



TEACHER EXCELLENCE AND SUPPORT SYSTEM



SUPPORT



EFFECTIVENESS



GROWTH

Teacher Framework

DOMAIN 1: Planning and Preparation 1a Demonstrating Knowledge of Content and Pedagogy 1b Demonstrating Knowledge of Students 1c Setting Instructional Outcomes 1d Demonstrating Knowledge of Resources 1e Designing Coherent Instruction 1f Designing Student Assessments	DOMAIN 2: The Classroom Environment 2a Creating an Environment of Respect and Rapport 2b Establishing a Culture for Learning 2c Managing Classroom Procedures 2d Managing Student Behavior 2e Organizing Physical Space
DOMAIN 4: Professional Responsibilities 4a Reflecting on Teaching 4b Maintaining Accurate Records 4c Communicating with Families 4d Participating in a Professional Community 4e Growing and Developing Professionally 4f Showing Professionalism	DOMAIN 3: Instruction 3a Communicating with Students 3b Using Questioning and Discussion Techniques 3c Engaging Students in Learning 3d Using Assessment in Instruction 3e Demonstrating Flexibility and Responsiveness

1a: Demonstrating Knowledge of Content and Pedagogy

UNSATISFACTORY

Unit plans and practice display little knowledge of the standards.

No connections of prerequisite relationships between different aspects of the standard are made.

Instructional practices are not specific to that discipline.

PROGRESSING

Unit plans and practice reflect some awareness of the standards.

Builds on prior knowledge when introducing concepts.

Some instructional practices are specific to the expected outcome.

EFFECTIVE

Unit plans and practice reflect solid knowledge of the standards.

Builds on prior knowledge, helping students examine the similarities and differences when introducing concepts.

Instructional practices are aligned to the expected outcome.

HIGHLY EFFECTIVE

Unit plans and practice reflect effective scaffolding of information.

Actively builds on prior knowledge and common misconceptions when planning instruction.

Notes:

1b: Demonstrating Knowledge of Students

UNSATISFACTORY

Demonstrates little or no knowledge of students' backgrounds and does not seek such understanding.

PROGRESSING

Indicates the importance of understanding some students' backgrounds and attaining this knowledge.

EFFECTIVE

Actively seeks and attains knowledge of all students' backgrounds and interests.

HIGHLY EFFECTIVE

Uses the knowledge of students' backgrounds and interests to individualize instruction and close achievement gaps.

Notes:

1c: Setting Instructional Outcome

UNSATISFACTORY

Instructional outcomes are unsuitable for students, represent trivial or low-level learning, or are stated only as activities.

They do not assess to understand the proficiency of student learning.

PROGRESSING

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 to utilize data to inform instruction.

EFFECTIVE

Instructional outcomes represent grade level expectations and the information is effectively scaffolded.

Instructional outcomes are clearly designed.

HIGHLY EFFECTIVE

Instructional outcomes are provided as rigorous learning goals that can be assessed, reflecting proficiency of academic standards.

Outcomes represented on a performance scale offer opportunities for students to progress on the scale.

Notes:

1d: Demonstrating Knowledge of Resources

UNSATISFACTORY

Demonstrates little or no familiarity with resources to enhance their own knowledge, to use in teaching, or for students who need them.

Does not seek such knowledge.

PROGRESSING

Demonstrates some familiarity with resources available through the school or district to enhance their own knowledge, to use in teaching, or for students who need them.

The teacher does not seek to extend such knowledge.

EFFECTIVE

The teacher is fully aware of the resources available through the school or district to enhance own knowledge.

Instructional materials used in instruction are of high quality and aligned with the established content standards.

HIGHLY EFFECTIVE

Seeks out high-quality instructional materials and additional rigorous resources beyond the school or district to enhance their knowledge and meet the individual academic needs of students.

Notes:

1c: Designing Coherent Instruction

UNSATISFACTORY

The progression of learning is poorly aligned with the instructional outcomes and does not represent a coherent structure.

PROGRESSING

The progression of learning demonstrates partial alignment with instructional outcomes.

Some of the experiences are likely to engage students in grade level learning.

The lesson or unit has a recognizable structure and reflects partial knowledge of students and standards.

EFFECTIVE

Utilizes a progression of learning aligned to instructional outcomes.

The lesson or unit has a clear structure and engages students in grade level learning.

