MONTANA EDUCATOR PERFORMANCE APPRAISAL SYSTEM

FRAMEWORK FOR TEACHING

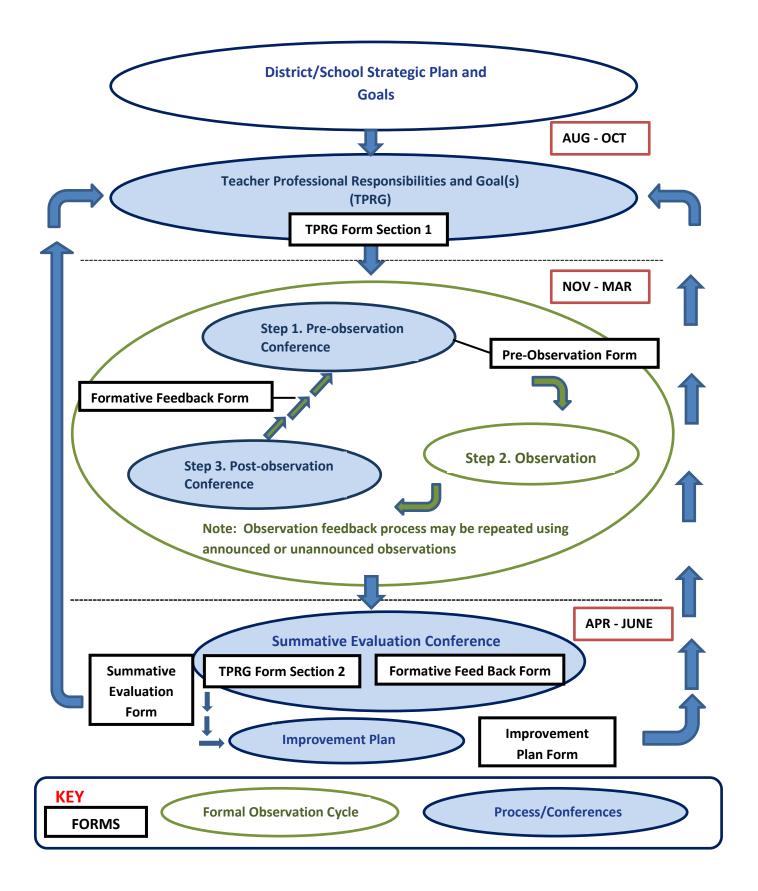
DOMAIN 1: Planning and Preparation	DOMAIN 2: Learning Environment
1a Selecting Instructional Goals	2a Managing Learning Environment Procedures
*Value, sequence, and alignment *Clarity *Balance	*Instructional groups *Transitions *Materials and supplies
*Suitability for diverse learners	*Noninstructional duties *Supervision of volunteers and paraprofessionals
1b Designing Coherent Instruction	2b Managing Student Behavior
*Learning activities *Instructional materials and resources	*Expectations *Monitoring behavior *Response to misbehavior
*Instructional groups *Lesson and unit structure	2c Establishing a Culture of Learning
1c Demonstrating Knowledge of Content and Pedagogy	*Importance of content *Expectations for learning and achievement
*Content knowledge *Prerequisite relationships *Content pedagogy	*Student pride in work *Teacher interaction with students
1d Demonstrating Knowledge of Students	*Student interactions with students
*Child development *Learning process *Interests and cultural heritage	2d Organizing Physical Space
*Student skills, knowledge, and proficiency *Special needs	*Safety and accessibility *Arrangement of furniture and resources
1e Designing Student Assessments	
*Congruence with outcomes *Criteria and standards	
*Formative assessments *Use for planning	
DOMAIN 4: Professional Responsibilities	DOMAIN 3: Instructional Effectiveness for Student Learning
4a Communicating with Families	3a Engaging Students in Learning
*About instructional program *About individual students	*Activities and assignments *Student groups
*Engagement of families in instructional program	*Instructional materials and resources *Structure and pacing
4b Developing and Maintaining an Accurate Record System	3b Demonstrating Flexibility and Responsiveness
*Student completion of assignments *Student progress in learning	*Lesson adjustment *Response to students *Persistence
*Noninstructional records	3c Communicating Clearly and Accurately
4c Demonstrating Professional Work Ethic	*Expectations for learning *Directions and procedures
*Integrity/ethical conduct *Service to students *Advocacy	*Explanations of content *Use of oral and written language
*Decision-making *Compliance with school/district regulation	3d Using Questioning and Discussion Techniques
4d Growing and Developing Professionally	*Quality of questions *Discussion techniques *Student participation
*Enhancement of content knowledge/pedagogical skill	3e Using Assessment in Instruction
*Receptivity to feedback from colleagues *Service to the profession	*Assessment criteria *Monitoring of student learning
4e Reflecting on Professional Practice and Engaging in a Professional	*Feedback to students *Student self-assessment and monitoring
Community	
*Accuracy *Use in future teaching *Relationship with colleagues	
*Participation in school projects	
*Involvement in culture of professional inquiry *Service to school	



Denise Juneau, Superintendent • Montana Office of Public Instruction • www.opi.mt.gov

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

Montana Educator Performance Appraisal System Cycle – Teacher



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