

**Danielson's Framework for Teaching**

**2007 Edition**

## Framework for Teaching

### Domain 1: Planning and Preparation

#### Component 1a. Demonstrating Knowledge of Content and Pedagogy

**Elements:**

- Knowledge of content and the structure of the discipline
- Knowledge of prerequisite relationships
- Knowledge of content-related pedagogy

**Evidence:**

**Levels of Performance:**

| Unsatisfactory  | Basic  | Proficient   | Distinguished   |
|---|--|--|---|
| teacher's plans and practice display little knowledge of the content, prerequisite relationships between different aspects of the content, or the instructional practices specific to that discipline | The teacher's plans and practice reflect some awareness of the important concepts in the discipline, prerequisite relationships between them, and instructional practices specific to that discipline. | The teacher's plans and practice reflect solid knowledge of the content, prerequisite relationships between important concepts, and the instructional practices specific to that discipline. | The teacher's plans and practice reflect extensive knowledge of the content and the structure of the discipline. The teacher actively builds on knowledge of prerequisites and misconceptions when describing instruction or seeking causes for student misunderstanding. |

#### Component 1b. Demonstrating Knowledge of Students

**Elements:**

- Knowledge of the learning process
- Knowledge of students' skills, knowledge, and language proficiency
- Knowledge of students' interests and cultural heritage
- Knowledge of students' special needs

**Evidence:**

**Levels of Performance:**

| Unsatisfactory   | Basic   | Proficient  | Distinguished  |
|--|---|---|--|
| The teachers demonstrates little or no knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and does not seek such understanding. | The teacher indicates the importance of understanding students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and attains this knowledge for the class as a whole. | The teacher actively seeks knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and attains this knowledge for groups of students. | The teacher actively seeks knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs from a variety of sources, and attains this knowledge for individual students. |

**Component 1c. Setting Instructional Outcomes**

**Elements:**

- Value, sequence, and alignment
- Clarity
- Balance
- Suitability for diverse learners

**Evidence:**

**Levels of Performance:**

| Unsatisfactory  | Basic   | Proficient   | Distinguished  |
|---|---|--|--|
| Instructional outcomes are unsuitable for students, represent trivial or low-level learning, or are stated only as activities. They do not permit viable methods of assessment. | Instructional outcomes are of moderate rigor and are suitable for some students, but consist of a combination of activities and goals, some of which permit viable methods of assessment. They reflect more than one type of learning, but the teacher makes no attempt at coordination or integration. | Instructional outcomes are stated as goals reflecting high-level learning and curriculum standards. They are suitable for most students in the class, represent different types of learning, and can be assessed. The outcomes reflect opportunities for coordination. | Instructional outcomes are stated as goals that can be assessed, reflecting rigorous learning and curriculum standards. They represent different types of content, offer opportunities for both coordination and integration, and take into account of the needs of individual students. |

**Component 1d. Demonstrating Knowledge of Resources**

**Elements:**

- Resources for classroom use
- Resources to extend content knowledge and pedagogy
- Resources for students

**Evidence:**

**Levels of Performance:**

| Unsatisfactory  | Basic  | Proficient  | Distinguished   |
|---|--|---|---|
| The teacher demonstrates little or no familiarity with resources to enhance own knowledge, to use in teaching, or for students who need them. The teacher does not seek such knowledge. | The teacher demonstrates some familiarity with resources available through the school or district to enhance own knowledge, to use in teaching, or for students who need them. The teacher does not seek to extend such knowledge. | The teacher is fully aware of the resources available through the school or district to enhance own knowledge, to use in teaching, or for students who need them. | The teacher seeks out resources in and beyond the school or district in professional organizations, on the Internet, and in the community to enhance own knowledge, to use in teaching, and for students who need them. |

**Component 1e. Designing Coherent Instruction**

**Elements:**

- Learning Activities
- Instructional materials and resources
- Instructional groups

**Evidence:**

**Levels of Performance:**

| Unsatisfactory   | Basic   | Proficient   | Distinguished  |
|--|---|--|--|
| The series of learning experiences is poorly aligned with the instructional outcomes and does not represent a coherent structure. The experiences are suitable for only some students. | The series of learning experiences demonstrates partial alignment with instructional outcomes, and some of the experiences are likely to engage students in significant learning. The lesson or unit has a recognizable structure and reflects partial knowledge of students and resources. | The teacher coordinates knowledge of content, of students, and of resources to design a series of learning experiences aligned to instructional outcomes and suitable for groups of students. The lesson or unit has a clear structure and is likely to engage students in significant learning. | The teacher coordinates knowledge of content, of students, and of resources, to design a series of learning experiences aligned to instructional outcomes, differentiated where appropriate to make them suitable to all students and likely to engage them in significant learning. The lesson or unit structure is clear and allows for different pathways according to student needs. |

**Component 1f. Designing Student Assessments**

**Elements:**

- Congruence with instructional outcomes
- Criteria and standards
- Design of formative assessments
- Use for planning

**Evidence:**

**Levels of Performance:**

| Unsatisfactory  | Basic  | Proficient   | Distinguished  |
|---|--|--|--|
| The teacher's plan for assessing student learning contains no clear criteria or standards, is poorly aligned with the instructional outcomes, or is inappropriate for many students. The results of assessment have minimal impact on the design of future instruction. | The teacher's plan for student assessment is partially aligned with the instructional outcomes without clear criteria, and inappropriate for a least some students. The teacher intends to use assessment results to plan for future instruction for the class as a whole. | The teacher's plan for student assessment is aligned with the instructional outcomes, uses clear criteria, and is appropriate to the needs of students. The teacher intends to use assessment results to plan for future instruction for groups of students. | The teacher's plan for student assessment is fully aligned with the instructional outcomes, with clear criteria and standards that show evidence of student contribution to their development. Assessment methodologies may have been adapted for individuals, and the teacher intends to use assessment results to plan future instruction for individual students. |

**Domain 1 - Strengths:**

**Domain 1 - Areas for Improvement:**

Signature of Teacher \_\_\_\_\_

Signature of Administrator \_\_\_\_\_

## Framework for Teaching

**Type of Observation:**

- |  |  |
|--|--|
| <input type="checkbox"/> Self Assessment<br><input type="checkbox"/> Formal Observation<br><input type="checkbox"/> Informal Observation | <input type="checkbox"/> Announced<br><input type="checkbox"/> Unannounced |
|--|--|

### Domain 2: Classroom Environment

**Component 2a. Creating an Environment of Respect and Rapport:** Supportive relationships and interactions between teacher and students and among students.