HIGHLY EFFECTIVE

Coordinates knowledge of standards, students, and resources, to design a progression of learning aligned to instructional outcomes, differentiated where appropriate for all students to engage them in rigorous grade-level learning.

The lesson or unit structure is clear and planned accordingly to respond to students' academic needs (intervention or extension) based on academic standard.

Notes:

1f: Designing Student Assessments

UNSATISFACTORY

The 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.

PROGRESSING

The plan for student assessment is partially aligned with the instructional outcomes, without clear criteria, and inappropriate for at least some students.

The teacher intends to use assessment results to plan for future instruction for the class as a whole.

EFFECTIVE

Student assessments are aligned with the instructional outcomes.

Assessment criteria are clear and appropriate.

Assessment results are used to plan for future instruction, extension and/or intervention.

HIGHLY EFFECTIVE

The plan for student assessment is fully aligned with the instructional outcomes for a student to demonstrate mastery of the standard.

Demonstration of proficiency may be adapted based on a learner's needs.

Prepares assessments to inform instruction for individual students.

Notes:

2a: Creating an Environment of Respect and Rapport

UNSATISFACTORY

Classroom interactions between the teacher and students are negative, inappropriate, or characterized by sarcasm, put-downs, or conflict.

Classroom interactions between students are negative, inappropriate, or characterized by sarcasm, put-downs, or conflict.

PROGRESSING

Classroom interactions between the teacher and students are generally appropriate with occasional displays of insensitivity.

Classroom interactions between the students are generally appropriate with occasional displays of insensitivity.

EFFECTIVE

Classroom interactions between the teacher and all students are polite and respectful.

Classroom interactions among students are polite and respectful.

HIGHLY EFFECTIVE

Students themselves ensure high levels of civility among members of the class.

Notes:

2b: Establishing a Culture for Learning

UNSATISFACTORY

The classroom environment conveys a negative culture for learning characterized by low teacher commitment to the subject, low expectations for student achievement,

Students demonstrate little or no pride in work.

PROGRESSING

Modest expectations for student achievement.

Some teacher commitment to the subject exists.

Students demonstrate little pride in their work with both the teacher and students appear to be only "going through the motions."

EFFECTIVE

Grade level learning expectations exist for all students.

Commitment to the learning goals by both teacher and students exists.

Students can articulate the learning expectation(s) and/or connection to previous learning.

HIGHLY EFFECTIVE

Students can articulate the steps for progressing in the standard.

Notes:

2c: Managing Classroom Procedures

UNSATISFACTORY

Much instructional time is lost.

Classroom routines and procedures operate inefficiently.

Performance of noninstructional duties is inefficient.

PROGRESSING

Some instructional time is lost.

Classroom routines and procedures are established but inconsistent.

Noninstructional duties are partially effective.

EFFECTIVE

Minimal instructional time is lost.

Classroom routines and procedures operate smoothly.

Noninstructional duties operate smoothly.

HIGHLY EFFECTIVE

Students contribute to the seamless operation of classroom routines and procedures, and performance of noninstructional duties.

Notes:

2d: Managing Student Behavior

UNSATISFACTORY

There is no evidence that classroom behavior expectations have been established.

Little or no teacher monitoring of student behavior exists.

Response to student misbehavior is repressive or disrespectful.

PROGRESSING

An effort has been made to establish classroom behavior expectations for students.

Attempts, with uneven results, to monitor student behavior and respond to student misbehavior.

EFFECTIVE

Classroom behavior expectations are established and apparent.

Monitors student behavior against established expectations.

Responses to student misbehavior are appropriate.

HIGHLY EFFECTIVE

Behavior expectations are collaboratively developed with students and clearly communicated.

Acknowledges positive behaviors and responds to misbehavior subtly and respectfully.

Students actively participate and respectfully practice peer accountability through established behavior expectations.

Notes:

2e: Organizing Physical Space

UNSATISFACTORY

The physical environment is unsafe.

The teacher does not plan for the organization of students for a productive learning environment.

The physical arrangement of the classroom is not conducive to lesson activities.

PROGRESSING

The classroom is safe.
The classroom is somewhat clean and orderly.

Organizes most students to interact, practice, or complete learning tasks.

Attempts to modify the physical arrangement to suit learning activities are met with inconsistent success.

EFFECTIVE

The classroom is safe, clean, and orderly.

The teacher organizes all students to interact, practice, or complete learning tasks.

The physical arrangement contributes productively to the learning activities.

