**Portfolio Scoring Form**

**Danielson Framework for Teaching**

Identify the School-Wide Component from Domain 1 or 4 below. Select the appropriate level based on your review of the artifacts. Below that component, record the evidence that supports the rating. (Note: Mark "Not Selected" for all other components.)

**Domain 1**

**Component 1a: DEMONSTRATING KNOWLEDGE OF CONTENT AND PEDAGOGY**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 1=Unsatisfactory | 2=Basic | 3=Proficient | 4=Distinguished | Not Selected |
| In planning and practice, the teacher makes content errors or does not correct errors made by students.  The teacher displays little understanding of prerequisite knowledge important to student learning of the content. The teacher displays little or no understanding of the range of pedagogical approaches suitable to student learning of the content. | The teacher is familiar with the important concepts in the discipline but displays a lack of awareness of how these concepts relate to one another. The teacher indicates some awareness of prerequisite learning, although such knowledge may be inaccurate or incomplete. The teacher’s plans and practice reflect a limited range of pedagogical approaches to the discipline or to the students. | The teacher displays solid knowledge of the important concepts in the discipline and how these relate to one another. The teacher demonstrates accurate understanding of prerequisite relationships among topics. The teacher’s plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the subject. | The teacher displays extensive knowledge of the important concepts in the discipline and how these relate both to one another and to other disciplines. The teacher demonstrates understanding of prerequisite relationships among topics and concepts and understands the link to necessary cognitive structures that ensure student understanding. The teacher’s plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline and the ability to anticipate student misconceptions. | If the component is not observed during the teacher observation, no score is assigned or used in the total domain score. |

**Evidence**

**Component 1b: DEMONSTRATING KNOWLEDGE OF STUDENTS**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 1=Unsatisfactory | 2=Basic | 3=Proficient | 4=Distinguished | Not Selected |
| The teacher displays minimal understanding of how students learn—and little knowledge of their varied approaches to learning, knowledge and skills, special needs, and interests and cultural heritages—and does not indicate that such knowledge is valuable. | The teacher displays generally accurate knowledge of how students learn and of their varied approaches to learning, knowledge and skills, special needs, and interests and cultural heritages, yet may apply this knowledge not to individual students but to the class as a whole. | The teacher understands the active nature of student learning and attains information about levels of development for groups of students. The teacher also purposefully acquires knowledge from several  sources about groups of students’ varied approaches to learning, knowledge and skills, special needs, and interests and cultural heritages. | The teacher understands the active nature of student learning and acquires information about levels of development for individual students. The teacher also systematically acquires knowledge from several sources about individual students’ varied approaches to learning, knowledge and skills, special needs, and interests and cultural heritages. | If the component is not observed during the teacher observation, no score is assigned or used in the total domain score. |

**Evidence**

**Component 1c: SETTING INSTRUCTIONAL OUTCOMES**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 1=Unsatisfactory | 2=Basic | 3=Proficient | 4=Distinguished | Not Selected |
| The outcomes represent low expectations for students and lack of rigor, and not all of these outcomes reflect important learning in the discipline. They are stated as student activities, rather than as outcomes for learning. Outcomes reflect only one type of learning and only one discipline or strand and are suitable for only some students. | Outcomes represent moderately high expectations and rigor. Some reflect important learning in the discipline and consist of a combination of outcomes and activities. Outcomes reflect several types of learning, but the teacher has made no effort at coordination or integration. Outcomes, based on global assessments of student learning, are suitable for most of the students in the class. | Most outcomes represent rigorous and important learning in the discipline and are clear, are written in the form of student learning, and suggest viable methods of assessment. Outcomes reflect several different types of learning and opportunities for coordination, and they are differentiated, in whatever way is needed, for different groups of students. | All outcomes represent high-level learning in the discipline. They are clear, are written in the form of student learning, and permit viable methods of assessment. Outcomes reflect several different types of learning and, where appropriate, represent both coordination and integration. Outcomes are differentiated, in whatever way is needed, for individual students. | If the component is not observed during the teacher observation, no score is assigned or used in the total domain score. |