**Elements:**

- Teacher interaction with students
- Student interactions with other students

**Teacher and Student Evidence Collected in the Classroom:**

**Levels of Performance:**

| Unsatisfactory  | Basic  | Proficient   | Distinguished  |
|---|--|--|--|
| Patterns of classroom interactions, both between the teacher and students and among students, are negative, inappropriate, or insensitive to students' ages, cultural backgrounds, and developmental levels. Interactions are characterized by sarcasm, put-downs, or conflict. Teacher does not respond to disrespectful behavior. | Patterns of classroom interactions, both between the teacher and students and among students, are generally appropriate but may reflect occasional inconsistencies, favoritism, and disregard for students' ages, cultures, and developmental levels. Students rarely demonstrate respect for one another. Teacher attempts to respond to disrespectful behavior, with uneven results. | Teacher-student interactions are friendly and demonstrate general caring and respect. Such interactions are appropriate to the ages, developmental levels, and cultures of the students. Students exhibit respect for the teacher. Interactions among students are generally polite. | Classroom interactions among the teacher and individual students are highly respectful, reflecting genuine warmth and caring and sensitivity to students' ages, cultures, and levels of development. Students exhibit respect for the teacher and contribute to maintain high levels of civility among members of the class. |

**Critical Attributes:**

| Unsatisfactory  | Basic   | Proficient   | Distinguished  |
|---|---|--|--|
| <ul style="list-style-type: none"> <li>• <i>Teacher uses disrespectful talk toward students.</i></li> <li>• <i>Student body language indicates feelings of hurt or insecurity.</i></li> <li>• <i>Teacher does not address disrespectful interactions among students.</i></li> <li>• <i>Teacher displays no familiarity with or caring about individual students' interests or personalities.</i></li> <li>• <i>Students use disrespectful talk toward one another with no response from the teacher.</i></li> </ul> | <ul style="list-style-type: none"> <li>• <i>The quality of interactions between teacher and students or among students is uneven, with occasional disrespect.</i></li> <li>• <i>Teacher attempts to respond to disrespectful behavior, with uneven results.</i></li> <li>• <i>Teacher attempts to make connections with individual students, but student reactions indicate that the efforts are not successful.</i></li> </ul> | <ul style="list-style-type: none"> <li>• <i>Talk between teacher and students and among students is uniformly respectful.</i></li> <li>• <i>Teacher makes connections with individual students.</i></li> <li>• <i>Students exhibit respect for the teacher.</i></li> <li>• <i>During the lesson, the teacher offers encouragement to students as they struggle with complex learning. This may be 2b, expectations.</i></li> </ul> | In addition to the characteristics of "proficient," <ul style="list-style-type: none"> <li>• <i>Teacher demonstrates knowledge and caring about individual students' lives beyond school.</i></li> <li>• <i>The teacher's response to a student's incorrect response respects the student's dignity.</i></li> <li>• <i>When necessary, students correct one another in their conduct toward classmates.</i></li> </ul> |

**Component 2b. Establishing a Culture for Learning:** The atmosphere in the classroom that reflects high expectations and the importance of the work undertaken by both students and teacher.

**Elements:**

- Importance of the content
- Expectations for learning and achievement
- Student pride in work

**Teacher and Student Evidence Collected in the Classroom:**

**Levels of Performance:**

| Unsatisfactory  | Basic  | Proficient   | Distinguished   |
|---|--|--|---|
| The classroom culture is characterized by a lack of the teacher or student commitment to the learning and/or little or no investment of student energy into the task at hand. Learning is not expected or valued. | The classroom culture is characterized by little commitment to the learning by the teacher or student. Student engagement in the task at hand is inconsistent. The teacher appear to be only “going through the motions, and students indicate that they are interested in completion of a task, rather than quality.” | The classroom culture is a cognitively busy place where learning is valued by all. Students understand their role as learner and consistently expend effort to learn by engaging in the task at hand. Instructional outcomes, activities, and assignments convey high expectations for most students. Classroom interactions support learning. | The classroom culture is characterized by a shared belief in the importance of the learning. Instructional outcomes, activities, and assignments convey high expectations for all students. Classroom interactions may extend learning. Students assume responsibility for high quality work by initiating improvements, making revisions, adding detail, and/or helping peers. High expectations are internalized by students. |

