

Southfield Teacher - Danielson (v.2021)

Printed: May 21, 2021 at 3:38pm

Domain 1: Planning and Preparation 1b Demonstrating Knowledge of Students

Ineffective

The teacher display limited knowledge of how students learn - and little understanding of varied student approaches to learning, knowledge, and skills, special needs, and interests and cultural heritages - and does not indicate that such knowledge is valuable. *(1b.I)*

Minimally Effective

The teacher demonstrates generally accurate knowledge of how students learn and their different approaches to learning, knowledge and skills, special needs, and interests and cultural heritages, yet may apply this knowledge not to individual students but to the class as a whole. *(1b.ME)*

Effective

The teacher understands the active nature of student learning and acquires information about levels of development for groups of students. The teacher also purposefully attains knowledge from several different sources about groups of students' varied approaches to learning, knowledge and skills, special needs, and interests and cultural heritages. *(1b.E)*

Highly Effective

The teacher understands the active nature of student learning and attains information about levels of development for individual students. The teacher also systematically gains knowledge from several sources about individual students' differing approaches to learning, knowledge and skills, special needs, and interests and cultural heritages. *(1b.HE)*

1e Designing Coherent Instruction

Ineffective

Learning activities are poorly aligned with the instructional outcomes. The activities do not follow an organized progression. They are not designed to engage students in an active, intellectual activity. The activities have unrealistic time allotments. The instructional groupings are not suitable to the activities and offer no variety. *(1e.I)*

Minimally Effective

Some learning activities and materials are aligned with the instructional outcomes and represent moderate cognitive challenge but with no differentiation for students. Instructional groups partially support the activities with some variety. The lesson or unit has a recognizable structure; but the sequence of activities is misaligned, with limited time allocations. *(1e.ME)*

Effective

Most of the learning activities are aligned with the instructional outcomes and follow an organized sequence appropriate for the groups of students. The learning activities have reasonable time allocations; they represent cognitive challenge, with some differentiation for various groups of students and differing use of instructional groups. *(1e.E)*

Highly Effective

The sequence of learning activities follow a logical sequence, is aligned to instructional goals, and is developed to engage students in high-level cognitive activity. These are appropriately differentiated for each learner. Instructional groups are varied appropriately, with some opportunity for student choice *(1e.HE)*

Domain 2: Classroom Environment 2a Environment of respect and rapport

Ineffective

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Effective

Highly Effective

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Patterns of classroom interactions, both between teacher and students and among students, are mostly negative, inappropriate, inconsiderate, or insensitive to students' ages, cultural backgrounds, and developmental levels. Student interactions are characterized by sarcasm, put-downs, or conflict. The teacher does not handle disrespectful behavior. (2a.I)

Patterns of classroom interactions, both between teacher and students and among students, are generally appropriate but may reflect occasional inconsistencies, favoritism, and disregard for students' ages, cultures, and developmental stages. Students rarely demonstrate disrespect for one another. The teacher attempts to respond to disrespectful behavior but has uneven results. The net result of the interactions is neutral, conveying neither warmth nor conflict. (2a.ME)

Teacher-student interactions are friendly and demonstrate general caring and respect. Such interactions are appropriate to the ages, cultures and developmental stages of the students. Interactions among students are generally polite and respectful, and students exhibit respect for the teacher. The teacher responds successfully to disrespectful behavior among students. The net result of the interactions is polite, respectful, and business-like, though students may be somewhat cautious about taking intellectual risks. (2a.E)

Classroom interactions between the teacher and students and among students are highly respectful, reflecting genuine warmth, caring, and sensitivity to students as individuals. Students exhibit respect for the teacher and contribute to high levels of civility among all members of the class. The net result is an environment where all students feel valued and are comfortable taking intellectual risks. (2a.HE)

2c Managing Classroom Procedures

Ineffective

Much instructional time is lost due to inefficient classroom routines and procedures. There is little or no evidence of the teacher's effective management of instructional groups and transitions and/or handling of materials and supplies. There is little evidence that students know or follow established routines, or that volunteers and paraprofessionals have clearly defined tasks. (2c.I)

Minimally Effective

Some instructional time is lost due to partially effective classroom routines and procedures. The teacher's management of instructional groups and transitions, or handling of materials and supplies, or both, are inconsistent, leading to some disruption of learning. With regular guidance and prompting, students follow established routines, and volunteers and paraprofessionals perform their duties. (2c.ME)

