

**The DC Model Teacher Evaluation Framework serves as the foundation for effective teacher evaluation processes; including observation, feedback, and coaching.**

The framework has 26 domains divided into 4 categories:



**Learning Environment**



**Delivery Of Instruction**



**Planning And Preparation**



**Professional Foundations**

Each category includes indicators that describe effective teaching in each domain. The model teacher evaluation rubric provides definitions of effectiveness for each indicator of the framework.

EFFECTIVENESS DEFINITIONS INCLUDE:

**Highly Effective:** Evidence of exceptional performance; outstanding knowledge, implementation, and integration of teaching standards along with evidence of leadership initiative and willingness to model and/or serve as a mentor for colleagues as measured by both exemplary teacher and student actions.

**Effective:** Evidence of solid performance; strong knowledge, implementation, and integration of teaching standards; clear evidence of proficiency and skill in the component/criterion as measured by satisfactory student actions and results.

**Minimally Effective:** Evidence of mediocre or developing performance; fundamental knowledge and implementation of teaching standards is uneven or rudimentary. Integration of teaching standards is inconsistent. Teacher is making progress towards proficiency with mixed student actions and results.

**Ineffective:** Little or no knowledge and minimal implementation of teaching standards. Does not meet minimal teaching standards and needs substantial improvement. Students are not meeting either behavioral or academic expectations.

**Note your observations in the boxes below**

**4** Highly Effective **3** Effective **2** Minimally Effective **1** Ineffective

Action Plan Created by: \_\_\_\_\_

Date \_\_\_\_\_

Action Plan Created for: \_\_\_\_\_

Grade \_\_\_\_\_



## Learning Environment

- Maximizes instructional time and student growth
- Communicates and enforces high expectations
- Holds students accountable for their behavior and learning
- Maximizes learning through visually inviting classroom
- Displays student work and content

## Next Steps



## Delivery of Instruction

- Exhibits enthusiasm for what is being taught
- Uses varied resources and techniques to meet needs of learners
- Uses teaching strategies to activate students' prior knowledge to engage them
- Incorporates range of questioning techniques and strategies
- Leads objective-driven lessons with clear outcomes
- Uses examples and appropriate language
- Provides opportunities for reflection and closing
- Delivers accurate information
- Responds to questions and use appropriate vocabulary

## Next Steps



## Planning & Preparation

- Utilizes a range of resources to assist student learning
- Employs developmentally appropriate instructional strategies that meets the needs of various types of learners
- Designs lessons aligned with measurable outcomes, facilitates peer interactions, and assesses student understanding
- Uses high-quality formal and informal assessments

## Next Steps



## Professional Foundations

- Communicates with respect and sensitivity
- Demonstrates professional and ethical behavior

## Next Steps