

Bellons & Danielson Classroom Evaluation Models

Bellons: Domain 1 “Planning and Motivation”	Danielson
1. Planning is an ongoing process	
a) Preinstructional decisions are made about content, pacing, allocation of time, and structuring.	1e Designing Coherent Instruction
b) Decisions made during instruction adjust the lesson to the needs of students.	3e Demonstrating Flexibility and Responsiveness
c) Reflective decisions about instructional interactions and classroom events are incorporated in subsequent lessons.	1e Designing Coherent Instruction
2. A comprehensive planning process guides instruction	
a) Reference is made to curriculum or long range plans (guide, syllabus, unit plan, goals, objectives).	1a Demonstrating Knowledge of Content and Pedagogy 1c Setting Instructional Outcomes 1e Designing Coherent Instruction
b) Decisions about content coverage are evident (e.g. pacing, potholing the curriculum).	1a Demonstrating Knowledge of Content and Pedagogy
c) Daily/incremental plans clearly link to long range/comprehensive plans.	1e Designing Coherent Instruction
d) A clear relationship exists between curriculum and instruction.	1a Demonstrating Knowledge of Content and Pedagogy 1e Designing Coherent Instruction
e) A series of lessons is integrated to accomplish a specific purpose.	1e Designing Coherent Instruction
3. Planning decisions are based on student needs and desired learning	
a) Expectations for student outcomes are appropriate and attainable.	1a Demonstrating Knowledge of Content and Pedagogy 1b Demonstrating Knowledge of Students
b) Learning objectives focus on desired student outcomes rather than activities.	1c Setting Instructional Outcomes
c) Learning objectives are balanced (cognitive, affective).	1a Demonstrating Knowledge of Content and Pedagogy 1b Demonstrating Knowledge of Students
d) Learning objectives address academic and social needs.	1a Demonstrating Knowledge of Content and Pedagogy 1b Demonstrating Knowledge of Students
e) Learning objectives include a range of lower/higher order cognitive objectives.	1b Demonstrating Knowledge of Students
f) Curriculum is adapted to meet the needs of individuals and groups.	1b Demonstrating Knowledge of Students
4. Assessment practices and instructional planning are congruent	

a) Student data are collected, recorded, and interpreted.	3d Using Assessment in Instruction
b) Entry level knowledge/skills are assessed.	3d Using Assessment in Instruction
c) Assessment information is used for making instructional decisions (grouping, pacing, sequencing).	3d Using Assessment in Instruction
d) Instructional activities and alternatives are based on preassessment of student needs.	3d Using Assessment in Instruction
e) Assessment is used to generate information regarding students' thinking and problem-solving processes, and progress on assignments.	3d Using Assessment in Instruction
5. A full range of assessment strategies is employed	
a) Both formal and informal assessments are used.	3d Using Assessment in Instruction
b) Affective and motivational characteristics are addressed.	1b Demonstrating Knowledge of Students 3d Using Assessment in Instruction
c) Authentic assessment strategies (portfolios, performance, products) are incorporated.	3c Engaging Students in Learning 3d Using Assessment in Instruction
d) Ongoing assessment occurs before, during, and after instruction.	1f Designing Student Assessments 3d Using Assessment in Instruction
e) Assessment continues throughout the year.	3d Using Assessment in Instruction
6. Classroom & task structures are congruent with student needs and learning outcomes	
a) Expectations determine classroom and task structures.	1c Setting Instructional Outcomes
b) Classroom structure is designed to meet teacher and student needs.	2c Managing Classroom Procedures 2d Managing Student Behavior
c) Task structure supports learning objectives (single and multi-task).	1e Designing Coherent Instruction
d) Reward structures are consistent with intended learning outcomes (individual, cooperative, competitive).	3d Using Assessment in Instruction
e) A variety of task structures is used to increase student involvement.	3c Engaging Students in Learning
7. Activities are planned to achieve desired student outcomes and to promote positive attitudes toward learning	
a) Activities are consistent with teacher expectations and student characteristics.	1b Demonstrating Knowledge of Students 1c Setting Instructional Outcomes
b) Activities relate directly to learning objectives.	1e Designing Coherent Instruction
c) Activities build on experiences, interests, and familiar knowledge.	1b Demonstrating Knowledge of Students
d) Activities are varied and meaningful to students' lives.	1b Demonstrating Knowledge of Students
e) Activities encourage peer interaction and cooperation.	3c Engaging Students in Learning