Effective

There is little loss of instructional time due to effective classroom routines and procedures. The teacher's management of instructional groups and transitions, or handling of materials and supplies, or both are consistently successful. With minimal guidance and prompting, students follow established classroom routines, and volunteers and paraprofessionals contribute to the class. (2c.E)

Highly Effective

Instructional time is maximized due to efficient and seamless classroom routines and procedures. Students take initiative in the management of instructional groups and transitions, and/or the handling of materials and supplies. Routines are well understood and may be initiated by students. Volunteers and paraprofessionals make an independent contribution to the class. (2c.HE)

Domain 3: Instruction 3a Communicating with Students

Ineffective

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The students lack clarity on the instructional purpose of the lesson and the directions and procedures are confusing. The teacher's explanation of the content contains serious errors and does not include any explanation of strategies students might use. The teacher's spoken or written language contains grammar or syntax mistakes. The teacher's academic vocabulary is inappropriate, vague, or used incorrectly, leaving students confused. (3a.I)

The teacher's attempt to explain the instructional purpose has only limited success, and/or directions and procedures must be clarified after initial student confusion. The teacher's explanation of the content may contain minor errors; some portions are clear, other difficult to follow. The teacher's explanation does not invite students to engage intellectually or to understand strategies they might use when working independently. The teacher's spoken language is correct but uses vocabulary that is either limited or not fully appropriate to the students' ages or backgrounds. The teacher rarely takes opportunities to explain academic vocabulary. (3a.ME)

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 and may be modeled. The teacher's explanation of content is scaffolded, clear, and accurate and connects with students' knowledge and experience. During the explanation of content, the teacher focuses, as appropriate, on strategies students can use when working independently and invites student intellectual engagement. The teacher's spoken and written language is clear and correct and is suitable to students' ages and interests. The teacher's use of academic vocabulary is precise and services to extend student understanding. (3a.E)

The teacher links the instructional purpose of the lesson to the larger curriculum; the directions and procedures are clear and anticipate possible student misunderstanding. The teacher's explanation of content is thorough and clear, developing conceptual understanding through clear scaffolding and connecting with students' interests. Students contribute to extending the content by explaining concepts to their classmates and suggesting strategies that might be used. The teacher's spoken and written language is expressive, and the teacher finds opportunities to extend students' vocabularies, both within the discipline and for more general use. Students contribute to the correct use of academic vocabulary. (3a.HE)

3b Questioning and Discussion Techniques

Ineffective

The teacher's questions are of low cognitive challenge, with single correct responses, and are asked in rapid succession. Interaction between the teacher and students is predominantly recitation style, with the teacher mediating all questions and answers; the teacher accepts all contributions without asking students to explain their thinking. Only a few students participate in the discussion. (3b.I)

Minimally Effective

The teacher's questions lead students through a narrow path of inquiry, with answers likely determined in advance. Alternatively, the teacher attempts to ask some questions developed to engage students in thinking, but only a limited group of students are involved. The teacher attempts to engage all students in the discussion, to encourage them to respond to one another, and to explain their thinking, with uneven results. (3b.ME)

Effective

While the teacher may use some low-level questions questions posed are designed to promote student thinking and understanding. The teacher creates a genuine discussion among students, providing adequate time for students to respond and stepping aside when doing so is appropriate. The teacher challenges students to justify their thinking and successfully engages most students in the discussion, utilizing a range of strategies to make sure that most students are heard. (3b.E)

Highly Effective

The teacher uses a variety or series of questions or prompts to designed challenge students cognitively, advanced high-level thinking and discourse, and promote metacognition. Students formulate many questions, initiate topics, challenge one another's thinking, and make unsolicited contributions. Students themselves ensure that all voices are heard in the discussion. (3b.HE)

3c Engaging Students in Learning

Ineffective

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The learning tasks/activities, materials, and resources lack alignment with the instructional outcomes, or require only rote responses, with only one approach possible. The grouping of students are not appropriate for the activities. The lesson has no clearly defined structure, or the pace of the lesson is too slow or rushed. (3c.I)

