

Danielson 2007 for TR Teacher

DOMAIN 1: PLANNING AND PREPARATION Component 1a: Demonstrating Knowledge of Content and Pedagogy

	Highly Effective(4)	Effective(3)	Partially Effective(2)	Ineffective(1)
Knowledge of content	The teacher's plans and practice reflect extensive knowledge of and expertise in the subject content, as evidence by the high level of tasks planned and sequence of lessons to create a whole.	The teacher's plans and practice reflect solid knowledge of the content in breadth and detail; teacher is able to fill in gaps and move beyond the focus of the lesson if necessary.	The teacher's plans and practice reflect some awareness of the important concepts in the discipline, but gaps in detail and context are evident in the lesson plan.	During planning and/or practice, content errors are made with no effort to correct them. Teacher does not correct errors made by students.
Knowledge of prerequisite relationships and the structure of the discipline	The teacher actively builds on knowledge of prerequisite relationships and clearly addresses potential areas of student misunderstanding. Each lesson clearly builds upon the last toward mastering objectives.	The teacher's plans and practice show a clear relationship between important concepts and a clear sequence of learning.	The teacher's plans and practice reflect some connection to past learning and experiences.	The teacher's plans and practice display little knowledge of the prerequisite relationships between different aspects of the content; the lesson is unconnected to a sequence of learning.
Knowledge of content-related pedagogy	The teacher's plans and practices incorporate pedagogical strategies that include those specific to the content and tasks, as well as strategies beyond or outside the content that help connect it to other bodies of knowledge.	The teacher's plans and practices show strong knowledge of effective pedagogical strategies that may be specific to that discipline and are appropriate for the specific lesson content.	Pedagogical strategies and instructional practices specific to the discipline are few or not suitable to the content and/or students.	The teacher displays little or no understanding or application of the variety of pedagogical strategies appropriate to support student understanding of the content.

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DOMAIN 1: PLANNING AND PREPARATION Component 1b: : Demonstrating Knowledge of Students

	Highly Effective(4)	Effective(3)	Partially Effective(2)	Ineffective(1)
Knowledge of child and adolescent development	Teacher shows an expert knowledge of student development and applies it individually or to small groups of students in plans and practice.	Teacher shows a good working knowledge of student development and applies it, to students as a class, in plans and practice.	Teacher demonstrates some knowledge of developmentally appropriate expectations but does not cite them in lesson plans nor apply them in practice.	Teacher's lesson plans and interaction with students are not aligned to their developmental level (e.g. cognitive abilities, maturity level)
Knowledge of students' skills, knowledge, and language proficiency	The teacher demonstrates considerable knowledge of students' skills, knowledge, or language proficiency, gained from a variety of sources, and applies this knowledge to improve student learning on an individual basis.	The teacher actively acquires knowledge of students' skills, knowledge, or language proficiency, and applies this knowledge for groups of students.	The teacher indicates the importance of understanding students' skills, knowledge, or language proficiency, and applies this knowledge generally for the class as a whole.	The teachers demonstrates little or no knowledge of students' skills, knowledge, or language proficiency, and does not appear to have sought such an understanding.
Knowledge of students' interests and backgrounds	Teacher cites a number of techniques for gaining meaningful information from students on their vital interests, backgrounds, cultures and beliefs, and how it informed lesson plans and practice.	The teacher is aware of student interests and backgrounds and incorporates that knowledge into practice and planning.	The teacher recognizes that students have different interests and backgrounds but rarely incorporates this knowledge into lesson plans or practice.	The teacher shows little or no awareness of student different interests, backgrounds, cultures, or beliefs.
Knowledge of students' special needs	The teacher is aware of student special needs and uses that knowledge to write lesson plans that differentiate and accommodate the needs of individual students.	The teacher is aware of student special needs and uses that information generally to write lesson plans that address needs for the whole group.	The teacher is aware of student special needs but does not use that information in planning or practice.	Teacher demonstrates no knowledge of special needs (e.g. medical issues, learning disabilities).