HIGHLY EFFECTIVE

Students contribute to the physical environment to advance learning without disruption to instructional time.

Notes:

3a: Communicating with Students

UNSATISFACTORY

Expectations for learning are not communicated.

Directions are not provided or confusing to students.

Procedures are unclear or confusing to students.

Explanations of content are unclear or confusing to students.

Communication contains errors or is inappropriate for levels of development.

PROGRESSING

Expectations for learning are not clearly communicated.

Directions are provided, but most students request additional clarification.

Procedures are clarified after initial confusion.

Explanations of content are clarified after initial confusion.

Communication is correct but may not be completely appropriate for students' levels of development.

EFFECTIVE

Expectations for learning are clearly communicated to students.

Directions are clear to students.

Procedures are clear to students.

Explanations of content are clear to students.

Communications are developmentally appropriate.

HIGHLY EFFECTIVE

Oral and written communication is clear and expressive, appropriate for students' levels of development, and anticipates possible student misconceptions.

Supports students to examine their reasoning, reflect on learning, and revise knowledge.

Notes:

3b: Using Questioning and Discussion Techniques

UNSATISFACTORY

Questions are low-level or irrelevant to the content.

Student participation is limited.

PROGRESSING

Some of the teacher's questions elicit a thoughtful response, but most are low-level, posed in rapid succession.

Students are allowed some time to formulate responses.

Inconsistently manages student response rates.

Attempts to engage all students in the discussion are partially successful.

EFFECTIVE

A majority of the teacher's questions elicit a thoughtful response.

All students are allowed time to formulate responses.

The teacher consistently manages student response rates.

All students participate in the discussion.

HIGHLY EFFECTIVE

Questions reflect high expectations and are developmentally appropriate.

Students formulate many of the high-level questions.

Students lead discussions to present and/or defend their reasoning as it relates to the learning goal.

Notes:

3c: Engaging Students in Learning

UNSATISFACTORY

Activities/Assignments are inappropriate for the instructional outcomes.

Materials are inappropriate or nonexistent for the instructional outcomes.

Groupings of students are inappropriate or not considered for the instructional outcomes.

The lesson has no structure or is poorly paced.

PROGRESSING

Activities/Assignments are partially appropriate to the instructional outcomes.

Materials are partially appropriate to the instructional outcomes.

Groupings of students are partially appropriate to the instructional outcomes.

The lesson has a recognizable structure, but that structure is not fully maintained.

EFFECTIVE

Activities/Assignments support instructional outcomes.
Materials support instructional outcomes.

Groupings of students support instructional outcomes.

All students are engaged in learning the instructional outcomes.

The lesson's structure is clear and appropriately paced.

HIGHLY EFFECTIVE

Students, throughout the lesson, are highly intellectually engaged in significant learning and make material contributions.

The lesson is adapted as necessary to the needs of individuals.

The structure and pacing allow for student reflection and closure.

Notes:

3d: Using Assessment in Instruction

UNSATISFACTORY

Assessment is not used in instruction.

Monitoring of progress by the teacher or students does not exist or is seldom used.

Little or no feedback is provided to students.

Students are unaware of the assessment criteria used to evaluate their work.

PROGRESSING

Assessment of and for learning is occasionally used.

Monitoring of progress of learning by the teacher and/or students is inconsistent.

Feedback is provided to some students or is generic.

Students are aware of only some of the assessment criteria used to evaluate their work.

EFFECTIVE

Assessment of and for learning is used regularly. Progress monitoring of learning by the teacher and/or students is consistent.

The teacher provides appropriate and timely feedback to students.

Students are fully aware of the criteria used to evaluate their work.

HIGHLY EFFECTIVE

Assessment is used in a sophisticated manner in instruction, through student involvement in establishing the assessment criteria, self-assessment by students, monitoring of progress by both students and teacher.

High-quality feedback is provided to all students from a variety of sources.

Notes:

3e: Demonstrating Flexibility and Responsiveness

UNSATISFACTORY

Adheres to the instruction plan, even when a change would improve the lesson or address students' lack of interest.

Brushes aside student questions.

When students experience difficulty, the teacher blames the students or their home environment.

PROGRESSING

Attempts to modify the lesson when needed and to respond to student questions, with moderate success.

Accepts responsibility for student growth but has only a limited repertoire of strategies to draw upon.

EFFECTIVE

Ensures high levels of learning for all students.

