

# TEACHER EVALUATIONS

## SOUTH DAKOTA FRAMEWORK FOR TEACHING

### Charlotte Danielson's FRAMEWORK FOR TEACHING

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| <p><b>DOMAIN 1: Planning and Preparation</b></p> <p><b>1a Demonstrating Knowledge of Content and Pedagogy</b><br/> <ul style="list-style-type: none"> <li>• Content knowledge</li> <li>• Prerequisite relationships</li> <li>• Content pedagogy</li> </ul> </p> <p><b>1b Demonstrating Knowledge of Students</b><br/> <ul style="list-style-type: none"> <li>• Child development</li> <li>• Learning process</li> <li>• Special needs</li> <li>• Student skills, knowledge, and proficiency</li> <li>• Interests and cultural heritage</li> </ul> </p> <p><b>1c Setting Instructional Outcomes</b><br/> <ul style="list-style-type: none"> <li>• Value, sequence, and alignment</li> <li>• Clarity</li> <li>• Balance</li> <li>• Suitability for diverse learners</li> </ul> </p> <p><b>1d Demonstrating Knowledge of Resources</b><br/> <ul style="list-style-type: none"> <li>• For classroom</li> <li>• To extend content knowledge</li> <li>• For students</li> </ul> </p> <p><b>1e Designing Coherent Instruction</b><br/> <ul style="list-style-type: none"> <li>• Learning activities</li> <li>• Instructional materials and resources</li> <li>• Instructional groups</li> <li>• Lesson and unit structure</li> </ul> </p> <p><b>1f Designing Student Assessments</b><br/> <ul style="list-style-type: none"> <li>• Congruence with outcomes</li> <li>• Criteria and standards</li> <li>• Formative assessments</li> <li>• Use for planning</li> </ul> </p>                  | <p><b>DOMAIN 2: The Classroom Environment</b></p> <p><b>2a Creating an Environment of Respect and Rapport</b><br/> <ul style="list-style-type: none"> <li>• Teacher interaction with students</li> <li>• Student interaction with students</li> </ul> </p> <p><b>2b Establishing a Culture for Learning</b><br/> <ul style="list-style-type: none"> <li>• Importance of content</li> <li>• Expectations for learning and achievement</li> <li>• Student pride in work</li> </ul> </p> <p><b>2c Managing Classroom Procedures</b><br/> <ul style="list-style-type: none"> <li>• Instructional groups</li> <li>• Transitions</li> <li>• Materials and supplies</li> <li>• Non-instructional duties</li> <li>• Supervision of volunteers and paraprofessionals</li> </ul> </p> <p><b>2d Managing Student Behavior</b><br/> <ul style="list-style-type: none"> <li>• Expectations</li> <li>• Monitoring behavior</li> <li>• Response to misbehavior</li> </ul> </p> <p><b>2e Organizing Physical Space</b><br/> <ul style="list-style-type: none"> <li>• Safety and accessibility</li> <li>• Arrangement of furniture and resources</li> </ul> </p>   |
| <p><b>DOMAIN 4: Professional Responsibilities</b></p> <p><b>4a Reflecting on Teaching</b><br/> <ul style="list-style-type: none"> <li>• Accuracy</li> <li>• Use in future teaching</li> </ul> </p> <p><b>4b Maintaining Accurate Records</b><br/> <ul style="list-style-type: none"> <li>• Student completion of assignments</li> <li>• Student progress in learning</li> <li>• Non-instructional records</li> </ul> </p> <p><b>4c Communicating with Families</b><br/> <ul style="list-style-type: none"> <li>• About instructional program</li> <li>• About individual students</li> <li>• Engagement of families in instructional program</li> </ul> </p> <p><b>4d Participating in a Professional Community</b><br/> <ul style="list-style-type: none"> <li>• Relationships with colleagues</li> <li>• Participation in school projects</li> <li>• Involvement in culture of professional inquiry</li> <li>• Service to school</li> </ul> </p> <p><b>4e Growing and Developing Professionally</b><br/> <ul style="list-style-type: none"> <li>• Enhancement of content knowledge and pedagogical skill</li> <li>• Receptivity to feedback from colleagues</li> <li>• Service to the profession</li> </ul> </p> <p><b>4f Showing Professionalism</b><br/> <ul style="list-style-type: none"> <li>• Integrity/ethical conduct</li> <li>• Service to students</li> <li>• Advocacy</li> <li>• Decision-making</li> <li>• Compliance with school/district regulations</li> </ul> </p> | <p><b>DOMAIN 3: Instruction</b></p> <p><b>3a Communicating With Students</b><br/> <ul style="list-style-type: none"> <li>• Expectations for learning</li> <li>• Directions and procedures</li> <li>• Explanations of content</li> <li>• Use of oral and written language</li> </ul> </p> <p><b>3b Using Questioning and Discussion Techniques</b><br/> <ul style="list-style-type: none"> <li>• Quality of questions</li> <li>• Discussion techniques</li> <li>• Student participation</li> </ul> </p> <p><b>3c Engaging Students in Learning</b><br/> <ul style="list-style-type: none"> <li>• Activities and assignments</li> <li>• Student groups</li> <li>• Instructional materials and resources</li> <li>• Structure and pacing</li> </ul> </p> <p><b>3d Using Assessment in Instruction</b><br/> <ul style="list-style-type: none"> <li>• Assessment criteria</li> <li>• Monitoring of student learning</li> <li>• Feedback to students</li> <li>• Student self-assessment and monitoring</li> </ul> </p> <p><b>3e Demonstrating Flexibility and Responsiveness</b><br/> <ul style="list-style-type: none"> <li>• Lesson adjustment</li> <li>• Response to students</li> <li>• Persistence</li> </ul> </p> |

[www.danielsongroup.org](http://www.danielsongroup.org)

“FRONTLINE”

MANAGEMENT TOOL