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DOMAIN 1: PLANNING AND PREPARATION Component 1c: Setting Instructional Outcomes

	Highly Effective(4)	Effective(3)	Partially Effective(2)	Ineffective(1)
i. Value of outcomes and suitability for diverse learners	Instructional outcomes are stated as goals that: reflect rigorous learning and mastery of multiple learning standards; represent challenging content; offer opportunities for both coordination and integration; and take into account of the needs of individual students.	Instructional outcomes are stated as goals reflecting high-level cognition and mastery of learning standards. They are suitable for most students in the class and address different types of learning styles.	Instructional outcomes are of moderate rigor and are suitable for some students, but consist of a combination of activities and goals.	Instructional outcomes are unsuitable for students, represent trivial or low-level learning, or are stated only as activities.
ii. Clarity and measurability	Instructional outcomes are clear, measurable, and differentiated for students of varied abilities. They cite inter- and intradisciplinary concepts and are measured through formative and summative assessment.	Instructional outcomes are clear and measurable. Learning goals can be assessed both formatively and summatively.	Instructional outcomes permit limited methods of assessment and are partially aligned to learning goals.	Instructional outcomes do not permit viable methods of assessment and are not aligned to learning goals.
iii. Sequence and alignment	The outcomes are diverse enough to foster opportunities for differentiated instruction, and interdisciplinary standards are integrated into instructional outcomes.	The outcomes reflect opportunities for differentiated instruction and integrate standards and curriculum in a logical sequence to support mastery.	The outcomes reflect more than one type of learning, but the teacher makes no attempt at coordination or integration of standards or curriculum.	The outcomes are not aligned to the lesson, curriculum, or standards.

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DOMAIN 1: PLANNING AND PREPARATION **Component 1d: Demonstrating Knowledge of Resources**

	Highly Effective(4)	Effective(3)	Partially Effective(2)	Ineffective(1)
Resources for students	The teacher has sought out resources in and beyond the school or district-- in professional organizations, online, and in the community to enhance the student experience. Students may have had input on the selection or acquisition of resources.	The teacher is fully aware of the resources available through the school or district to enhance knowledge and plans and uses them appropriately throughout the lesson.	The teacher demonstrates some familiarity with resources available through the school or district to use in teaching or for students who need them. The teacher does not seek to extend such knowledge by acquiring additional resources.	The teacher does not develop or identify a variety of resources for classroom use. The teacher demonstrates little or no familiarity with additional resources to enhance knowledge.
Resources to extend content knowledge and pedagogy	The teacher has acquired, and continues to acquire, a strong body of high quality resources from a variety of sources and has modified them to adapt to their personal needs for additional knowledge and strategies.	The teacher has acquired additional resources at her/his initiative. The teacher makes good use of diverse resources from a variety of sources (district, peers, internet) to extend his/her own knowledge or teaching practice.	The teacher demonstrates some familiarity with resources to enhance own knowledge or teaching practice, but there is little evidence in the plan or lesson of applying them.	Resources do not extend the teacher's content knowledge or practice.

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DOMAIN 1: PLANNING AND PREPARATION Component 1e: Designing Coherent Instruction

	Highly Effective(4)	Effective(3)	Partially Effective(2)	Ineffective(1)
Learning Activities	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 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 series of learning experiences demonstrates partial alignment with instructional outcomes, and some of the experiences are likely to engage students in significant learning.	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.
Instructional materials and resources	The lesson or unit structure is clear, resources are fully integrated into that structure and allow for different learning pathways according to student needs.	The lesson or unit has a clear structure and the integrated resources are likely to engage students in significant learning.	The lesson or unit has a recognizable structure that makes only partially effective use of resources.	The lesson or unit has no or a poorly recognizable structure that does not reflect knowledge of resources nor how to integrate them well.
Instructional grouping	The teacher has designed instruction appropriate to the level of students grouped by abilities or needs, as well as provided opportunities for students to show some flexibility in grouping by identifying their own needs.	The teacher has identified high, medium and low groupings in the class and has adapted instruction to address these differences.	The teacher is aware of different ability levels but tends to teach to the whole group.	The teacher is unaware of different ability levels within his/her classroom.

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DOMAIN 1: PLANNING AND PREPARATION Component 1f: Designing Coherent Assessment

	Highly Effective(4)	Effective(3)	Partially Effective(2)	Ineffective(1)
i. Congruence with instructional outcomes	The teacher's plan for student assessment is fully aligned with the instructional outcomes that show evidence of student contribution to their development.	The teacher's plan for student assessment is aligned with the instructional outcomes and is appropriate to the needs of students.	The teacher's plan for student assessment is partially aligned with the instructional outcomes and/or inappropriate for a least some students.	The teacher's plan for assessing student learning is poorly aligned with the instructional outcomes, or is inappropriate for many students.
ii. Criteria and standards	The teacher's plan for student assessment is fully aligned with clear criteria and standards that show evidence of student contribution to their development.	The teacher's plan for student assessment uses clear criteria, and is appropriate to the needs of students.	The teacher's plan for student assessment is partially aligned with the instructional outcomes without clear criteria.	The teacher's plan for assessing student learning contains no clear criteria or standards.
iii. Design of formative assessments	Assessment methodologies may have been adapted for individuals, and the teacher intends to use assessment results to plan future instruction for individual students.	The teacher intends to use assessment results to plan for future instruction for groups of students.	The teacher intends to use assessment results to plan for future instruction for the class as a whole.	The results of assessment have minimal impact on the design of future instruction.