8. Instructional materials support learning expectations	
a) Materials are clear, accurate, up-to-date, and at the appropriate level of difficulty.	1d Demonstrating Knowledge of Resources
b) Materials and resources supplement instruction.	1d Demonstrating Knowledge of Resources
c) Materials, objectives, and assessment are integrated.	1d Demonstrating Knowledge of Resources
9. Instructional use of technology is carefully planned and monitored	
a) Students have easy access to technology (computers, calculators, videotape, internet, etc.).	2e Organizing Physical Space
b) Computer hardware and software are effective and easy to operate.	1e Designing Coherent Instruction
c) Teachers offer encouragement, guidance, and feedback.	2a Creating an Environment of Respect and Rapport
10. Instructional strategies are used to unlock motives and develop positive attitudes about learning	
a) Positive student outcomes are linked to effort, persistence, desire.	3c Engaging Students in Learning
b) Learning experiences are meaningful, relevant, and attainable.	3c Engaging Students in Learning
c) Students have opportunities to make choices and decisions.	3c Engaging Students in Learning
d) Students are encouraged to take academic risks.	3c Engaging Students in Learning
e) Teacher statements and actions develop student self-esteem, efficacy, and expectations for success.	2b Establishing a Culture for Learning
f) Teacher demonstrates an understanding, of students' ability and motivational level.	3c Engaging Students in Learning
g) Teacher monitors motivational efforts to ensure positive outcomes.	3c Engaging Students in Learning
h) Teacher models motivational behaviors and positive attitudes toward learning.	2b Establishing a Culture for Learning
11. Praise and criticism have a positive effect on student attitudes toward learning	
a) Praise to individuals provides specific information regarding accomplishments, or performance.	2a Creating an Environment of Respect and Rapport
b) Praise is spontaneous, sincere, and credible.	2a Creating an Environment of Respect and Rapport
c) Student characteristics (age, SES, motivation) guide the use of praise and criticism.	2a Creating an Environment of Respect and Rapport
d) Criticism is delivered in a supportive environment and communicates the expected behavior.	2a Creating an Environment of Respect and Rapport
e) Insufficient effort or lack of concentration is the basis for criticism.	2a Creating an Environment of Respect and Rapport
f) Sarcasm, ridicule, scolding, and negative statements about students as persons are avoided.	2a Creating an Environment of Respect and Rapport

Bellons: Domain 2 "Instructional Management"	Danielson
1. The classroom management system prevents misbehavior	
a) Classroom management system attends to instruction and behavior.	2d Managing Student Behavior
b) Behavioral expectations are communicated and monitored.	2d Managing Student Behavior
c) Teacher statements and actions promote desired behavior.	2d Managing Student Behavior
d) Established rules, procedures, and consequences are evident.	2c Managing Classroom Procedures 2d Managing Student Behavior
e) Arrangement of the classroom promotes appropriate behavior.	2e Organizing Physical Space
f) Students exhibit responsible learning and interpersonal behaviors.	2d Managing Student Behavior
g) Teacher behaviors do not contribute to student misbehavior.	2d Managing Student Behavior
2. The classroom management system attends to teacher and student needs	
a) Management system addresses academic and social needs of students (individual, group).	1b Demonstrating Knowledge of Students 2d Managing Student Behavior
b) Management practices align with student characteristics, levels of maturity, and developmental needs.	1b Demonstrating Knowledge of Students 2d Managing Student Behavior
c) Management practices are consistent with teachers' belief systems and tolerance levels.	2d Managing Student Behavior
d) Strategies are tailored to students with special needs (self-control, self-monitoring, responsibility, social interaction).	1b Demonstrating Knowledge of Students 2d Managing Student Behavior
3. The classroom climate promotes student success	
a) Overall classroom climate is supportive, orderly, and predictable.	2a Creating an Environment of Respect and Rapport
b) Teacher/student interactions are positive and are mutually respectful.	2a Creating an Environment of Respect and Rapport
c) Positive reinforcement supports desired behavior.	2a Creating an Environment of Respect and Rapport
d) Teacher models courteous and positive interpersonal behavior.	2a Creating an Environment of Respect and Rapport
e) Students are encouraged to take academic risks.	2b Establishing a Culture for Learning
f) Teacher communicates an understanding of students' needs and concern for students as individuals.	2a Creating an Environment of Respect and Rapport
g) Students work independently as well as cooperatively.	3c Engaging Students in Learning
4. Corrective actions are based on teacher and student needs and an understanding of the causes of misbehavior	
a) Corrective actions are reasonable, fair, and relate to expected	2d Managing Student Behavior

classroom behaviors.	
b) Teacher interventions are based on the type of misbehavior.	2d Managing Student Behavior
c) Teacher interventions are delivered promptly and objectively without disrupting academic focus.	2d Managing Student Behavior
d) The least obtrusive intervention is used to manage misbehavior.	2d Managing Student Behavior
e) Interventions are used in a constructive manner.	2d Managing Student Behavior
f) Long term behavior management programs promote improved student behavior.	2d Managing Student Behavior
5. Specific actions are taken to increase the percentage of allocated time used for learning	
a) Interruptions and distractions that interfere with learning are minimal.	2d Managing Student Behavior
b) Late starts and early endings are avoided.	2c Managing Classroom Procedures
c) Teacher models on-task behavior.	2c Managing Classroom Procedures
d) Transitions are managed quickly and effectively.	2c Managing Classroom Procedures
e) Materials and equipment are readily available.	2c Managing Classroom Procedures
f) Little time is lost for overt behavior management.	2d Managing Student Behavior
6. Instructional and behavioral expectations are systematically monitored	
a) Teacher monitoring produces desired results in terms of learning and student behavior.	2d Managing Student Behavior
b) Instructional cues and contacts are used to maintain an academic focus.	2d Managing Student Behavior
c) Teacher checks for accuracy and progress on assignments.	2d Managing Student Behavior
7. Task structures are managed to promote student learning	
a) Task structures vary to meet specific objectives.	1e Designing Coherent Instruction
b) Both structure and flexibility are evident.	1e Designing Coherent Instruction 3e Demonstrating Flexibility and Responsiveness
c) Task structures vary within the lesson and over time.	3c Engaging Students in Learning
d) Task structures are managed to provide optimal learning opportunities.	2c Managing Classroom Procedures
e) Instructional conditions (time, materials, equipment) support task structures.	1d Demonstrating Knowledge of Resources
8. Established routines reduce managerial demands and allow teachers	