**Critical Attributes:**

| Unsatisfactory   | Basic  | Proficient  | Distinguished   |
|--|--|---|---|
| <ul style="list-style-type: none"> <li>• <i>The teacher conveys that the reasons for the work are external.</i></li> <li>• <i>The teacher conveys to at least some students that the work is too challenging for them.</i></li> <li>• <i>The teacher trivializes the learning goals and assignments.</i></li> <li>• <i>Students exhibit little or no pride in their work.</i></li> </ul> | <ul style="list-style-type: none"> <li>• <i>The teacher’s energy for the work is half-hearted or unsuccessful at enlisting student energy.</i></li> <li>• <i>The teacher conveys only modest expectations.</i></li> <li>• <i>The teacher trivializes some of the learning goals and assignments.</i></li> <li>• <i>Students comply with the teacher’s expectations for learning, but don’t indicate commitment on their own initiative for the work.</i></li> <li>• <i>Most students indicate that they are looking for an “easy path.”</i></li> </ul> | <ul style="list-style-type: none"> <li>• <i>The teacher communicates the importance of the work and expectations that all students can be successful in it.</i></li> <li>• <i>Student work and conduct during a lesson indicate commitment to high quality.</i></li> <li>• <i>The teacher demonstrates a high regard for student abilities.</i></li> <li>• <i>The teacher emphasizes the role of hard work in student learning.</i></li> <li>• <i>The teacher expects student effort and recognizes it.</i></li> <li>• <i>The students put forth good effort to complete work of high quality.</i></li> </ul> | <p>In addition to the characteristics of “proficient,”</p> <ul style="list-style-type: none"> <li>• <i>The teacher communicates a genuine passion for the subject.</i></li> <li>• <i>Students indicate that they are not satisfied unless they have complete understanding.</i></li> <li>• <i>Student questions and comments indicate a desire to understand the concepts rather than, for example, simply learning a procedure for getting the correct answer.</i></li> <li>• <i>Students recognize the efforts of their classmates.</i></li> <li>• <i>Students take initiative in improving the quality of their work.</i></li> </ul> |

**Component 2c. Managing Classroom Procedures:** Routines and procedures to ensure the smooth operation of the classroom to maximize instructional time.

**Elements:**

- Management of instructional groups
- Management of transitions
- Management of materials and supplies
- Performance of non-instructional duties
- Supervision of volunteers and paraprofessionals

**Teacher and Student Evidence Collected in the Classroom:**

**Levels of Performance:**

| Unsatisfactory  | Basic   | Proficient   | Distinguished   |
|---|---|--|---|
| <p>Much instructional time is lost due to inefficient classroom routines and procedures. There is little or no evidence of the teacher managing instructional groups, transitions, and/or the handling of materials and supplies. There is little evidence that students know or follow established routines.</p> | <p>Some instructional time is lost due to only partially effective classroom routines and procedures. The teacher's management of instructional groups, transitions, and/or the handling of materials and supplies is inconsistent, leading to disruption of the learning. With regular guidance and prompting, students follow established routines.</p> | <p>There is little loss of instructional time due to effective classroom routines and procedures. The teacher's management of instructional groups and/or the handling of materials and supplies is consistent. With minimal guidance and prompting, students follow established classroom routines.</p> | <p>Instructional time is maximized due to efficient classroom routines and procedures. Students contribute to the management of instructional groups, transitions, and/or the handling of materials and supplies. Routines are well understood and engaged in consistently by students.</p> |

**Critical Attributes:**

| Unsatisfactory  | Basic  | Proficient  | Distinguished  |
|---|--|---|--|
| <ul style="list-style-type: none"> <li>• <i>Students not working with the teacher are disruptive to the class.</i></li> <li>• <i>Non-instructional duties, such as taking attendance, consume much time.</i></li> <li>• <i>There are no established procedures for distributing and collecting materials.</i></li> <li>• <i>Procedures are confused or chaotic.</i></li> <li>• <i>Volunteers and paraprofessionals appear confused as to what they are supposed to be doing.</i></li> </ul> | <ul style="list-style-type: none"> <li>• <i>Procedures for transitions, materials, and non-instructional duties seem to have been established, but their operation is rough.</i></li> <li>• <i>Small groups are only partially engaged while not working directly with the teacher.</i></li> </ul> | <ul style="list-style-type: none"> <li>• <i>The students work productively in small group work.</i></li> <li>• <i>The teacher has established time-saving procedures for non-instructional activities.</i></li> <li>• <i>Routines for distribution and collection of materials and supplies work efficiently.</i></li> <li>• <i>Volunteers and paraprofessionals have clearly defined roles.</i></li> </ul> | <p>In addition to the characteristics of "proficient,"</p> <ul style="list-style-type: none"> <li>• <i>Students take the initiative with their classmates to ensure that their time is used productively.</i></li> <li>• <i>Students ensure that transitions are accomplished smoothly.</i></li> <li>• <i>Students take initiative in distributing and collecting materials efficiently.</i></li> <li>• <i>Paraprofessionals and volunteers take initiative in improving learning opportunities for students.</i></li> </ul> |



**Component 2d. Managing Student Behavior:** Clear standards of conduct, understood by students, to ensure an orderly and productive learning environment.

**Elements:**

- Expectations
- Monitoring of student behavior
- Resonse to student misbehavior

**Teacher and Student Evidence Collected in the Classroom:**

**Levels of Performance:**

| Unsatisfactory  | Basic   | Proficient   | Distinguished   |
|---|---|--|---|
| There is little or no teacher monitoring of student behavior. Response to students' misbehavior is repressive or disrespectful of student dignity. Students challenge the standards of conduct. | Teacher tries, with uneven results, to monitor student behavior and respond to student misbehavior. There is inconsistent implementation of the standards of conduct. | Student behavior is generally appropriate. The teacher monitors student behavior against standards of conduct. Teacher response to student misbehavior is consistent, appropriate, and respectful to students. | Student behavior is entirely appropriate. Students take an active role in monitoring their own behavior and that of other students against standards of conduct. The teacher's monitoring of student behavior is subtle and preventive. The teacher's response to student misbehavior is sensitive to individual student needs. |