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DOMAIN 2: CLASSROOM ENVIRONMENT

Component 2a: Creating an Environment of Respect and Rapport

	Highly Effective(4)	Effective(3)	Partially Effective(2)	Ineffective(1)
i. Teacher interactions with students	Mutual respect is demonstrated to such a high degree that teacher and students always listen to each other, express opinions and differences constructively, and act in each others' best interests. The teacher demonstrates knowledge and caring about individual students' lives beyond the class and school.	Interactions between the teacher and students are friendly, appropriate to the age level, generally caring, and uniformly respectful.	The quality of interactions between teacher and students is inconsistent, with occasional disrespect, insensitivity, or loss of control. The teacher attempts to make connections with individual students, but student reactions indicate that these attempts are not entirely successful. Students exhibit minimal respect for the teacher.	The teacher is negative or insensitive to student backgrounds, abilities, and needs. The teacher shows little familiarity with or caring about individual students. Students exhibit disrespect to the teacher.
ii. Student interactions with other students	Students demonstrate genuine caring for one another and monitor one another's treatment of peers, correcting classmates respectfully when needed.	Student interactions with one another are generally polite and respectful, and they respond positively to teacher prompts when occasionally needed.	Students occasionally demonstrate disrespect for one another, and the teacher attempts to address it, though not always successfully.	Student interactions are characterized by conflict, sarcasm, and putdown, and teacher does not successfully address it.
iii. Student participation	Students participate without fear of humiliation or criticism, and classmates encourage each other to participate.	Students participate voluntarily, but are hesitant at times to offer ideas in front of classmates.	Students participate only when asked and are hesitant to do so.	Students show no interest in participating in the lesson.
iv. Encouragement	Praise and encouragement are frequent, specific, whole class and individualized, and are focused on reinforcing effective student behaviors. Students praise each other spontaneously.	Teacher praises and encourages the class as well as individual students in general terms.	Teacher neither encourages students to participate nor praises them when they do so	Teacher neither encourages students to participate nor praises them when they do so.

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DOMAIN 2: CLASSROOM ENVIRONMENT Component 2b: Establishing a Culture for Learning

	Highly Effective(4)	Effective(3)	Partially Effective(2)	Ineffective(1)
i.Importance of the content and of learning	The teacher communicates passion for the subject that has been internalized by the students, who also express the importance of the content and learning.	Teacher conveys genuine enthusiasm for the content, and students demonstrate consistent commitment to its value.	Teacher communicates importance of the work but with little conviction and only minimal apparent buy-in by the students.	Teacher or students convey a negative attitude toward the content, suggesting that it is not important or has been mandated by others.
ii. Expectations for learning and achievement	Instructional outcomes, activities and assignments, and classroom interactions convey high expectations for all students. The teacher conveys the satisfaction that accompanies a deep understanding of complex content. Students appear to have internalized these expectations.	Instructional outcomes, activities and assignments, and classroom interactions convey expectations of high levels of student effort for most students and the teacher demonstrates a high regard for students' abilities.	Instructional outcomes, activities and assignments, and classroom interactions convey only modest expectations for student learning and achievement, or for only some students.	Stated instructional outcomes, activities and assignments, and classroom interactions convey low general expectations.
iii. Student pride in work	Students demonstrate attention to detail and take obvious pride in their work, initiating improvements in it. (ex. revising drafts on their own or assisting their peers in understanding the content).	Students accept the teacher's insistence to expend good effort to complete work of high quality, and demonstrate pride in that work.	Students minimally accept the responsibility to do good work on their own but invest little of their energy into its quality.	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.
iv. Use of academic language	Students apply language related to the lesson and correct one another in their use of terms and language aligned with the content and lesson.	Students exhibit understanding of use of appropriate academic language. The teacher effectively corrects students when they do not use language correctly.	Students do not always use precise language. The teacher attempts to correct them, with inconsistent results.	Students do not use terms related to the lesson or content accurately, and the teacher does not correct them.