Adjustments are made for students who were not successful.

Extensions are made for students who were successful.

HIGHLY EFFECTIVE

Ensures growth of all students.

Seizes an opportunity to enhance learning, building on a spontaneous event or student interests.

Notes:

4a: Reflecting on Teaching

UNSATISFACTORY

Does not accurately assess the effectiveness of the lesson.

Has no ideas about how the lesson could be improved.

PROGRESSING

Provides a partially accurate and objective description of the lesson but does not cite specific evidence.

Makes only general suggestions as to how the lesson might be improved.

EFFECTIVE

Provides an accurate description of the lesson with specific evidence.

Makes some specific suggestions as to how the lesson might be improved.

HIGHLY EFFECTIVE

Draws on an extensive repertoire to suggest alternative strategies and predicts the likely success of each.

Notes:

4b: Maintaining Accurate Records

UNSATISFACTORY

Systems for maintaining both instructional and noninstructional records are either nonexistent or in disarray, resulting in errors and confusion.

PROGRESSING

Systems for maintaining both instructional and noninstructional records are rudimentary and only partially effective.

EFFECTIVE

Systems for maintaining both instructional and noninstructional records are:
Accurate,
Efficient,
Effective

A system for monitoring student achievement and growth exists.

HIGHLY EFFECTIVE

Students contribute to the monitoring of their achievement and growth.

Notes:

4c: Communicating with Families

UNSATISFACTORY

Communication with families about the instructional program or about individual students is sporadic or inappropriate.

Makes no attempt to engage families in the instructional program.

Communications, when attempted, are mostly inappropriate.

PROGRESSING

Adheres to school procedures for communicating with families.

Makes modest attempts to engage families in the instructional program are made.

Communications are not always appropriate.

EFFECTIVE

Communicates frequently with families.

Families are successfully engaged in the instructional program.

Information to families about individual students is conveyed in an appropriate manner.

HIGHLY EFFECTIVE

Students participate in the communication with their families.

Notes:

4d: Participating in a Professional Community

UNSATISFACTORY

Avoids participating in a professional community or in school and district events and projects.

Relationships with colleagues are negative or self-serving.

PROGRESSING

Becomes involved in the professional community and in school and district events and projects when specifically asked.

Relationships with colleagues are cordial.

EFFECTIVE

Participates actively in the professional community and in school and district events.

Maintains positive and productive relationships with colleagues.

HIGHLY EFFECTIVE

Makes a substantial contribution to the professional community and to school and district events and projects.

Assumes a leadership role among the faculty.

Notes:

4e: Growing and Developing Professionally

UNSATISFACTORY

Does not participate in professional development activities and makes no effort to share knowledge with colleagues.

Is resistant to feedback from supervisors or colleagues.

PROGRESSING

Participates in professional development activities that are convenient or are required and makes limited contributions to the profession.

Accepts, with some reluctance, feedback from supervisors and colleagues.

EFFECTIVE

Seeks out opportunities for professional development based on an individual assessment of need.

Actively shares expertise with others.

Welcomes feedback from supervisors and colleagues.

HIGHLY EFFECTIVE

Actively pursues professional development opportunities and initiates activities to contribute to the profession.

Seeks feedback from supervisors and colleagues.

Notes:

4f: Showing Professionalism

UNSATISFACTORY

Has little sense of ethics and professionalism and contributes to practices that are self-serving or harmful to students.

Fails to comply with school, district, state and federal laws and policies.

PROGRESSING

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.

Has minimal understanding and application of school, district, state and federal laws and policies.

EFFECTIVE

Displays a high level of ethics and professionalism in dealings with students.

Displays a high level of ethics and professionalism in dealings with colleagues.

Complies fully with school, district, state and federal laws and policies.

HIGHLY EFFECTIVE

Is proactive and assumes a leadership role in making sure that school practices and procedures ensure that all students are honored in the school.

Displays the highest standards of ethical conduct.

Takes a leadership role in seeing that colleagues comply with school, district, state and federal laws and policies.

Notes:



**Arkansas Department of Education
Division of Elementary and Secondary Education
Office of Educator Effectiveness
ade.educatorlicensure@ade.arkansas.gov**

**This document was based on The Danielson Group's work. For additional resources, please visit:
<https://danielsongroup.org/resources>**



**DIVISION OF ELEMENTARY
& SECONDARY EDUCATION**