**Evidence**

**Component 1d: DEMONSTRATING KNOWLEDGE OF RESOURCES**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 1=Unsatisfactory | 2=Basic | 3=Proficient | 4=Distinguished | Not Selected |
| The teacher is unaware of resources to assist student learning beyond materials provided by the school or district, nor is the teacher aware of resources for expanding one’s own professional skill. | The teacher displays some awareness of resources beyond those provided by the school or district for classroom use and for extending one’s professional skill but does not seek to expand this knowledge. | The teacher displays awareness of resources beyond those provided by the school or district, including those on the Internet, for classroom use and for extending one’s professional skill, and seeks out such resources. | The teacher’s knowledge of resources for classroom use and for extending one’s professional skill is extensive, including those available through the school or district, in the community, through professional organizations and universities, and on the Internet. | If the component is not observed during the teacher observation, no score is assigned or used in the total domain score. |

**Evidence**

**Component 1e: DESIGNING COHERENT INSTRUCTION**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 1=Unsatisfactory | 2=Basic | 3=Proficient | 4=Distinguished | Not Selected |
| Learning activities are poorly aligned with the instructional outcomes, do not follow an organized progression, are not designed to engage students in active intellectual activity, and have unrealistic time allocations. Instructional groups are not suitable to the activities and offer no variety. | Some of the learning activities and materials are aligned with the instructional outcomes and represent moderate cognitive challenge, but with no differentiation for different students. Instructional groups partially support the activities, with some variety. The lesson or unit has a recognizable structure; but the progression of activities is uneven, with only some reasonable time allocations. | Most of the learning activities are aligned with the instructional outcomes and follow an organized progression suitable to groups of students. The learning activities have reasonable time allocations; they represent significant cognitive challenge, with some differentiation for different groups of students and varied use of instructional groups. | The sequence of learning activities follows a coherent sequence, is aligned to instructional goals, and  is designed to engage students in high-level cognitive activity. These are appropriately differentiated for individual learners. Instructional groups are varied appropriately, with some opportunity for student choice. | If the component is not observed during the teacher observation, no score is assigned or used in the total domain score. |

**Evidence**

**Domain 4**

**Component 4a: REFLECTING ON TEACHING**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 1=Unsatisfactory | 2=Basic | 3=Proficient | 4=Distinguished | Not Selected |
| The teacher does not know whether a lesson was effective or achieved its instructional outcomes, or the teacher profoundly misjudges the success of a lesson. The teacher has no suggestions for how a lesson could be improved. | The teacher has a generally accurate impression of a lesson’s effectiveness and the extent to which instructional outcomes were met. The teacher makes general suggestions about how a lesson could be improved. | The teacher makes an accurate assessment of a lesson’s effectiveness and the extent to which it achieved its instructional outcomes and can cite general references to support the judgment. The teacher makes a few specific suggestions of what could be tried another time the lesson is taught. | The teacher makes a thoughtful and accurate assessment of a lesson’s effectiveness and the extent to which it achieved its instructional outcomes, citing many specific examples from the lesson and weighing the relative strengths of each. Drawing on an extensive repertoire of skills, the teacher offers specific alternative actions, complete with the probable success of different courses of action. | If the component is not observed during the teacher observation, no score is assigned or used in the total domain score. |

**Evidence**

**Component 4b: MAINTAINING ACCURATE RECORDS**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 1=Unsatisfactory | 2=Basic | 3=Proficient | 4=Distinguished | Not Selected |
| The teacher’s system for maintaining information  on student completion of assignments and student progress in learning is nonexistent or in disarray. The teacher’s records for noninstructional activities are in disarray, the result being errors and confusion. | The teacher’s system for maintaining information  on student completion of assignments and student progress in learning is rudimentary and only partially effective. The teacher’s records for noninstructional activities are adequate but inefficient and, unless given frequent oversight by the teacher, prone to errors. | The teacher’s system for maintaining information on student completion of assignments, student progress in learning, and noninstructional records is fully effective. | The teacher’s system for maintaining information on  student completion of assignments, student progress in learning, and noninstructional records is fully effective. Students contribute information and participate in maintaining the records. | If the component is not observed during the teacher observation, no score is assigned or used in the total domain score. |

**Evidence**

**Component 4c: COMMUNICATING WITH FAMILIES**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 1=Unsatisfactory | 2=Basic | 3=Proficient | 4=Distinguished | Not Selected |
| The teacher provides little information about the instructional program to families; the teacher’s communication about students’ progress is minimal. The teacher does not respond, or responds insensitively, to parental concerns. | The teacher makes sporadic attempts to communicate with families about the instructional program and about the progress of individual students but does not attempt to engage families in the instructional program. Moreover, the communication that does take place may not be culturally sensitive to those families. | The teacher provides frequent and appropriate information to families about the instructional program and conveys information about individual student progress in a culturally sensitive manner. The teacher makes some attempts to engage families in the instructional program. | The teacher communicates frequently with families in a culturally sensitive manner, with students contributing to the communication. The teacher responds to family concerns with professional and cultural sensitivity. The teacher’s efforts to engage families in the instructional program are frequent and successful. | If the component is not observed during the teacher observation, no score is assigned or used in the total domain score. |