**Critical Attributes:**

| Unsatisfactory   | Basic  | Proficient  | Distinguished   |
|--|--|---|---|
| <ul style="list-style-type: none"> <li>• <i>The classroom environment is chaotic, with no apparent standards of conduct.</i></li> <li>• <i>The teacher does not monitor student behavior.</i></li> <li>• <i>Some students violate classroom rules, without apparent teacher awareness or consequences.</i></li> <li>• <i>When the teacher notices student misbehavior, s/he appears helpless to do anything about it.</i></li> </ul> | <ul style="list-style-type: none"> <li>• <i>The teacher attempts to maintain order in the classroom but with uneven success.</i></li> <li>• <i>Classroom rules are posted, but neither teacher nor students refer to them.</i></li> <li>• <i>Teacher attempts to keep track of student behavior, but with no apparent system.</i></li> <li>• <i>The teacher's response to student misbehavior is inconsistent: sometimes very harsh, other times lenient.</i></li> </ul> | <ul style="list-style-type: none"> <li>• <i>Students can describe the standards of conduct.</i></li> <li>• <i>Upon a non-verbal signal from the teacher, students correct their behavior.</i></li> <li>• <i>Teacher continually monitors student behavior.</i></li> </ul> | <p>In addition to the characteristics of "proficient,"</p> <ul style="list-style-type: none"> <li>• <i>Students can explain the reasons for the different standards of conduct and how they reflect students' own priorities.</i></li> <li>• <i>The teacher monitors student behavior without speaking – just moving about.</i></li> <li>• <i>Students respectfully intervene as appropriate with classmates to ensure compliance with standards of conduct.</i></li> </ul> |

**Component 2e. Organizing Physical Space:** A safe physical environment, in which the furniture is arranged to support the learning activities.

**Elements:**

- Safety and accessibility
- Arrangement of furniture and use of physical resources

**Teacher and Student Evidence Collected in the Classroom:**

**Levels of Performance:**

| Unsatisfactory  | Basic   | Proficient   | Distinguished   |
|---|---|--|---|
| <p>The physical environment is unsafe or some students don't have access to learning. There is poor alignment between the arrangement of furniture and resources, including computer technology, and the lesson activities.</p> | <p>The classroom is safe, and essential learning is accessible to most students; the teacher's use of physical resources, including computer technology, is moderately effective. The teacher may attempt to modify the physical arrangement to suit learning activities, with partial success.</p> | <p>The classroom is safe, and learning is accessible to all students; the teacher ensures that the physical arrangement is appropriate to the learning activities. Teacher makes effective use of physical resources, including computer technology.</p> | <p>The classroom is safe, and learning is accessible to all students including those with special needs. The teacher makes effective use of physical resources, including computer technology. The teacher ensures that the physical arrangement is appropriate to the learning activities. Students contribute to the use or adaptation of the physical environment to advance learning.</p> |

**Critical Attributes:**

| Unsatisfactory  | Basic   | Proficient  | Distinguished   |
|---|---|---|---|
| <ul style="list-style-type: none"> <li>• <i>There are physical hazards in the classroom, endangering student safety.</i></li> <li>• <i>Some students can't see or hear the teacher or see the board.</i></li> <li>• <i>Available technology is not being used, even if its use would enhance the lesson.</i></li> </ul> | <ul style="list-style-type: none"> <li>• <i>The physical environment is safe, and most students can see and hear.</i></li> <li>• <i>The physical environment is not an impediment to learning, but does not enhance it.</i></li> <li>• <i>The teacher makes limited use of available technology and other resources.</i></li> </ul> | <ul style="list-style-type: none"> <li>• <i>The classroom is safe, and all students are able to see and hear.</i></li> <li>• <i>The classroom is arranged to support the instructional goals and learning activities.</i></li> <li>• <i>The teacher makes appropriate use of available technology.</i></li> </ul> | <p>In addition to the characteristics of "proficient,"</p> <ul style="list-style-type: none"> <li>• <i>Modifications are made to the physical environment to accommodate students with special needs.</i></li> <li>• <i>There is perfect alignment between the goals of the lesson and the physical environment.</i></li> <li>• <i>Students take the initiative to adjust the physical environment.</i></li> <li>• <i>Teacher makes extensive and imaginative use of available resources and technology.</i></li> </ul> |

**Domain 2 - Strengths:**

**Domain 2 - Areas for Improvement:**

Signature of Teacher \_\_\_\_\_

Signature of Administrator \_\_\_\_\_

## Framework for Teaching

**Type of Observation:**

- |  |  |
|--|--|
| <input type="checkbox"/> Self Assessment<br><input type="checkbox"/> Formal Observation<br><input type="checkbox"/> Informal Observation | <input type="checkbox"/> Announced<br><input type="checkbox"/> Unannounced |
|--|--|

### Domain 3: Instruction

**Component 3a. Communication with Students:** Clear statement of learning outcomes, directions for class activities, and explanations of concepts. Rich and imaginative use of language.

**Elements:**

- Expectations for learning
- Directions and procedures
- Explanations of content
- Use of oral and written language

**Teacher and Student Evidence Collected in the Classroom:**

**Levels of Performance:**

| Unsatisfactory   | Basic  | Proficient  | Distinguished   |
|--|--|---|---|
| The instructional purpose of the lesson is unclear to students and the directions and procedures are confusing. The teacher's explanation of the content contains major errors. The teacher's spoken or written language contains errors of grammar or syntax. Vocabulary is inappropriate, vague, or used incorrectly, leaving students confused. | Teacher's attempt to explain the instructional purpose has only limited success, and/or directions and procedures must be clarified after initial student confusion. Teacher's explanation of the content may contain minor errors. Some portions are clear; other portions are difficult to follow. Teacher's spoken language is correct; however, vocabulary is limited or not appropriate to the students' ages or backgrounds. | The instructional purpose of the lesson is clearly communicated to students, including where it is situated within broader learning; directions and procedures are explained clearly. Teacher's explanation of content is clear and accurate and connects with students' knowledge and experience. Teacher's spoken and written language is clear and correct. Vocabulary is appropriate to the students' ages and interests. | The teacher links the instructional purpose of the lesson to student interests; the directions and procedures are clear and anticipate possible student misunderstanding. Teacher's explanation of content is thorough and clear, developing conceptual understandings. Students contribute to explaining concepts to their classmates. The teacher's spoken and written language is expressive, and the teacher finds opportunities to extend students' vocabularies |