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DOMAIN 2: CLASSROOM ENVIRONMENT Component 2c: Managing Classroom Procedures

	Highly Effective(4)	Effective(3)	Partially Effective(2)	Ineffective(1)
i. Routines for handling materials	Routines for handling materials and supplies are seamless, with students assuming some responsibility for smooth operation.	Routines for handling materials and supplies occur smoothly with little loss of instructional time.	Routines for handling materials and supplies function moderately well, but with some loss of instructional time.	Materials and supplies are handled inefficiently, resulting in significant loss of instructional time.
ii. Management of Transitions	Transitions are seamless, with students assuming responsibility in ensuring their efficient operation.	Transitions occur smoothly, with little loss of instructional time or some student responsibility.	Only some transitions are efficient resulting in in some loss of instructional time.	Transitions are inefficient, with much time lost between activities.
iii. Management of Instructional Groups	Small-group work is well organized, and students are productively engaged at all times, with students assuming responsibility for productivity.	Small-group work is well organized, and most students are productively engaged in learning while unsupervised by the teacher.	Students in only some groups are productively engaged in learning while unsupervised by the teacher.	Students not working with the teacher are not productively engaged in learning.
iv. Performance of non- instructional duties	Students take initiative in distributing and collecting materials efficiently.	Students are productively engaged during small-group or independent work.	Students not working directly with the teacher are only partially engaged	There do not appear to be any established procedures for distributing and collecting materials.
v. Management of para-professionals and volunteers	Volunteers and paraprofessionals make a substantive contribution to the classroom environment.	Volunteers and paraprofessionals are productively and independently engaged during the entire class.	Volunteers and paraprofessionals are productively engaged during portions of class time but require frequent supervision.	Volunteers and paraprofessionals have no clearly defined duties and are idle much of the time.

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DOMAIN 2: CLASSROOM ENVIRONMENT Component 2d: Monitoring Student Behavior

	Highly Effective(4)	Effective(3)	Partially Effective(2)	Ineffective(1)
i. Behavioral expectations	Student behavior is entirely appropriate. Standards of conduct are clear to all students and have been developed with student participation.	Standards of conduct have been clearly communicated to all students and are implemented effectively.	There is inconsistent implementation of the standards of conduct.	No standards of conduct appear to have been established or students challenge the standards of conduct.
ii. Monitoring of Student Behavior	Students take an active role in monitoring their own behavior and that of other students against standards of conduct.	The teacher frequently and actively monitors student behavior against standards of conduct.	Teacher tries, with uneven results, to monitor student behavior and respond to student misbehavior.	There is little or no teacher monitoring of student behavior.
iii. Responsive action when needed by the teacher	The teacher's response to student misbehavior is successful and is sensitive to individual student needs.	Teacher response to student misbehavior is consistent, appropriate, and respectful to students.	Teacher response to student misbehavior is ineffective and/or inconsistent.	Teacher response to student misbehavior is repressive or disrespectful of student dignity.

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DOMAIN 2: CLASSROOM ENVIRONMENT Component 2e: Organizing Physical Space

	Highly Effective(4)	Effective(3)	Partially Effective(2)	Ineffective(1)
i. Classroom atmosphere	There is evidence that students had a hand in creating the look and feel of the space, which is positive and learner centered. Student work is omnipresent.	The classroom space is inviting, with colorful, current, and relevant resources on the walls, furniture arranged for maximum engagement, and evidence of student work.	The physical environment is not an impediment to learning but does not enhance it.	The space is poorly used and uninviting. Walls are bare or have drab, outdated, or unrelated materials. There is little or no evidence of student work.
ii. Safety	The classroom is safe, and learning is accessible to all students with diverse individual needs, with modifications made as necessary.	The classroom layout has been carefully considered to allow student and teacher safe and easy access to space, materials and equipment.	The classroom is essentially safe, but access to materials and equipment is not optimized.	The physical environment is unsafe in many areas--for example, with restricted movement or access, poor placement of equipment, etc.
iii. Accessibility	Students demonstrate the ability and willingness to adapt their use of the space to suit their individual needs.	The teacher appears to have made modifications to the physical environment to accommodate all students, including those with special needs.	Most students can see or hear the teacher and materials being presented through a generalized arrangement that does not account for special needs.	Many students can't see or hear the teacher or materials being presented; students with accessibility needs are not accommodated.
iv. Effective use and arrangement of physical resources, including technology	Both teacher and students use physical resources, including technology, easily and skillfully, and students adjust furniture, tools, and other resources at will to enhance learning.	Teacher uses physical resources, including technology, skillfully and effectively. The furniture arrangement enhances learning activities in line with lesson objectives (ex. through centers).	Teacher makes limited use of physical resources, including technology. The furniture may be adjusted for a lesson, with minimal impact on learning and engagement.	There is poor alignment between the arrangement of furniture and use of resources, including computer technology, and the lesson activities and objectives.