**Evidence**

**Component 4d: PARTICIPATING IN THE PROFESSIONAL COMMUNITY**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 1=Unsatisfactory | 2=Basic | 3=Proficient | 4=Distinguished | Not Selected |
| The teacher’s relationships with colleagues are negative or self-serving. The teacher avoids participation in a professional culture of inquiry, resisting opportunities to become involved. The teacher avoids becoming involved in school events or school and district projects. | The teacher maintains cordial relationships with colleagues to fulfill duties that the school or district requires. The teacher participates in the school’s culture of professional inquiry when invited to do so. The teacher participates in school events and school and district projects when specifically asked. | The teacher’s relationships with colleagues are characterized by mutual support and cooperation; the teacher actively participates in a culture of professional inquiry. The teacher volunteers to participate in school events and in school and district projects, making a substantial contribution. | The teacher’s relationships with colleagues are characterized by mutual support and cooperation, with the teacher taking initiative in assuming leadership among the faculty. The teacher takes a leadership role in promoting a culture of professional inquiry. The teacher volunteers to participate in school events and district projects, making a substantial contribution and assuming a leadership role in at least one aspect of school or district life. | If the component is not observed during the teacher observation, no score is assigned or used in the total domain score. |

**Evidence**

**Component 4e: Growing and developing professionally**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 1=Unsatisfactory | 2=Basic | 3=Proficient | 4=Distinguished | Not Selected |
| The teacher engages in no professional development activities to enhance knowledge or skill. The teacher resists feedback on teaching performance from either supervisors or more experienced colleagues. The teacher makes no effort to share knowledge with others or to assume professional responsibilities. | The teacher participates to a limited extent in professional activities when they are convenient. The teacher  engages in a limited way with colleagues and supervisors  in professional conversation about practice, including some feedback on teaching performance. The teacher finds limited ways to assist other teachers and contribute to the profession. | The teacher seeks out opportunities for professional development to enhance content knowledge and pedagogical skill. The teacher actively engages with colleagues and supervisors in professional conversation about practice, including feedback about practice. The teacher participates actively in assisting other educators and looks for ways to contribute to the profession. | The teacher seeks out opportunities for professional development and makes a systematic effort to conduct action research. The teacher solicits feedback on practice from both supervisors and colleagues. The teacher initiates important activities to contribute to the profession. | If the component is not observed during the teacher observation, no score is assigned or used in the total domain score. |

**Evidence**

**Component 4F: SHOWING PROFESSIONALISM**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 1=Unsatisfactory | 2=Basic | 3=Proficient | 4=Distinguished | Not Selected |
| The teacher displays dishonesty in interactions with colleagues, students, and the public. The teacher  is not alert to students’ needs and contributes to school practices that result in some students being ill served by the school. The teacher makes decisions and recommendations that are based on self-serving interests. The teacher does not comply with school and district regulations. | The teacher is honest in interactions with colleagues, students, and the public. The teacher’s attempts to serve students are inconsistent, and unknowingly contribute to some students being ill served by the school.  The teacher’s decisions and recommendations are based on limited though genuinely professional considerations.  The teacher must be reminded by supervisors about complying with school and district regulations. | The teacher displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public. The teacher is active in serving students, working to ensure that all students receive a fair opportunity to succeed. The teacher maintains an open mind in team or departmental decision making. The teacher complies fully with school and district regulations. | The teacher can be counted on to hold the highest standards of honesty, integrity, and confidentiality and takes a leadership role with colleagues. The teacher is highly proactive in serving students, seeking out resources when needed. The teacher makes a concerted effort to challenge negative attitudes or practices to ensure that all students, particularly those traditionally underserved, are honored in the school. The teacher takes a leadership role in team or departmental decision making and helps ensure that such decisions are based on the highest professional standards. The teacher complies fully with school and district regulations, taking a leadership role with colleagues. | If the component is not observed during the teacher observation, no score is assigned or used in the total domain score. |

**Evidence**

**Score for School-Wide Component:**  Choose a score.