**Critical Attributes:**

| Unsatisfactory  | Basic   | Proficient   | Distinguished  |
|---|---|--|--|
| <ul style="list-style-type: none"> <li>• <i>At no time during the lesson does the teacher convey to the students what they will be learning.</i></li> <li>• <i>Students indicate through their questions that they are confused as to the learning task.</i></li> <li>• <i>The teacher makes a serious content error that will affect students' understanding of the lesson.</i></li> <li>• <i>Students indicate through body language or questions that they don't understand the content being presented.</i></li> <li>• <i>The teacher's communications include errors of vocabulary or usage.</i></li> <li>• <i>Vocabulary is inappropriate to the age or culture of the students.</i></li> </ul> | <ul style="list-style-type: none"> <li>• <i>The teacher refers in passing to what the students will be learning, or it is written on the board with no elaboration or explanation.</i></li> <li>• <i>The teacher clarifies the learning task so students are able to complete it.</i></li> <li>• <i>The teacher makes no serious content errors, although may make a minor error.</i></li> <li>• <i>Vocabulary and usage are correct but unimaginative.</i></li> <li>• <i>Vocabulary may be too advanced or juvenile for the students.</i></li> </ul> | <ul style="list-style-type: none"> <li>• <i>The teacher states clearly, at some point during the lesson, what the students are learning.</i></li> <li>• <i>When asked by an observer, students can state what they are learning.</i></li> <li>• <i>Students engage with the learning task, indicating that they understand what they are to do.</i></li> <li>• <i>The teacher models the process to be followed.</i></li> <li>• <i>The teacher checks for student understanding of the learning task.</i></li> <li>• <i>The teacher makes no content errors.</i></li> <li>• <i>The teacher's explanation of content is clear and invites student participation and thinking.</i></li> <li>• <i>Vocabulary and usage are correct and completely suited to the lesson.</i></li> <li>• <i>Vocabulary is appropriate to the students' ages and levels of development.</i></li> </ul> | In addition to the characteristics of "proficient," <ul style="list-style-type: none"> <li>• <i>The teacher points out possible areas of misunderstanding.</i></li> <li>• <i>The teacher explains content clearly, using metaphors and analogies to bring content to life.</i></li> <li>• <i>All students seem to understand the presentation.</i></li> <li>• <i>The teacher invites students to explain the content to the class, or to classmates.</i></li> <li>• <i>The teacher uses rich language, offering brief vocabulary lessons where appropriate.</i></li> </ul> |

**Component 3b. Using Questioning and Discussion Techniques:** Use of questioning and discussion to deepen student understanding, and invite students to formulate hypotheses, make connections, or challenge previously held views.

**Elements:**

- Quality of questions
- Discussion techniques
- Student participation

**Teacher and Student Evidence Collected in the Classroom:**

**Levels of Performance:**

| Unsatisfactory   | Basic   | Proficient  | Distinguished   |
|--|---|---|---|
| <p>The teacher's questions/prompts are poorly aligned with lesson outcomes, with low cognitive challenge, single correct responses, and asked in rapid succession. Interaction between teacher and students is predominantly recitation style, with the teacher mediating all questions and answers. A few students dominate the discussion.</p> | <p>The teacher's questions/prompts are a combination of low and high quality, some related to the lesson objectives and of moderate cognitive challenge inviting a thoughtful response. The teacher attempts to engage all students in the discussion and to encourage them to respond to one another, with uneven results.</p> | <p>Most of the teacher's questions/prompts are of high quality and support the lesson objectives, with adequate time for students to respond. A variety or series of questions/prompts are used to challenge students cognitively, and advance high-level thinking and discourse. The teacher creates a genuine discussion among students, stepping aside when appropriate. The teacher successfully engages all students in the discussion, employing a range of strategies to ensure that all students are heard.</p> | <p>The teacher's questions/prompts are of uniformly high quality and fully support the lesson outcomes, with adequate time for students to respond. A variety or series of questions/prompts are used to challenge students cognitively, advance high-level thinking and discourse, and promote meta-cognition. Students formulate many questions, initiate topics, and make unsolicited contributions. Students themselves ensure that all voices are heard in the discussion.</p> |

**Critical Attributes:**

| Unsatisfactory   | Basic  | Proficient   | Distinguished  |
|--|--|--|--|
| <ul style="list-style-type: none"> <li>• Questions are rapid-fire and convergent, with a single correct answer.</li> <li>• Questions do not invite student thinking.</li> <li>• Many questions are unrelated to the lesson outcomes.</li> <li>• All discussion is between teacher and students; students are not invited to speak directly to one another.</li> <li>• The teacher only calls on students who have their hands up.</li> </ul> | <ul style="list-style-type: none"> <li>• Questions are a mix of higher-order and questions with a single correct answer.</li> <li>• Some questions are unrelated to the learning outcomes.</li> <li>• The teacher invites students to respond directly to one another's ideas, but few students respond.</li> <li>• The teacher calls on many students, but only a small number actually participate in the discussion.</li> </ul> | <ul style="list-style-type: none"> <li>• Most questions are open-ended, inviting students to think.</li> <li>• Most questions have multiple possible answers.</li> <li>• Questions are related to the lesson objectives.</li> <li>• The teacher makes effective use of wait time.</li> <li>• Discussions enable students to talk to one another, without continual mediation by the teacher.</li> <li>• The teacher calls on all students, even those who don't initially volunteer.</li> <li>• All students actively engage in the discussion.</li> </ul> | <p>In addition to the characteristics of "proficient,"</p> <ul style="list-style-type: none"> <li>• Students initiate higher-order questions.</li> <li>• Students extend the discussion, enriching it.</li> <li>• Students invite comments from their classmates during a discussion.</li> </ul> |

**Component 3c. Engaging Students in Learning:** Learning activities that enable students to be intellectually active in exploring important and challenging content and engage in high-level thinking.