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DOMAIN 3: INSTRUCTION Component 3a: Communicating with Students

	Highly Effective(4)	Effective(3)	Partially Effective(2)	Ineffective(1)
i. Stated expectations	Teacher's purpose for the lesson or unit is clear and appropriate and anticipates possible student misconceptions. Students are able to express how the lesson fits into the sequence.	Teacher's purpose for the lesson or unit is clear and appropriate, and students can identify the lesson goal if asked.	Teacher attempts to explain the instructional purpose, with limited success; students are unclear as to the lesson goal(s).	Teacher's purpose in a lesson or unit is unclear to students.
ii. Directions for activities	Students understand complex directions so well that they communicate them to peers and provide meaningful feedback to the class and teacher.	Teacher's directions and procedures are clear to students; little repetition is necessary and students can engage in the material independently.	Teacher's directions and procedures require clarification after initial student confusion, but students understand well enough to proceed with some guidance.	Teacher's directions and procedures are unclear to students and must be repeated or reiterated often, taking much class time.
iii. Communication of content	Teacher's explanation of content is imaginative, varied, and interactive, and connects with students' personal knowledge and experience. Students contribute to explaining concepts to their peers.	Teacher's explanation of content is appropriate and interactive, and connects with students' knowledge and experience.	Teacher's explanation of the content is uneven; some is done skillfully, but other portions are difficult to follow.	Teacher's explanation of the content is unclear or confusing, showing little evidence of mastery beyond the immediate lesson.

	Highly Effective(4)	Effective(3)	Partially Effective(2)	Ineffective(1)
iv. Teacher's use of oral and written language	Teacher's spoken and written language is correct and conforms to standard English. It is also imaginative, expansive, and expressive, with well-chosen vocabulary that enriches the lesson. Teacher finds opportunities to extend students' vocabularies. Students respond back with similarly advanced vocabulary.	Teacher's spoken and written language is clear and correct and conforms to standard English. Vocabulary is appropriate to the students' ages and interests and suited to the lesson.	Teacher's spoken language is audible, and written language is legible. Both are used correctly and conform to standard English. Although vocabulary is correct, it is limited or not appropriate for all students' ages or backgrounds.	Teacher's spoken language is inaudible or incorrect and/or written language is illegible, containing errors of grammar or syntax. Vocabulary may be inappropriate to the students' ages or backgrounds, is vague, or used incorrectly, leaving students confused.

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DOMAIN 3: INSTRUCTION Component 3b: Using Questioning and Discussion Techniques

	Highly Effective(4)	Effective(3)	Partially Effective(2)	Ineffective(1)
i. Quality of questions and prompts	Teacher's questions are of uniformly high quality.. The teacher builds on and uses student responses to questions in order to deepen understanding.	Most of the teacher's questions and prompts invite higher level thinking like application and analysis.	Teacher uses a variety of questions and prompts at the levels of recall and understanding. Few students exhibit basic understanding of questioning.	The teacher's questions and prompts have a single focus and do not invite student thinking.
ii. Questioning techniques	The pacing of questions and the related response time is entirely appropriate to the purpose of the lesson. The teacher utilizes a variety of strategies to encourage student responses. Students were observed asking and answering questions that reinforce or extend the lesson.	Teacher uses appropriate pacing for posing questions and provides adequate response time. Utilizes a variety of strategies to encourage student response. Discussions enable students to talk to one another without ongoing mediation by teacher.	Teacher does not use appropriate pacing in posing questions and/or providing response time consistently throughout the lesson. Limited variations (if any) in questioning strategies were used to encourage student responses.	The teacher engage students with questions. The pacing used during the lesson was not appropriate
iii. Discussion techniques	Students assume considerable responsibility for the discussion, extending it, initiating topics and interactions, and making unsolicited contributions.	Teacher creates a genuine discussion among students, using open ended prompts with several possible responses, stepping aside when appropriate.	Teacher makes some attempt to engage students in genuine discussion rather than recitation.	Discussion is largely teacher focused and teacher-led; students are not invited to speak directly to one another.
iv. Student participation in discussion	Virtually all students are engaged in the discussion. Students themselves ensure that all voices are heard in the discussion	The teacher asks students to justify their reasoning, and most attempt to do so. Teacher successfully engages all students in the discussion.	The teacher asks students to explain their reasoning, but only some students attempt to do so. Teacher attempts to engage all students in the discussion, but with only limited success.	The teacher does not encourage students to explain their reasoning, and few students participate in the discussion.

