A Framework for Teaching: Criteria for Formative Growth

Purpose and organization of this document

This document was prepared by the Supervision and Evaluation Committee (SECC) to establish commonly accepted criteria for good teaching as determined by this group of teachers, school administrators, and district staff. Teachers and administrators will have the opportunity to communicate about this common framework using similar terms and understandings about both the art and science of accomplished teaching. It is hoped that by having such clearly established criteria that discussion about both growth and evaluation of teachers will have greater clarity.

The document can be used for two purposes: a formative purpose for coaching on teacher growth, mentoring and improvement and a summative application to be used as part of the supervisory cycle where teachers and administrators engage in a systematic evaluation of teacher performance.

When the document is used as a tool for teacher evaluation, it is intended that the criteria will provide a common framework for the summative report using the *Not Developed* or *Developing* performance levels with the outcome of the process being limited to a summative statement of either **satisfactory** or **unsatisfactory**. For the formative application, further performance levels of *Proficient* and *Accomplished* have been established to provide greater clarity for feedback regarding teacher performance and growth.

The document is best used as a booklet and is organized into four (4) **Domains** of effective instruction as originally described by Danielson (*Enhancing Professional Practice: A Framework for Teaching*, 2007): *Planning & Preparation, the Classroom Environment, Instruction, and Professional Responsibilities*. Each domain is organized into a number of **Components** and then **Elements** which provide the specific criteria for effective instruction as determined by the Supervision and Evaluation Committee which drew from a number of resources as described in the bibliography.

The document begins with a *Quick Scale* of the entire framework which provides a comprehensive overview of the criteria. On subsequent pages for each domain there are two pages provided: an element summary and evidence sheet and a quick scale for the domain. The **Element Summary and Evidence** page can be used to gather and summarize indicators of practices which meet the criteria for each component and element for the domains. The **Quick Scale** for each domain can be used to provide specific feedback and establish performance levels for either the formative or the summative application.

When used for formative purposes a **Growth Planning Summary** and template for **Personal Professional Growth Plan** provided at the end of the document will enable teachers to summarize information gathered and provides an opportunity for teachers to develop a growth plan focusing on specific areas of growth. When used for summative purposes a brief description of the contractual components and process for a formal teaching report are listed along with a template for a formal teaching report.

It is hoped that this criteria will promote ongoing conversation regarding good teaching practice and better enable all teachers to become more reflective practitioners while celebrating the many examples of excellent instructional practices already established in our classrooms.

A Framework for Teaching—Overview

	Not evident	Developing	Proficient	Accomplished
Domain 1 Planning & Preparation	Planning and preparation reflect little evidence of student participation in assessment or links to learning outcomes. Use of current curriculum resources and current pedagogy is limited. Planning does not demonstrate diversity for individual students needs.	Planning and preparation reflect some evidence of student participation in assessment and links to learning outcomes. Use of current curriculum plans and resources reflect prerequisite skills and sequencing. Planning includes diversity for individual student needs.	Planning and preparation demonstrate obvious and appropriate evidence of student participation in assessment which is linked to learning outcomes. There is an appropriate balance of formative and summative assessment based on the use of current curriculum resources. Plans reflect prerequisite skills and learning sequence and include individualized instruction, and well balanced strategies for teaching and learning methods.	Planning and preparation demonstrate strong evidence of student participation in assessment which is linked to expected outcomes. There are connections between outcomes and prerequisite, sequenced learning and skills. Planning and preparation provide many opportunities for differentiated instruction and thorough strategies for teaching and learning using diverse resources and pedagogy.
Domain 2 The Classroom Environment	The classroom environment reflects little evidence of appropriate classroom interactions and learner engagement. Expectations for achievement are unclear and established standards of conduct are not evident. Effective management of non-instructional duties, and/or effective use of space and physical resources are not evident.	The classroom environment reflects some evidence of appropriate classroom interactions and learner engagement. Expectations for achievement are evident by committed students. There are some monitored and established standards of conduct. Effective management of non-instructional duties using systems and/or effective use of space and physical resources are evident.	The classroom environment reflects appropriate evidence of respectful classroom interactions and productively engaged learners. Challenging expectations for achievement are evident by committed students. Monitored and established standards of conduct and effective management of non-instructional duties using systems and/or skillful use of physical resources are evident.	The classroom environment reflects strong evidence of respectful and caring classroom interactions and active, committed students. Student monitoring of established standards of conduct is evident and students are productively engaged learners. Effective management of non-instructional duties using systems evidenced by students assuming responsibilities for routines, and/or skillful use of physical resources by both teacher and students is evident.