**Elements:**

- Activities and assignments
- Grouping of students
- Instructional materials and resources
- Structure and pacing

**Teacher and Student Evidence Collected in the Classroom:**

**Levels of Performance:**

| Unsatisfactory  | Basic   | Proficient  | Distinguished   |
|---|---|---|---|
| <p>The learning activities, materials, resources, instructional groups, and technology are poorly aligned with the instructional outcomes, are unsuitable to the students' developmental stage, or do not require students to think. The lesson has no clearly defined structure, or the pace of the lesson is too slow or rushed. Few students are intellectually engaged.</p> | <p>The various elements of the lesson are partially aligned with the instructional outcomes, with minimal consideration of the students' development stage. Instruction does not facilitate students constructing knowledge, allowing some students to be passive or compliant. Learning activities, materials, resources, technology, and instructional grouping only partially engage students with the content. The lesson has a recognized structure; however the pacing of the lesson may not provide students the time needed to intellectually engage with their learning.</p> | <p>The various elements of the lesson are well-aligned with the instructional outcomes, are suitable to the students' development, and facilitate students in constructing knowledge. Learning activities, materials, resources, technology, and instructional grouping are complementary, resulting in active intellectual engagement by groups of students with important and challenging content. The lesson has a clearly defined structure, and the pacing of the lesson is appropriate, providing most students the time needed to intellectually engage with their learning.</p> | <p>The various elements of the lesson are well-aligned with the instructional outcomes and individual needs of the learners. The lesson is entirely suitable to the students' development, and facilitates all students in constructing knowledge. Learning activities, materials, resources, technology, and instructional grouping are complementary, resulting in active intellectual engagement by each student in important and challenging content. The lesson has a clearly defined structure, and the pacing of the lesson provides students the time needed to intellectually engage with and reflect upon their learning, and to consolidate their understanding. Students have choice in how they complete tasks and may serve as resources for one another.</p> |

**Critical Attributes:**

| Unsatisfactory  | Basic   | Proficient   | Distinguished  |
|---|---|--|--|
| <ul style="list-style-type: none"> <li>• Learning tasks require only recall or have a single correct response or method.</li> <li>• The materials used ask students only to perform rote tasks.</li> <li>• Only one type of instructional group is used (whole group, small groups) when variety would better serve the instructional purpose.</li> <li>• Instructional materials used are unsuitable to the lesson and/or the students.</li> <li>• The materials used clash with students' cultures.</li> <li>• Few students are engaged in the lesson.</li> </ul> | <ul style="list-style-type: none"> <li>• Learning tasks are a mix of those requiring thinking and recall.</li> <li>• Students have no choice in how they complete tasks.</li> <li>• The instructional groups partially serve the instructional purpose.</li> <li>• The materials and resources are partially aligned to the lesson objectives, only some of them requiring student thinking.</li> <li>• There is a discernible structure to the lesson, but it's not completely successful.</li> <li>• Some students are intellectually engaged in the lesson.</li> </ul> | <ul style="list-style-type: none"> <li>• Most learning tasks demand higher-order thinking</li> <li>• Learning tasks have multiple correct responses or approaches.</li> <li>• There is a productive mix of different types of groupings, suitable to the lesson objectives.</li> <li>• Materials and resources support the learning goals and students' cultures.</li> <li>• The lesson has a clear structure.</li> <li>• Most students are intellectually engaged in the lesson.</li> </ul> | <p>In addition to the characteristics of "proficient,"</p> <ul style="list-style-type: none"> <li>• Students have choice in how they complete tasks.</li> <li>• Students modify a learning task to make it more meaningful or relevant to their needs.</li> <li>• Students suggest modifications to the grouping patterns used.</li> <li>• Students suggest modifications or additions to the materials being used.</li> <li>• Students have an opportunity for reflection and closure on the lesson.</li> <li>• All students are highly engaged in the lesson.</li> </ul> |

**Component 3d. Using Assessment in Instruction:** Use of formative assessment for teachers to keep their fingers on the pulse of a lesson, monitor student understanding, and, where appropriate, engage students in self-assessment and monitoring of learning.

**Elements:**

- Assessment criteria
- Monitoring of student learning
- Feedback to students
- Student self-assessment and monitoring of progress

**Teacher and Student Evidence Collected in the Classroom:**

**Levels of Performance:**

| Unsatisfactory  | Basic  | Proficient   | Distinguished  |
|---|--|--|--|
| Assessment or monitoring of student learning is absent or minimal. Feedback is absent or of poor quality. There is no attempt to adjust the lesson as a result of assessment. Students are not aware of the assessment criteria and do not engage in self-assessment. | Assessment is occasionally used to support instruction, through some monitoring of progress of learning by teacher and/or students. Feedback to students is inaccurate or unspecific, and students are only partially aware of the assessment criteria used to evaluate their work. Questions/Prompts/Assessments are not used to diagnose evidence of learning. | Assessment is regularly used during instruction, through monitoring of progress of learning by teacher and/or students, resulting in accurate, specific feedback that advances learning. Students are aware of the assessment criteria. Questions/Prompts/Assessments are used to diagnose evidence of learning, and adjustment to instruction is made to address student misunderstandings. | Assessment is fully integrated into the instruction, through student involvement in establishing the assessment criteria. Students self-assess and monitor their progress. A variety of feedback, from both the teacher and peers, is accurate, specific, and advances learning. Students are aware of and may contribute to the assessment criteria. Questions/Prompts/Assessments are used regularly to diagnose evidence of learning, and instruction is adjusted and differentiated to address individual student misunderstandings. |