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DOMAIN 3: INSTRUCTION Component 3c: Engaging Students in Learning

	Highly Effective(4)	Effective(3)	Partially Effective(2)	Ineffective(1)
i. Choice and implementation of activities and assignments	All students are engaged in the activities and assignments. All students initiate/adapt activities and/or projects.	Most activities and assignments are appropriate to students and almost all students are engaged in exploring the content.	Activities and assignments are appropriate and engaging to some students but not all.	Activities and assignments are inappropriate for students' age or background. Students are not intellectually engaged in them.
ii. Student grouping	Instructional groups are productive and fully appropriate to the students or to the instructional purposes of the lesson. Students take the initiative or adopt activities and/or projects to enhance their understanding.	The teacher uses groupings that are appropriate and productive to the purpose or goal of the lesson.	The instructional groupings used are partially appropriate to the activities and/or moderately successful.	Instructional groups are inappropriate to the students or to the instructional outcomes.
iii. Use and choice of instructional materials and resources	Materials and resources are suitable and engage students. Students initiate choice, adaptation, or creation of materials and/or resources used.	Materials and resources are suitable and engage students.	Materials and resources are partially suitable with limited engagement of students.	Instructional materials and resources are unsuitable or do not engage students.
iv. Structure and pacing of the lesson	The lesson's structure is highly coherent, allowing for reflection and closure. Pacing of the lesson is appropriate for all students	The lesson has a clearly defined structure around which the activities are organized. Pacing of the lesson is generally appropriate.	The lesson has a recognizable structure, although it is not uniformly maintained throughout the lesson. Pacing of the lesson is inconsistent	The lesson has no clearly defined structure, or the pace of the lesson is too slow or rushed, or both.

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DOMAIN 3: INSTRUCTION Component 3c: Engaging Students in Learning

	Highly Effective(4)	Effective(3)	Partially Effective(2)	Ineffective(1)
i. Choice and implementation of activities and assignments	All students are engaged in the activities and assignments. All students initiate/adapt activities and/or projects.	Most activities and assignments are appropriate to students and almost all students are engaged in exploring the content.	Activities and assignments are appropriate and engaging to some students but not all.	Activities and assignments are inappropriate for students' age or background. Students are not intellectually engaged in them.
ii. Student grouping	Instructional groups are productive and fully appropriate to the students or to the instructional purposes of the lesson. Students take the initiative or adopt activities and/or projects to enhance their understanding.	The teacher uses groupings that are appropriate and productive to the purpose or goal of the lesson.	The instructional groupings used are partially appropriate to the activities and/or moderately successful.	Instructional groups are inappropriate to the students or to the instructional outcomes.
iii. Use and choice of instructional materials and resources	Materials and resources are suitable and engage students. Students initiate choice, adaptation, or creation of materials and/or resources used	Materials and resources are suitable and engage students.	Materials and resources are partially suitable with limited engagement of students.	Instructional materials and resources are unsuitable or do not engage students.
iv. Structure and pacing of the lesson	The lesson's structure is highly coherent, allowing for reflection and closure. Pacing of the lesson is appropriate for all students	The lesson has a clearly defined structure around which the activities are organized. Pacing of the lesson is generally appropriate.	The lesson has a recognizable structure, although it is not uniformly maintained throughout the lesson. Pacing of the lesson is inconsistent	The lesson has no clearly defined structure, or the pace of the lesson is too slow or rushed, or both.

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DOMAIN 3: INSTRUCTION Component 3d: Using Assessment in Instruction

	Highly Effective(4)	Effective(3)	Partially Effective(2)	Ineffective(1)
i. Assessment criteria	Assessment criteria are aligned to standards and tasks, and use a variety of methods. Students are fully aware of the performance standards by which their work will be evaluated, understand the characteristics of high-quality work, and have contributed to the development of the criteria.	The teacher has established rigorous assessment criteria for all tasks and makes the standards of high-quality work clear to students.	Assessment criteria have been established and communicated but are of low rigor.	
ii. Monitoring of student learning	Teacher actively and continuously utilizes formative assessment to monitor progress of individual students regarding their understanding and progress.	Teacher regularly elicits evidence of student understanding. Students are invited to assess their own work and make improvements; most of them do so. Feedback includes specific and timely guidance, at least for groups of students.	Teacher monitors understanding through a single method, or without eliciting evidence of understanding from students. Feedback to students is vague and not oriented toward improvement of work (i.e. little formative assessment.)	
iii. Feedback to students	Teacher's feedback to students is timely, encourages students to critique their work, and is utilized by students to improve their learning.	Teacher's feedback to students identifies current demonstrated strengths and opportunities for improvement in a timely manner.	Teacher's feedback to students may identify strengths or opportunities for improvement and feedback timeliness is inconsistent.	