The learning tasks and activities are partially aligned with the instructional outcomes but required only minimal thinking by students and little opportunity for them to explain their thinking, allowing most students to be passive or simply compliant. The grouping of students are moderately suitable to the activities. The lesson has a recognizable structure; however, the pacing of the lesson may not provide students the time needed to be intellectually engaged. (3c.ME)

The learning tasks and activities are fully aligned with the instructional outcomes and are designed to challenge student thinking, inviting students to make their thinking visible. This technique results in active intellectual engagement by most students with important and challenging content and with teacher scaffolding to support that engagement. The groupings of students are suitable. (3c.E)

Virtually all students are intellectually engaged in challenging content through well designed learning tasks and activities that require complex thinking by students. The teacher provides appropriate scaffolding and challenges students to explain their thinking. There is evidence of some student initiation of inquiry and student contributions to the exploration of crucial content. (3c.HE)

3d Using Assessment in Instruction

Ineffective

Students seem to be unaware of the assessment criteria. There is little or no monitoring of student learning. Teacher feedback is missing or of poor quality. Students do not engage in self-assessment or peer-assessment. (3d.I)

Minimally Effective

Students seem to be only somewhat aware of the assessment criteria and the teacher monitors student learning for the class as a whole instead of individually. Questions and assessments are rarely used to determine evidence of learning. Feedback to students is general, and few students assess their own work. (3d.ME)

Effective

Students are seemingly aware of assessment criteria, and the teacher monitors student learning for groups of students instead of individual students. Questions and assessments are regularly used to determine evidence of learning. The teacher gives accurate and specific feedback to groups of students. Some students engage in self-assessment (3d.E)

Highly Effective

Assessment is fully integrated into daily instruction, through extensive use of formative assessment. Students seem to be aware of, and there is some evidence that have contributed to, the assessment criteria. Questions and assessments are used frequently to determine evidence of learning by individual students. A variety of forms of feedback, from both teacher and peers, is accurate and specific and advances learning. Student self-assess and monitor their own progress. The teacher successfully differentiates instruction to address individual students' misunderstanding. (3d.HE)

Domain 4: Professional Responsibilities 4c Communicating with Families

Ineffective

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The teacher provides little information about the instructional program to families; the teacher's communication about students' progress is minimal. The teacher does not, or responds insensitively, to parental concerns. (4c.I)

The teacher makes sporadic attempts to communicate with families about the instructional program and about the progress of individual students but does not attempt to engage families in the instructional program. Moreover, the communication that does take place may not be culturally sensitive to those families. (4c.ME)

The teacher provides frequent and appropriate information to families about the instructional program and conveys information about individual student progress in a culturally responsive manner. The teacher makes some attempts to involve families in the instructional program. (4c.E)

The teacher communicates frequently with families in a culturally responsive manner, with students contributing to the communication. The teacher responds to family concerns with professionalism and cultural awareness. The teacher makes frequent and successful efforts to involve families in the instructional program are. (4c.HE)

4f Showing Professionalism

Ineffective

The teacher displays dishonesty in interactions with colleagues, students, and the public. The teacher is not alert to students' needs and contributes to school practices that result in some students being ill served by the school. The teacher makes decisions and recommendations that are based on self-serving interests. The teacher does not comply with school and district regulations. (4f.I)

Minimally Effective

The teacher is honest in interactions with colleagues, students, and the public. The teacher's attempts to serve students are inconsistent, and unknowingly contribute to some students being ill served by the school. The teacher's decisions and recommendations are based on limited though genuinely professional considerations. The teacher must be reminded by supervisors about complying with school and district regulations. (4f.ME)

Effective

The teacher displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public. The teacher is active in serving students, working to ensure that all students receive a fair opportunity to succeed. The teacher maintains an open mind in team or departmental decision making. The teacher complies fully with school and district regulations. (4f.E)

Highly Effective

The teacher can be counted on to hold the highest standards of honesty, integrity, and confidentiality and takes a leadership role with colleagues. The teacher is highly proactive in serving students, seeking out resources when needed. The teacher makes a concerted effort to challenge negative attitudes or practices to ensure that all students, particularly those traditionally underserved, are honored in the school. The teacher takes a leadership role in team or departmental decision making and helps ensure that such decisions are based on the highest professional standards. The teacher complies fully with school and district regulations, taking a leadership role with colleagues. (4f.HE)