**Critical Attributes:**

| Unsatisfactory   | Basic  | Proficient   | Distinguished   |
|--|--|--|---|
| <ul style="list-style-type: none"> <li>• <i>The teacher gives no indication of what high-quality work looks like.</i></li> <li>• <i>Assessment is used only for grading.</i></li> <li>• <i>The teacher makes no effort to determine whether students understand the lesson.</i></li> <li>• <i>Feedback is only global.</i></li> <li>• <i>The teacher does not ask students to evaluate their own or classmates' work.</i></li> </ul> | <ul style="list-style-type: none"> <li>• <i>The teacher requests global indications of student understanding.</i></li> <li>• <i>Feedback to students is not uniformly specific, not oriented toward future improvement of work.</i></li> <li>• <i>The teacher makes only minor attempts to engage students in self- or peer-assessment.</i></li> </ul> | <ul style="list-style-type: none"> <li>• <i>The teacher monitors student learning through a variety of means, including using specifically formulated questions to elicit evidence of student understanding, for at least groups of students.</i></li> <li>• <i>Feedback includes specific and timely guidance on how students can improve their performance.</i></li> <li>• <i>The teacher elicits evidence of individual student understanding once during the lesson.</i></li> <li>• <i>Students are invited to assess their own work and make improvements.</i></li> </ul> | In addition to the characteristics of "proficient," <ul style="list-style-type: none"> <li>• <i>There is evidence that students have helped establish evaluation criteria.</i></li> <li>• <i>Teacher monitoring of student understanding is sophisticated and continuous: the teacher is constantly "taking the pulse" of the class.</i></li> <li>• <i>The teacher makes frequent use of strategies to elicit information about individual student understanding.</i></li> <li>• <i>Feedback to students is obtained from many sources, including other students.</i></li> <li>• <i>Students monitor their own understanding, either on their own initiative or as a result of tasks set by the teacher.</i></li> </ul> |

**Component 3e. Demonstrating Flexibility and Responsiveness:** Awareness and use of teachable moments to make minor and major adjustments to a lesson, and to incorporate student interests and questions into classroom activities.

**Elements:**

- Lesson adjustment
- Response to students
- Persistence

**Teacher and Student Evidence Collected in the Classroom:**

**Levels of Performance:**

| Unsatisfactory   | Basic   | Proficient  | Distinguished   |
|--|---|---|---|
| The teacher adheres to the instruction plan in spite of evidence of poor student understanding or students' lack of interest. The teacher ignores student questions; when students experience difficulty, the teacher blames the students or their home environment. | The teacher attempts to modify the lesson when needed and to respond to student questions and interests, with moderate success. The teacher accepts responsibility for student success, but has only a limited repertoire of strategies to draw upon. | The teacher promotes the successful learning of all students, making minor adjustments as needed to instruction plans and accommodating student questions, needs, and interests. The teacher persists in seeking approaches for students who have difficulty learning, drawing on a broad repertoire of strategies. | The teacher seizes an opportunity to enhance learning, building on a spontaneous event or student interests, or successfully makes a major adjustment to a lesson when needed. Teacher persists in seeking effective approaches for students who need help, using an extensive repertoire of instructional strategies and soliciting additional resources from the school or community. |

**Critical Attributes:**

| Unsatisfactory   | Basic  | Proficient   | Distinguished   |
|--|--|--|---|
| <ul style="list-style-type: none"> <li>• <i>The teacher ignores indications of student boredom or lack of understanding.</i></li> <li>• <i>The teacher brushes aside student questions.</i></li> <li>• <i>The teacher makes no attempt to incorporate student interests into the lesson.</i></li> <li>• <i>The teacher conveys to students that when they have difficulty learning, it is their fault.</i></li> <li>• <i>In reflecting on practice, the teacher does not indicate that it is important to reach all students.</i></li> </ul> | <ul style="list-style-type: none"> <li>• <i>The teacher's efforts to modify the lesson are only partially successful.</i></li> <li>• <i>The teacher makes perfunctory attempts to incorporate student questions and interests into the lesson.</i></li> <li>• <i>The teacher conveys to students a level of responsibility for their learning, but uncertainty as to how to assist them.</i></li> <li>• <i>In reflecting on practice, the teacher indicates the desire to reach all students, but does not suggest strategies to do so.</i></li> </ul> | <ul style="list-style-type: none"> <li>• <i>The teacher successfully makes a minor modification to the lesson.</i></li> <li>• <i>The teacher incorporates students' interests and questions into the heart of the lesson.</i></li> <li>• <i>The teacher conveys to students that s/he has other approaches to try when the students experience difficulty.</i></li> <li>• <i>In reflecting on practice, the teacher cites multiple approaches undertaken to reach students having difficulty.</i></li> </ul> | <p>In addition to the characteristics of "proficient,"</p> <ul style="list-style-type: none"> <li>• <i>The teacher successfully executes a major lesson readjustment when needed.</i></li> <li>• <i>The teacher seizes on a teachable moment to enhance a lesson.</i></li> <li>• <i>The teacher conveys to students that s/he won't consider a lesson "finished" until every student understands, and that s/he has a broad range of approaches to use.</i></li> <li>• <i>In reflecting on practice, the teacher can cite others in the school and beyond who s/he has contacted for assistance in reaching some students.</i></li> </ul> |



