MONTANA EDUCATOR PERFORMANCE APPRAISAL SYSTEM
FRAMEWORK FOR TEACHING

DOMAIN 1: Planning and Preparation

1a Selecting Instructional Goals
    *Value, sequence, and alignment *Clarity *Balance
    *Suitability for diverse learners
1b Designing Coherent Instruction
    *Learning activities *Instructional materials and resources
    *Instructional groups *Lesson and unit structure
1c Demonstrating Knowledge of Content and Pedagogy
    *Content knowledge *Prerequisite relationships *Content pedagogy
1d Demonstrating Knowledge of Students
    *Child development *Learning process *Interests and cultural heritage
    *Student skills, knowledge, and proficiency *Special needs
1e Designing Student Assessments
    *Congruence with outcomes *Criteria and standards
    *Formative assessments *Use for planning

DOMAIN 2: Learning Environment

2a Managing Learning Environment Procedures
    *Instructional groups *Transitions *Materials and supplies
    *Noninstructional duties *Supervision of volunteers and paraprofessionals
2b Managing Student Behavior
    *Expectations *Monitoring behavior *Response to misbehavior
2c Establishing a Culture of Learning
    *Importance of content *Expectations for learning and achievement
    *Student pride in work *Teacher interaction with students
    *Student interactions with students
2d Organizing Physical Space
    *Safety and accessibility *Arrangement of furniture and resources

DOMAIN 4: Professional Responsibilities

4a Communicating with Families
    *About instructional program *About individual students
    *Engagement of families in instructional program
4b Developing and Maintaining an Accurate Record System
    *Student completion of assignments *Student progress in learning
    *Noninstructional records
4c Demonstrating Professional Work Ethic
    *Integrity/ethical conduct *Service to students *Advocacy
    *Decision-making *Compliance with school/district regulation
4d Growing and Developing Professionally
    *Enhancement of content knowledge/pedagogical skill
    *Receptivity to feedback from colleagues *Service to the profession
4e Reflecting on Professional Practice and Engaging in a Professional Community
    *Accuracy *Use in future teaching *Relationship with colleagues
    *Participation in school projects
    *Involvement in culture of professional inquiry *Service to school

DOMAIN 3: Instructional Effectiveness for Student Learning

3a Engaging Students in Learning
    *Activities and assignments *Student groups
    *Instructional materials and resources *Structure and pacing
3b Demonstrating Flexibility and Responsiveness
    *Lesson adjustment *Response to students *Persistence
3c Communicating Clearly and Accurately
    *Expectations for learning *Directions and procedures
    *Explanations of content *Use of oral and written language
3d Using Questioning and Discussion Techniques
    *Quality of questions *Discussion techniques *Student participation
3e Using Assessment in Instruction
    *Assessment criteria *Monitoring of student learning
    *Feedback to students *Student self-assessment and monitoring

Adapted from: Danielson, C. (2007). Enhancing professional practice: A framework for teaching. 2nd Ed., Alexandria, VA.