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.

CLASSROOM OBSERVATION TOOL

DC MODEL TEACHER EVALUATION SYSTEM

School Name

Teacher Observed

Grade

Observer Name

Date   Start Time   End Time

Topic/Lesson

Note your observations in the boxes below

4 Highly Effective   **3** Effective   **2** Minimally Effective   **1** Ineffective   **x** Not Observed

Learning Environment

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

Comments

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

Comments

DC MODEL TEACHER EVALUATION SYSTEM

CLASSROOM OBSERVATION TOOL

Note your observations in the boxes below

4 Highly Effective   **3** Effective   **2** Minimally Effective   **1** Ineffective   **x** Not Observed

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

Comments

Professional Foundations

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

Comments