**Domain 3 - Strengths:**

**Domain 3 - Areas for Improvement:**

Signature of Teacher \_\_\_\_\_

Signature of Administrator \_\_\_\_\_

## Framework for Teaching

### Domain 4: Professional Responsibilities

#### Component 4a. Reflecting on Teaching

**Elements:**

- Accuracy
- Use in future teaching

**Evidence:**

**Levels of Performance:**

| Unsatisfactory  | Basic   | Proficient  | Distinguished  |
|---|---|---|--|
| The teacher does not accurately assess the effectiveness of the lesson and has no ideas about how the lesson could be improved. | The teacher provides a partially accurate and objective description of the lesson but does not cite specific evidence. The teacher makes only general suggestions as to how the lesson might be improved. | The teacher provides an accurate and objective description of the lesson, citing specific evidence. The teacher makes some specific suggestions as to how the lesson might be improved. | The teacher's reflection on the lesson is thoughtful and accurate, citing specific evidence. The teacher draws on an extensive repertoire to suggest alternative strategies and predicts the likely success of each. |

#### Component 4b. Maintaining Accurate Records

**Elements:**

- Student completion of assignments
- Student progress in learning
- Non-instructional records

**Evidence:**

**Levels of Performance:**

| Unsatisfactory  | Basic   | Proficient  | Distinguished   |
|---|---|---|---|
| The teacher's systems for maintaining both instructional and noninstructional records are either nonexistent or in disarray, resulting in errors and confusion. | The teacher's systems for maintaining both instructional and noninstructional records are rudimentary and only partially effective. | The teacher's systems for maintaining both instructional and noninstructional records are accurate, efficient, and effective. | The teacher's systems for maintaining both instructional and noninstructional records are accurate, efficient, and effective, and students contribute to its maintenance. |

**Component 4c. Communicating with Families**

**Elements:**

- Information about the instructional program
- Information about individual students
- Engagement of families in the instructional program

**Evidence:**

**Levels of Performance:**

| <b>Unsatisfactory</b>   | <b>Basic</b>   | <b>Proficient</b>   | <b>Distinguished</b>   |
|---|--|---|--|
| The teacher's communication with families about the instructional program or about individual students is sporadic or culturally inappropriate. The teacher makes no attempt to engage families in the instructional program. | The teacher adheres to school procedures for communicating with families and makes modest attempts to engage families in the instructional program. But communications are not always appropriate to the cultures of those families. | The teacher communicates frequently with families and successfully engages them in the instructional program. Information to families about individual students is conveyed in a culturally appropriate manner. | The teacher's communication with families is frequent and sensitive to cultural traditions; students participate in the communication. The teacher successfully engages families in the instructional program, as appropriate. |

**Component 4d. Participating in a Professional Learning Community**

**Elements:**

- Relationship with colleagues
- Involvement in a culture of professional inquiry
- Service to the school
- Participation in school and district projects

**Evidence:**

**Levels of Performance:**

| <b>Unsatisfactory</b>   | <b>Basic</b>  | <b>Proficient</b>  | <b>Distinguished</b>  |
|---|---|--|---|
| The teacher avoids participating in a professional community or in school and district events and projects; relationships with colleagues are negative or self serving. | The teacher becomes involved in the professional community and in school and district events and projects when specifically asked; relationships with colleagues are cordial. | The teacher participates actively in the professional community and in school and district events and projects, and maintains positive and productive relationships with colleagues. | The teacher makes a substantial contribution to the professional community and to school and district events and projects, and assumes a leadership role among the faculty. |

**Component 4e. Growing and Developing Professionally**

**Elements:**

- Enhancement of content knowledge and pedagogical skill
- Receptivity to feedback from colleagues
- Service to the profession

**Evidence:**

**Levels of Performance:**

| Unsatisfactory   | Basic  | Proficient   | Distinguished  |
|--|--|--|--|
| The teacher does not participate in professional development activities and makes no effort to share knowledge with colleagues. The teacher is resistant to feedback from supervisors or colleagues. | The teacher participates in professional development activities that are convenient or are required, and makes limited contributions to the profession. The teacher accepts, with some reluctance, feedback from supervisors and colleagues. | The teacher seeks out opportunities for professional development based on an individual assessment of need and actively shares expertise with others. The teacher welcomes feedback from supervisors and colleagues. | The teacher actively pursues professional development opportunities and initiates activities to contribute to the profession. In addition, the teacher seeks feedback from supervisors and colleagues. |

**Component 4f. Showing Professionalism**

**Elements:**

- Integrity and ethical conduct
- Service to students
- Advocacy
- Decision making
- Compliance with school and district regulations

**Evidence:**

**Levels of Performance:**

| Unsatisfactory  | Basic   | Proficient   | Distinguished  |
|---|---|--|--|
| The teacher has little sense of ethics and professionalism and contributes to practices that are self-serving or harmful to students. The teacher fails to comply with school and district regulations and timelines. | The teacher is honest and well intentioned in serving students and contributing to decisions in the school, but the teacher's attempts to serve students are limited. The teacher complies minimally with school and district regulations, doing just enough to get by. | The teacher displays a high level of ethics and professionalism in dealings with both students and colleagues and complies fully and voluntarily with school and district regulations. | The teacher is proactive and assumes a leadership role in making sure that school practices and procedures ensure that all students, particularly those traditionally underserved, are honored in the school. The teacher displays the highest standards of ethical conduct and takes a leadership role in seeing that colleagues comply with school and district. |

**Domain 4 - Strengths:**

**Domain 4 - Areas for Improvement:**

Signature of Teacher \_\_\_\_\_

Signature of Administrator \_\_\_\_\_