

# **The Structure of the Decatur Public Schools Appraisal Plan**

## **Charlotte Danielson's Framework for Teaching**

Charlotte Danielson, the creator of the Framework for Teaching, has worked in the education field at all levels: she's taught kindergarten through college and also worked as an administrator, curriculum director and staff developer. She helped to develop the Praxis III, which served as the research base for the Framework. Ms. Danielson has also been intimately involved with the National Board Certification process and the Teacher Advancement Program (TAP).

The Framework for Teaching has been adopted by hundreds of school districts around the country, including Cincinnati, the entire state of Delaware, and many districts in Illinois including Elgin, Rockford, Evanston, and Chicago.

The Decatur Appraisal process implements the Danielson Framework and many of the processes found in The Handbook for Enhancing Professional Practice by Charlotte Danielson (2008 version). It is organized into four domains and 22 components. Evidence can be gathered for all components, although only domains 2 and 3 are usually observed during a classroom lesson. The four Framework domains are:

### **Domain 1: Planning and Preparation**

Defines how a teacher organizes the content that the students are to learn – how the teacher designs instruction. All elements of the instructional design – learning activities, materials, assessments, and strategies – should be appropriate to both the content and the students. The components of domain 1 are demonstrated through the plans and tools the teachers prepare to guide their teaching. The plan's effects are observable through actions in the classroom.

### **Domain 2: The Classroom Environment**

Consists of the non-instructional interactions that occur in a classroom. Activities and tasks establish a respectful classroom environment and a culture for learning. The atmosphere is businesslike; routines and procedures are handled efficiently. Student behavior is cooperative and non-disruptive, and the physical environment supports instruction. The components of domain 2 are demonstrated through classroom interaction and are observable.

### **Domain 3: Instruction**

Consist of the components that actually engage students in the content. These components represent distinct elements of instruction. Students are engaged in meaningful work that is important to students as well as teachers. Like domain 2, the components of domain 3 are demonstrated through teacher classroom interaction and are observable.

**Domain 4: Professional Responsibilities**

Encompasses the professional’s role outside of the classroom. These roles include professional responsibilities such as self-reflection and professional growth, in addition to contributions made to the school, the district, and the profession as a whole. The components in domain 4 are demonstrated through growth made in goals determined following self-reflection, interactions with colleagues, families and to the larger community.

**The Danielson Framework for Teaching**

<b>Domain 1: Planning and Preparation</b> 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	<b>Domain 2: Classroom Environment</b> 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
<b>Domain 4: Professional Responsibilities</b> 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	<b>Domain 3: Instruction</b> 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

The Framework for Teaching defines four levels of performance for each component: Unsatisfactory, Needs Improvement, Proficient and Distinguished/Excellent. Description of the Summative ratings can be found on page \_\_.

The Summative rating is comprised of a combination of domains as evidenced by self-assessment, growth in goal development, observations, and review of artifacts.

Specifically, Domains 1 and 4 will be supported by evidence contained in your self-reflection, progress in your goals, conversations between you and your administrator, and other artifacts, such as your parent contact log, PLC involvement and the lessons you developed for the scheduled and unscheduled observations. A single summative

component rating will be calculated by combining these two domains that are not directly observable.

Domains 2 and 3 will be supported by evidence collected by direct scheduled and unscheduled observations. These two domains are combined to create a single summative component rating.

Evidence of student growth will contribute to a summative rating for Eisenhower staff in the 2013 – 2014 school year. All staff will have a student growth component in the summative rating for the 2014 – 2015 school year and beyond.

The following weights for each area will apply for the 2012 – 2013 school year:

Non-Tenured Teacher

Self-Assessment and Artifact Review (Domains 1 and 4) – 25%  
Observations (Domains 2 and 3) – 75%

Tenured with a Proficient or Excellent Rating

Self-Assessment and Artifact Review (Domains 1 and 4) – 75%  
Observations (Domains 2 and 3) – 25%

Tenured with a Needs Improvement or Unsatisfactory Rating

Self-Assessment and Artifact Review (Domains 1 and 4) – 25%  
Observations (Domains 2 and 3) – 75%

***Evaluation of certificated staff members is the responsibility of the administration. All certificated staff members have the responsibility to participate in the teacher evaluation process. No member of the bargaining unit shall be designated by district administration as the evaluator of any member of the bargaining unit.***