	Highly Effective(4)	Effective(3)	Partially Effective(2)	Ineffective(1)
iv. Student self-assessment and monitoring of progress	Students not only frequently assess and monitor the quality of their own work but also against the assessment criteria and the work of their peers. They may also make use of that information to enhance their learning.	Students frequently assess and monitor the quality of their own work against the assessment criteria and performance standards.	Students occasionally assess the quality of their own work against the assessment criteria and performance standards.	

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DOMAIN 3: INSTRUCTION Component 3e: Demonstrating Flexibility and Responsiveness

	Highly Effective(4)	Effective(3)	Partially Effective(2)	Ineffective(1)
i. Lesson adjustment	Teacher successfully makes seamless adjustments to the lesson as needed to assist individual students or subgroups of students	Teacher makes minor and effective adjustments to the lesson for the whole class and the adjustment occurs smoothly	Teacher attempts to adjust the lesson when needed, with only partially successful results.	Teacher adheres rigidly to instructional plan, even when a change is clearly needed.
ii. Response to students	Teacher seizes a major opportunity to enhance learning and create a teachable moment, based and building on student interests, questions, or engagement in the lesson.	Teachers successfully accommodates students' questions or interests by adjusting the lesson to meet their needs	Teacher attempts to address students' questions, issues, or interests, with minimal success.	The teacher ignores or is non-responsive to students questions or issues.
iii. Adaptability and persistence	Teacher persists in seeking effective approaches for students who need help using a broad range of techniques until evidence of understanding is apparent.	Teacher persists in seeking approaches for students who have difficulty learning, drawing on a broad repertoire of strategies.	Teacher accepts responsibility for the success of all students but when difficulties arise, can only draw on a very limited repertoire of instructional strategies.	When a student has difficulty learning, the teacher does not utilize other strategies and either gives up or blames the student.

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DOMAIN 4: PROFESSIONAL RESPONSIBILITIES Component 4a: Reflecting on Teaching

	Highly Effective(4)	Effective(3)	Partially Effective(2)	Ineffective(1)
i. Accuracy of reflection	The teacher's reflection on the lesson is thoughtful and accurate, citing specific evidence.	The teacher provides an accurate and objective description of the lesson, citing specific evidence.	The teacher provides a partially accurate and objective description of the lesson but does not cite specific evidence.	The teacher does not accurately assess the effectiveness of the lesson and has no ideas about how the lesson could be improved.
ii. Application of reflection to improve teaching	The teacher points out specific insights on the lesson, draws on an extensive repertoire of alternative strategies, and predicts the likely success of each.	The teacher is able to point out specific insights on the lesson and reflects on ways future lessons might be improved as a result.	The teacher makes only general suggestions as to how the lesson might be improved.	The teacher does not have any insight on how the lesson may be improved.

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DOMAIN 4: PROFESSIONAL RESPONSIBILITIES Component 4b: Maintaining Accurate Records

	Highly Effective(4)	Effective(3)	Partially Effective(2)	Ineffective(1)
i. Student completion of assignments	Students share the responsibility of maintaining records indicating completed and outstanding assignments.	The teacher's method for recording the completion and quality of student assignments is in place and students have the ability to access the information.	The teacher has a method in place for recording student assignments but student lack the ability to access the information.	There is no accurate method of recording completion or quality of assignments.
ii. Student progress	The students help create and/or support methods to track their own progress toward learning goals.	The teacher has an organized and consistent system for tracking that supports the teacher and students help achieve learning goals.	The teacher has a method in place for tracking student progress but it is not consistent with helping students achieve learning goals.	No system exists for the tracking of student progress.
iii. Non- instructional records	The teacher's systems for maintaining non-instructional records are accurate, efficient, and effective, and students contribute to their maintenance.	The teacher's systems for maintaining non-instructional records are accurate, efficient, and effective.	The teacher's systems for maintaining non-instructional records are rudimentary and only partially effective.	The teacher's systems for maintaining non-instructional records are either nonexistent or in disarray, resulting in errors and confusion.