	Not evident	Developing	Proficient	Accomplished
Domain 3 Instruction	Instruction demonstrates little evidence of clear communication with students. There is little evidence of effective questioning and discussion techniques or student engagement in learning. Instruction does not demonstrate use of assessment for learning, and/or the demonstration of flexibility and responsiveness to student needs.	Instruction demonstrates some evidence of clear communication with students. There are some effective questioning and discussion techniques used and some evidence of student engagement in learning. Instruction utilizes some assessment for learning strategies, and/or demonstrates flexibility and responsiveness to student needs.	Instruction demonstrates appropriate evidence of clear communication with students. Appropriate effective questioning and discussion techniques are used and student engagement in learning is evident. The use of assessment for learning strategies, and/or the demonstration of flexibility and responsiveness to accommodate student needs is evident.	Instruction demonstrates strong evidence of clear communication with students. Effective questioning and discussion techniques using student input is utilized and students' cognitive engagement in learning is evident. Instruction uses assessment for learning strategies, and/or the demonstration of flexibility and responsiveness to student needs is evident, especially the reluctant learners.
Domain 4 Professional responsibility	Professional responsibility reflects little evidence of communication with all educational partners. There is little evidence of reflection on their own practices. Record keeping systems and consistent use of appropriate language and behavior are not consistent. Contribution to school culture, improvement and/or professional development is not evident.	Professional responsibility reflects some evidence of communication with all educational partners. Limited reflection on their own practices is evident. Record keeping systems and consistent use of appropriate language and behavior are evident. Contribution to school culture, improvement and/or professional development is limited.	Professional responsibility reflects evidence of frequent communication with all educational partners. Regular engagement in reflection on their practice both individual and collegial is evident. Accurate and organized records and systems, and the use of appropriate language and behavior are demonstrated. Ongoing professional development and/or contribution to school culture and improvement is demonstrated.	Professional responsibility reflects strong evidence of communication systems with all educational partners. There is a system for self reflection on their practice both individual and collegial. Effective record keeping systems and the use of appropriate language and behavior is demonstrated. Extensive professional development and/or leadership in school culture and improvement activities is demonstrated.

Domain 1: Planning & Preparation—Quick Scale

Component	Not evident	Developing	Proficient	Accomplished
Designing Assessment	There is little evidence of student participation in design or self-assessment and limited linkage to instructional outcomes.	Sufficient evidence of student participation in design and self assessment. Formative & summative assessment are linked to selected instructional outcomes.	There is an appropriate balance of formative and summative assessment which are well linked to instructional outcomes, with a consistent level of student involvement and opportunities for self assessment.	Plans contain strong evidence of student involvement in rubric design with opportunities for self assessment. Formative and summative assessment are strongly linked to instructional outcomes.
Content Knowledge & Setting Instructional Outcomes	There is limited or no evidence of current curriculum or description of learning intentions and outcomes.	Plans identify prerequisite skills, and follow a sequence of learning which addresses curriculum and outcomes.	Consistent evidence of learning intentions and pre-requisite skills which reflect knowledge of current outcomes and incorporate a sequence of learning.	There is a high level of connection between curricular outcomes and pre-requisite skills. High learning expectations connect to a sequence of learning and ensure student understanding.
Knowledge of Students	Little awareness of student diversity and of planning for individual student needs. Plans do not reflect knowledge of child development	Plans recognize the need for differentiated instruction and represent current knowledge of child development.	There are many opportunities for differentiation and awareness and knowledge of individual student needs are evident in the classroom.	Planning consistently reflects diversity of student ability levels by incorporating strategies for individual student learning needs and development.
Pedagogy & Instructional Design	Lack of balance of between teaching and learning strategies with little evidence of current pedagogy. Resource use is limited.	Plans reflect current knowledge of instructional strategies for teaching and learning. There is evidence of utilizing appropriate resources in planning.	Plans reflect well balanced strategies for teaching and learning as well as appropriate opportunities for integration across the curriculum are evident.	Current and thoroughly planned instructional design with evidence of strong understanding of how students learn with integration across content areas. There is a creative use of a diverse number of resources.

