input type="text"/>

Please take a few moments to comment on areas in which you believe your teacher is very strong and why you feel this way.

Please take a few moments to comment on areas you would like to see improvement from your teacher.



Student Survey Reflection Sheet

Teacher Name _____; date _____; year # 1, #2, #3 (circle)

Yes or No I am using the approved Sibley East Student Survey. If not using the approved Sibley East Student Survey please provide a brief description of the survey and where it was developed. If you have produced your own survey please attached a copy to this form. All non-approved surveys need to be approved by Sibley East administration. _____

Yes or No I have received administrative approval for the student survey tool.

Please reflect provide reflective responses to the following questions.

1) Student Engagement – (# 6, 12, 16, 18) Reflective responses regarding my students:

2) Teacher Effectiveness- (#7, 8, 10) Reflective responses regarding my students:

3) Teacher/Student Rapport- (#1, 2, 3) Reflective responses regarding my students:

4) Classroom Organization- (#4, 5, 11, 13, 14) Reflective responses regarding my students:

5) Teachers use of Technology- (#9) Reflective responses regarding my students:

6) Teacher's use of motivational techniques- (#15, 17) Reflective responses regarding my students:

7) Summative Reflective Responses regarding the results of the student surveys:

**THE FRAMEWORK FOR TEACHING
EVALUATION INSTRUMENT**



CHARLOTTE DANIELSON

Portfolio Component – Peer Coaching



Peer Coaching

Peer Coaching is meant to be beneficial for both the teacher and the observer. It is hoped that after the peer coaching observation there will be support for improving student learning made by the observer that the teacher will consider implementing to strengthen his/her teaching practice. Additionally, it is also hoped that the observing teacher will gain useful insight into teaching practices that the observer can utilize in their own classroom. This process will involve the use of reflective questioning. Each of the participants will (through a Collaborative Assessment Log (CAL)) take from the process information that will become a part of the teacher's professional portfolio. Sibley East will provide profession development regarding the best practices in Peer Coaching. The CAL can be found on the next page. It is suggested that before the CAL is completed a face to face discussion takes place between both individuals involved in the process; through this confidential discussion much growth will hopefully take place. The teacher should place their CAL in their professional portfolio.



Sibley East Collaborative Assessment Log – To be used during the Peer Coaching Process

Name _____ Mentor _____ date _____

Professional Goal(s) choose from the list below: _____

What's working? Cite evidence or examples:	Current Focus; Challenges or Concerns:
Teacher's next steps:	Mentor's next steps:

What aspects of the Teacher/Coach relationship have been beneficial? Where do you want to go from here?

Mark all that apply:		
<input type="checkbox"/> Analyzing student work <input type="checkbox"/> Determining Instructional Groups <input type="checkbox"/> Developing IEPs <input type="checkbox"/> Modeling Lessons <input type="checkbox"/> Reflection <input type="checkbox"/> Other	<input type="checkbox"/> Collaborating with Colleagues <input type="checkbox"/> Developing Professional Goals <input type="checkbox"/> Knowing Students Academically <input type="checkbox"/> Planning Instruction <input type="checkbox"/> Using the Inquiry Method	<input type="checkbox"/> Communicating with Families <input type="checkbox"/> Discussing Content Standards <input type="checkbox"/> Knowing Students out of class <input type="checkbox"/> Problem Solving <input type="checkbox"/> Using Technology

Minnesota Statute 122A.40; starting with sub division 8

Subd. 8. Development, evaluation, and peer coaching for continuing contract teachers.

(a) To improve student learning and success, a school board and an exclusive representative of the teachers in the district, consistent with paragraph (b), may develop a teacher evaluation and peer review process for probationary and continuing contract teachers through joint agreement. If a school board and the exclusive representative of the teachers do not agree to an annual teacher evaluation and peer review process, then the school board and the exclusive representative of the teachers must implement the plan for evaluation and review under paragraph (c). The process must include having trained observers serve as peer coaches or having teachers participate in professional learning communities, consistent with paragraph (b).

(b) To develop, improve, and support qualified teachers and effective teaching practices and improve student learning and success, the annual evaluation process for teachers:

(1) must, for probationary teachers, provide for all evaluations required under subdivision 5;

(2) must establish a three-year professional review cycle for each teacher that includes an individual growth and development plan, a peer review process, the opportunity to participate in a professional learning community under paragraph (a), and at least one summative evaluation performed by a qualified and trained evaluator such as a school administrator. For the years when a tenured teacher is not evaluated by a qualified and trained evaluator, the teacher must be evaluated by a peer review;

(3) must be based on professional teaching standards established in rule;

(4) must coordinate staff development activities under sections [122A.60](#) and [122A.61](#) with this evaluation process and teachers' evaluation outcomes;

(5) may provide time during the school day and school year for peer coaching and teacher collaboration;

(6) may include mentoring and induction programs;

(7) must include an option for teachers to develop and present a portfolio demonstrating evidence of reflection and professional growth, consistent with section [122A.18, subdivision 4](#), paragraph (b), and include teachers' own performance assessment based on student work samples and examples of teachers' work, which may include video among other activities for the summative evaluation;

(8) must use data from valid and reliable assessments aligned to state and local academic standards and must use state and local measures of student growth that may include value-added models or student learning goals to determine 35 percent of teacher evaluation results;

(9) must use longitudinal data on student engagement and connection, and other student outcome measures explicitly aligned with the elements of curriculum for which teachers are responsible;

(10) must require qualified and trained evaluators such as school administrators to perform summative evaluations;

(11) must give teachers not meeting professional teaching standards under clauses (3) through (10) support to improve through a teacher improvement process that includes established goals and timelines; and

(12) must discipline a teacher for not making adequate progress in the teacher improvement process under clause (11) that may include a last chance warning, termination, discharge, nonrenewal, transfer to a different position, a leave of absence, or other discipline a school administrator determines is appropriate.

Data on individual teachers generated under this subdivision are personnel data under section [13.43](#).

(c) The department, in consultation with parents who may represent parent organizations and teacher and administrator representatives appointed by their respective organizations, representing the Board of Teaching, the Minnesota Association of School Administrators, the Minnesota School Boards Association, the Minnesota Elementary and Secondary Principals Associations, Education Minnesota, and representatives of the Minnesota Assessment Group, the Minnesota Business Partnership, the Minnesota Chamber of Commerce, and Minnesota postsecondary institutions with research expertise in teacher evaluation, must create and publish a teacher evaluation process that complies with the requirements in paragraph (b) and applies to all teachers under this section and section [122A.41](#) for whom no agreement exists under paragraph (a) for an annual teacher evaluation and peer review process. The teacher evaluation process created under this subdivision does not create additional due process rights for probationary teachers under subdivision 5.

