

Danielson Teacher Evaluation Rubric

Suggested Edits from DEAC

The Original Language	The Edited Language
<p>2C: Managing Classroom Procedures: All</p> <p>Unsatisfactory: Much instructional time is lost because of inefficient classroom routines and procedures for transitions, handling of supplies, and performance of noninstructional duties. Students not working with the teacher are not productively engaged in learning. Volunteers and paraprofessionals have no clearly defined duties and are idle most of the time</p> <p>Basic: Some instructional time is lost because classroom routines and procedures for transitions, handling of supplies, and performance of noninstructional duties are only partially effective. Students in only some groups are productively engaged in learning while unsupervised by the teacher. Volunteers and paraprofessionals are productively engaged during portions of class time but require frequent supervision.</p> <p>Proficient: Little instructional time is lost because of classroom routines and procedures for transitions, handling of supplies, and performance of noninstructional duties, which occur smoothly. Small-group work is well organized, and most students are productively engaged in learning while unsupervised by the teacher. Volunteers and paraprofessionals are productively and independently engaged during the entire</p>	<p>Unsatisfactory: Much instructional time is lost because of inefficient classroom routines and procedures for transitions, managing supplies, and performance of noninstructional duties. Students not working with the teacher are not productively engaged in learning. Volunteers and paraprofessionals have no clearly defined duties and are idle most of the time</p> <p>Basic: Some instructional time is lost because classroom routines and procedures for transitions, managing supplies, and performance of noninstructional duties are only partially effective. Students in only some groups are productively engaged in learning while unsupervised by the teacher. Volunteers and paraprofessionals are productively engaged during portions of class time but require frequent supervision.</p> <p>Proficient: Little instructional time is lost because of classroom routines and procedures for transitions, managing supplies, and performance of noninstructional duties, which occur smoothly. Classwork and/or small-group work is well organized, and most students are productively engaged in learning while unsupervised by the teacher. Volunteers and paraprofessionals are productively and independently engaged during the entire class</p>

<p>class</p> <p>Distinguished: Students contribute to the seamless operation of classroom routines and procedures for transitions, handling of supplies, and performance of non-instructional duties. Small-group work is well organized, and students are productively engaged at all times, with students assuming responsibility for productivity. Volunteers and paraprofessionals make a substantive contribution to the classroom environment</p>	<p>Distinguished: Students contribute to the seamless operation of classroom routines and procedures for transitions, managing supplies, and performance of non-instructional duties. Classwork and/or small-group work is well organized, and students are productively engaged at all times, with students assuming responsibility for productivity. Volunteers and paraprofessionals make a substantive contribution to the classroom environment.</p>
<p>2E: Organizing Physical Space: All</p> <p>Unsatisfactory: The classroom is unsafe or learning is not accessible to some students. The furniture arrangement hinders the learning activities, or the teacher makes poor use of the physical resources.</p> <p>Basic: The classroom is safe, and at least essential learning is accessible to most students. The teacher uses physical resources adequately. The furniture may be adjusted for a lesson, but with limited effectiveness.</p> <p>Proficient: The classroom is safe, and accessible to all students. Teacher uses physical resources skillfully and the furniture arrangement is a resource for learning activities.</p> <p>Distinguished: The classroom is safe and students themselves ensure that all learning is equally accessible to all students. Both teacher and students use physical resources easily and skillfully, and students adjust the</p>	<p>Unsatisfactory: The classroom is unsafe or learning is not accessible to some students. The teacher makes poor use of the physical/virtual resources.</p> <p>Basic: The classroom is safe, and at least essential learning is accessible to most students. The teacher uses physical/virtual resources adequately.</p> <p>Proficient: The classroom is safe, and accessible to all students. Teacher uses physical/virtual resources skillfully.</p> <p>Distinguished: The classroom is safe and students themselves ensure that all learning is equally accessible to all students. Both teacher and students use physical/virtual resources easily and skillfully.</p>

furniture to advance their learning.

3C: **Student Engagement:** Distinguished

All students are cognitively engaged in the activities and assignments in their exploration of content. Students **initiate** or adapt activities and projects to enhance their understanding. Instructional groups are productive and fully appropriate to the students or to the instructional purposes of the lesson. Students take the **initiative to influence the formation or adjustment of instructional groups**. Instructional materials and resources are suitable to the instructional purposes and engage students mentally. Students **initiate** the choice, adaptation, or creation of materials to enhance their learning. The lesson's structure is highly coherent, allowing for reflection and closure. Pacing of the lesson is appropriate for all students.

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This statement has been removed: **Students take the initiative to influence the formation or adjustment of instructional groups.**