Self Assessment: **To what extent do I meet these standards? (Circle One)**
Not Evident   Developing   Proficient   Accomplished

Domain 1: Planning & Preparation—Summary & Evidence Sheet

Component	Elements	Evidence
1. Designing Assessment *Inclusive of resources*	Plans reflect: a. student participation in developing assessment criteria (rubrics) b. opportunities for student self-assessment c. evidence of formative and summative assessment (assessment/instruction cycle) d. assessment linked to instructional outcomes	
2. Content Knowledge & Setting Instructional Outcomes *Inclusive of resources*	Plans reflect: a. knowledge of current curriculum and outcomes b. clear learning intentions and expectations c. connections to a sequence of learning (curriculum) d. pre-requisite skills (teacher & student and knowledge)	
3. Knowledge of Students *Inclusive of match between resources and student needs*	Plans reflect: a. differentiation of instruction and meet individual student learning needs b. knowledge of child development c. awareness and understanding of student diversity (whole child)	
4.Pedagogy & Instructional Design	Plans reflect : a. opportunities for integration across content areas b. a balance of teaching & learning strategies c. evidence of current pedagogical approaches to how students learn d. utilization of resources (Learning materials, colleagues & paraprofessionals)	

Domain 2: The Classroom Environment—Quick Scale

Component	Not Evident	Developing	Proficient	Accomplished
Classroom Culture	Classroom interactions are disrespectful and may be inappropriate. Instructional outcomes, activities, and assignments convey low expectations which are unmotivating to students who demonstrate little pride in classroom work.	Classroom interactions are mainly respectful and appropriate. Expectations for instructional outcomes, activities and assignments are sufficient with students accepting responsibility for quality work.	Classroom interactions demonstrate caring and respect. Instructional outcomes, activities, and assignments convey challenging expectations. Students accept the teacher's insistence on high quality work and demonstrate pride in that work.	Classroom interactions reflect genuine respect, caring and trust. Instructional outcomes, activities, and assignments convey established and challenging expectations that are valued by teacher and students. Students' commitment to high quality work is inherent.
Student behaviour, engagement and expectations	Few standards of conduct appear to have been established or students are confused as to what they are. The teacher is unaware of what the students are doing and does not respond to misbehaviour or the response is inconsistent, overly repressive, or does not respect the student's dignity. Students are not productively engaged in learning when not being directly supervised by teacher.	Standards of conduct have been established and understood by most students. The teacher is demonstrates awareness of student behaviour although the activities of some may be missed. Most students are productively engaged without direct supervision while in learning groups.	Standards of conduct are clear to students. Teacher is alert to student behaviour at all times. Teacher response to misbehaviour is appropriate and successful and respects the student's dignity, or student behaviour is generally appropriate. Small group work is well organized and most students are productively engaged.	Standards of conduct are clear to students and have been developed with student participation. Monitoring by teacher is subtle and preventative, highly effective and sensitive. Students monitor their own and their peers' behaviour, correcting one another respectfully in either large or small group settings.
Classroom procedures	Transitions are chaotic. Materials and supplies are handled ineffectively. Considerable instructional time is lost in performing non-instructional duties.	Most transitions are efficient while routines for handling materials and supplies function with acceptable effectiveness. Systems for performing non-instructional duties are satisfactory.	Transitions occur smoothly with little loss of instructional time. Routines for handling materials and supplies occur smoothly. Efficient systems for performing non-instructional duties are in place with minimal loss of instructional time.	Transitions are seamless with students assuming responsibility for efficient operation. Routines for handling materials and supplies and systems for performing non-instructional duties are well established with students assuming some responsibility for routines.
Physical Space and Safety	The classroom is unsafe or learning is not accessible to some students. The furniture arrangement hinders the learning activities, or poor use is made of physical resources.	The classroom is safe and essential learning is accessible to most students. Teacher uses physical resources adequately.	The classroom is safe, and learning is equally accessible to all students. Teacher uses physical resources skillfully and the furniture arrangement is a resource for learning activities.	The classroom is safe and students themselves ensure that all learning is equally accessible to all students. Both teacher and students use physical resources skillfully.