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DOMAIN 4: PROFESSIONAL RESPONSIBILITIES Component 4c: Communicating with Families

	Highly Effective(4)	Effective(3)	Partially Effective(2)	Ineffective(1)
i. Communication about the instructional program	The teacher's communication with families is frequent and sensitive to cultural traditions; students regularly develop materials to share with their families about the instructional program.	The teacher communicates frequently with families and successfully engages them in the instructional program and is conveyed in a culturally appropriate manner.	The teacher adheres to school procedures for communicating with families. Communication with families may be infrequent or incomplete.	The teacher's communication with families about the instructional program is sporadic or inappropriate.
ii. Communication about individual students	Students are involved in maintaining records about their learning and frequently shares their progress with their families.	The teacher regularly sends home information about student progress. Most of the teacher's communications are appropriate to families' cultural norms.	Communications are not always appropriate to the families' cultural norms. Little information is shared with families about student progress.	The teacher's communication about students' progress is insufficient. The teacher does not respond, or responds insensitively, to parental concerns.
iii. Engagement of families in the instructional program	The students participate regularly and consistently in projects designed to engage their families.	The teacher develops activities designed to engage families successfully and appropriately.	Teacher makes modest attempts to engage families in the instructional program.	The teacher makes no attempt to engage families in the instructional program.

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DOMAIN 4: PROFESSIONAL RESPONSIBILITIES Component 4d: Participating in a Professional Learning Community

	Highly Effective(4)	Effective(3)	Partially Effective(2)	Ineffective(1)
i. Relationship 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.	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 becomes involved in the professional community and in school and district events and projects when specifically asked; relationships with colleagues are cordial.	The teacher avoids participating in a professional community or in school and district events and projects; relationships with colleagues are negative or self serving.
ii. Involvement in culture of professional inquiry	Teacher leads and promotes activities and opportunities for professional inquiry.	The teacher seeks out opportunities and activities regarding professional inquiry.	When obligated the teacher participates in activities designed for professional inquiry.	The teacher does not participate in professional inquiry.
iii. Participation and service in school and district projects	The teacher leads and promotes school events and district/ community projects.	The teacher seeks out opportunities to volunteer and participate in school events and district/ community projects.	When obligated, the teacher participates in school activities and district/community projects.	The teacher does not participate in school activities and district/community projects.

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DOMAIN 4: PROFESSIONAL RESPONSIBILITIES **Component 4e: Growing and Developing Professionally**

	Highly Effective(4)	Effective(3)	Partially Effective(2)	Ineffective(1)
i. Enhancement of content knowledge and pedagogical skills	The teacher actively pursues regular professional development opportunities.	The teacher seeks out opportunities for professional development based on an individual assessment of need and actively shares expertise with others.	The teacher only participates in professional development activities that are required or provided by the district.	The teacher does not participate in professional development activities.
ii. Receptivity to feedback from colleagues	The teacher seeks and initiates feedback from supervisors and colleagues and consistently demonstrates a willingness to act upon it.	The teacher welcomes feedback from supervisors and colleagues.	The teacher accepts, with some reluctance, feedback from supervisors and colleagues.	The teacher is resistant to feedback from supervisors or colleagues.
iii. Service to the profession	Teacher initiates activities to contribute to the profession, including sharing feedback with colleagues.	Teachers are active in professional organizations so that they can improve their personal practice and the practice of others.	Teacher makes connections to some professional organizations but does not share with colleagues.	Teacher makes no effort to share knowledge with colleagues.

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DOMAIN 4: PROFESSIONAL RESPONSIBILITIES Component 4f: Showing Professionalism

	Highly Effective(4)	Effective(3)	Partially Effective(2)	Ineffective(1)
i. Integrity and ethical conduct	The teacher displays the highest standards of ethical conduct.	The teacher displays a high level of ethics and professionalism in dealings with both students and colleagues.	The teacher is honest and well intentioned in serving students and contributing to decisions in the school.	The teacher demonstrates little sense of ethics and professionalism.
ii. Service to students	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 serves students by ensuring school practices and procedures are honored in the school.	The teacher's attempts to serve students are limited.	The teacher contributes to practices that are self-serving or harmful to students.
iii. Decision making	The teacher participates in school, departmental, and district decision making. The teacher's input allows for the teacher to take a leadership role in decision making.	The teacher fully participates in school and departmental decision making.	The teacher participates in school or departmental meeting decision making on a limited basis.	The teacher does not participate in school or departmental decision making.
iv. Compliance with school and district regulations	The teacher takes a leadership role in helping colleagues meet school and district regulations and expectations.	The teacher complies fully and voluntarily with school and district regulations.	The teacher complies minimally with school and district regulations, doing just enough to get by.	The teacher fails to comply with school and district regulations and timelines.