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.
### Learning Environment

- [x] 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

### 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 uses appropriate vocabulary

### Next Steps

#### TEACHER ACTION PLAN

**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**

**Next Steps**
### Planning & Preparation

<table>
<thead>
<tr>
<th>Task</th>
<th>Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Utilizes a range of resources to assist student learning</td>
<td></td>
</tr>
<tr>
<td>Employs developmentally appropriate instructional strategies that meets the needs of various types of learners</td>
<td></td>
</tr>
<tr>
<td>Designs lessons aligned with measurable outcomes, facilitates peer interactions, and assesses student understanding</td>
<td></td>
</tr>
<tr>
<td>Uses high-quality formal and informal assessments</td>
<td></td>
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</tbody>
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### Professional Foundations

- [x] Communicates with respect and sensitivity
- [x] Demonstrates professional and ethical behavior

### Next Steps

**Next Steps**

[Details about next steps here]