Self Assessment: To what extent do I meet these standards? (Circle One)
Not Evident   Developing   Proficient   Accomplished

Domain 2: The Classroom Environment—Summary & Evidence Sheet

Component	Elements	Evidence
1. Classroom Culture	a. Teacher interaction with students b. Student interactions with other students c. Expectations for learning and achievement d. Student pride in work	
2. Student Behaviour, expectations and engagement	a. Student behaviour is maintained through regular monitoring b. Approaches are proactive c. Students are engaged meaningfully and productively in learning and activities d. Expectations and standards are clear, communicated and understood by students	
3. Classroom Procedures	a. Management of materials, supplies and non-instructional duties b. Management of transitions c. Management of instructional groups	
4. Physical Space & Safety	a. Safety and accessibility b. Arrangement of furniture and use of physical resources	

Domain 3: Instruction—Quick Scale

Component	Not evident	Developing	Proficient	Accomplished
Communicating with students	Instruction is characterized by poor communication of learning intentions, directions, content, and use of inappropriate vocabulary.	Learning Intentions and content instruction are understood but may require some clarification after initial explanation. Spoken and written language is correct.	Learning intentions are clear; directions and procedures are well defined. Content explanation is appropriate and connects with students' knowledge and experience Spoken and written language is clear, correct and appropriate.	Learning intentions are strongly linked to students' interests. Directions and procedures are communicated clearly in rich language.
Using Questioning and discussion techniques	Questions are superficial and allow for little wait time. Only a few students dominate the discussion. Teacher is the focal point of most questions.	Teacher attempts to engage students in meaningful questions and discussion with satisfactory effectiveness.	Questions are thought provoking with adequate response time. Teacher facilitates discussion, stepping aside when appropriate, and engages all students.	Questions consistently encourage intellectual engagement. Responsibility for discussion is assumed by all students.
Engaging Students in Learning	Activities, assignments, and grouping of students are inappropriate. Instructional materials are unsuitable. Pacing is too slow/fast.	Activities, assignments, and groupings are appropriate. Pacing of lessons is suitable for most students.	Activities, assignments, and materials are appropriate. Grouping is productive and adds to the lesson. Pacing is matched to student abilities	Students cognitively engaged in assignments. Students initiate or adapt activities to enhance their understanding. Groups are productive and enhance learning
Using Assessment for Instruction	Students are unaware of standards and do not engage in self assessment. Teacher's feedback is minimal and learning is not monitored.	Criteria are mainly understood by students when assessing their own work. Class progress is sufficiently monitored with acceptable levels of feedback on student performance.	Students are aware of criteria and frequently assess the quality of their own work. Teacher monitors the work of groups and feedback is timely and consistent.	Students have contributed to the development of criteria and use them to monitor their own progress. Teacher monitors progress of individual students and provides high quality feedback.
Demonstrating Flexibility and Responsiveness	Teacher will not change instructional plan when necessary. Teacher ignores students' questions and/or interests. Teacher gives up on reluctant learners.	Teacher attempts to adjust lesson and instructional strategies to help reluctant learners. Teacher acknowledges student questions and provides appropriate answers.	Teacher makes minor adjustments to lesson, with no disruption. Teacher accommodates students' questions and/or interests. Teacher persists with reluctant learners – seeking their success.	Teacher makes major adjustment to lesson when needed. Teacher incorporates students' questions and interests into the lesson. Teacher persists in seeking effective approaches to reach reluctant learners.

Self Assessment: **To what extent do I meet these standards? (Circle One)**
Not Evident   Developing   Proficient   Accomplished

Domain 3: Instruction—Summary & Evidence Sheet

Component	Elements	Evidence
1. Communicating with Students	a. Learning Intentions b. Directions and procedures c. Explanation of content d. Use of oral and written language	
2. Using Questioning and Discussion Techniques	a. Quality of questions b. Discussion techniques c. Student participation	
3. Engaging Students in Learning	a. Activities and assignments b. Grouping of students c. Instructional materials and resources d. Structure and pacing	
4. Using Assessment in Instruction *Assessment for learning*	a. Establish assessment criteria with students b. Monitoring of student learning c. Provides descriptive feedback to students d. Developing ownership of learning through: e. student self-assessment and monitoring of progress f. Peer Assessment	
5. Demonstrating Flexibility and responsiveness	a. Lesson adjustment b. Response to students c. Persistence	

Domain 4: Professional Responsibilities—Quick Scale

Component	Not Evident	Developing	Proficient	Accomplished
Communication	The teacher demonstrates little or no communication with families, students, colleagues, support staff or volunteers.	The teacher communicates appropriately with families, students, colleagues, support staff, and volunteers.	The teacher demonstrates frequent communication with families, students, colleagues, support staff, and volunteers.	The teacher demonstrates effective systems for communication with families, students, colleagues, support staff, and volunteers.
Self Reflection & Growth	The teacher demonstrates little or no reflection on their own practices or new ideas.	The teacher demonstrates necessary reflection on their own practices or new ideas.	The teacher engages in frequent reflection on their practices or new ideas. Reflection includes both individual and collegial elements.	The teacher demonstrates ongoing reflection on their practices and or new ideas. Reflection includes a system for regular individual and collegial elements.
Record Keeping	The teachers demonstrates few or no record-keeping systems.	The teacher completes required record-keeping systems.	The teacher maintains accurate and organized records.	The teacher demonstrates effective systems for record keeping.
Demonstrating Professionalism	When dealing with students, families & colleagues, the teacher is inconsistent in their use of appropriate language & behaviour. The teacher demonstrates little or no contribution to school culture and improvement and demonstrates limited participation in professional growth.	When dealing with students, families & colleagues, the teacher uses appropriate language & behaviour. The teacher engages in professional development activities and contributes to school culture.	When dealing with students, families & colleagues, the teacher uses appropriate & sensitive language & behaviour. The teacher engages in professional development on an ongoing basis, and contributes to school culture and improvement.	When dealing with students, families & colleagues, the teacher uses appropriate & sensitive language & behaviour. The teacher engages in extensive professional development and frequently shares new ideas with colleagues, and takes on leadership roles in both school culture and improvement activities.

Self Assessment: **To what extent do I meet these standards? (Circle One)**
Not Evident Developing Proficient Accomplished

Domain 4: Professional Responsibilities—Summary & Evidence Sheet

Component	Elements	Evidence
1. Communication	Provides information to colleagues, support staff, volunteers, students, and families about: a. Programs b. Practices c. Individual Students	
2. Self Reflection & growth	a. Self reflection b. Learn from others c. Use or do in future teaching d. Willingness to risk and try new ideas	
3. Record Keeping	Keep records of: a. Program b. Practice c. Individual Students	
4. Demonstrating Professionalism	Deals with students, families and colleagues ethically and respectfully: a. Uses appropriate, sensitive language & behaviour b. Engages in professional development on an ongoing basis c. Contributes to school culture and improvement.	

References:

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