and students to attend to learning needs	
a) Routines are used to maintain a predictable flow of events and guide student behavior.	2d Managing Student Behavior
b) Established routines facilitate orderly transitions.	2c Managing Classroom Procedures
c) Adjustments in routines are made as needed.	3e Demonstrating Flexibility and Responsiveness
d) Routines for independent and group activities are followed.	2c Managing Classroom Procedures
e) Students follow routines during instructional interaction.	2c Managing Classroom Procedures
9. Instructional content and student characteristics guide teacher/student interactions	
a) Interactions are content related.	3c Engaging Students in Learning
b) Rate of interaction is consistent with learning objectives and student characteristics.	3c Engaging Students in Learning
c) Interactions are widely distributed.	3c Engaging Students in Learning
10. A variety of instructional cues is employed	
a) Cues are consistent with learning objectives and teacher expectations.	3a Communicating with Students
b) Cues are used to develop and maintain an academic focus.	3a Communicating with Students
c) Cues are communicated in a variety of modes (verbal, nonverbal, written).	3a Communicating with Students
d) Techniques such as voice level, eye contact, and gestures are used to strengthen the delivery of cues.	3a Communicating with Students
e) Contradictory cues are avoided.	3a Communicating with Students
11. The pace of instruction is consistent with content expectations and student characteristics	
a) Pacing of instruction facilitates the achievement of learning outcomes	3c Engaging Students in Learning
b) Instructional pace promotes the desired success rate.	3c Engaging Students in Learning
c) Pace is monitored and adjusted to meet student needs.	3e Demonstrating Flexibility and Responsiveness
d) Pacing promotes and maintains student involvement.	3c Engaging Students in Learning
e) Pacing adjustments are made in order to ensure optimal success rates.	3e Demonstrating Flexibility and Responsiveness
Bellons: Domain 3 "Instructional Delivery"	Danielson
1. Direct instruction is used to systematically manage the learning process	
a) Sequence, pace, and content of instruction are controlled by the teacher.	3a Communicating with Students

b) New information is taught incrementally using examples and analogies.	3a Communicating with Students
c) Opportunities are provided for applying new information.	3c Engaging Students in Learning
d) Teacher regularly checks for understanding.	3d Using Assessment in Instruction
2. Clear, well-organized lectures and presentations help students expand their knowledge base	
a) Lectures are well organized and clearly structured.	3a Communicating with Students
b) Content is accurate, current, and relevant.	3a Communicating with Students
c) Unfamiliar vocabulary is defined.	3a Communicating with Students
d) Information from the textbook, other sources, and content areas is integrated.	3a Communicating with Students
e) Deviation from focus and use of unrelated information are avoided.	3a Communicating with Students
f) Analogies, examples, and stories are used to illustrate key points.	3a Communicating with Students
g) Information is conveyed fluently with carefully chosen vocabulary.	3a Communicating with Students
h) Elements of enthusiasm are evident (varies voice, uses gestures and movement, makes positive statements).	3a Communicating with Students
3. Structuring behaviors are used to enhance student learning	
a) Learning objectives are clearly communicated.	3a Communicating with Students
b) Organization of information is conveyed to students.	3a Communicating with Students
c) Physical and mental transitions are signaled.	3a Communicating with Students
d) Important points are emphasized.	3a Communicating with Students
e) New information is reviewed and summarized.	3a Communicating with Students
4. Explanations are interactive	
a) Teacher is responsive to student thinking and reasoning.	3c Engaging Students in Learning
b) Students integrate new information with prior knowledge.	3c Engaging Students in Learning
c) Students are asked to explain and describe their own comprehension.	3c Engaging Students in Learning
d) Faulty, inaccurate concepts are corrected.	3a Communicating with Students
e) Teacher models reasoning processes.	3a Communicating with Students
f) Students are expected to apply new learning to real tasks.	3c Engaging Students in Learning
5. Academic feedback is used to improve student learning	
a) Feedback relates to a standard of performance.	3d Using Assessment in Instruction
b) Correctives provide assistance and improve performance.	3d Using Assessment in Instruction
c) The amount and type of feedback are closely related to learning expectations.	3d Using Assessment in Instruction

d) Multiple forms and sources of feedback are used.	3d Using Assessment in Instruction
e) Feedback is objective, timely, and specific to individual or group expectations.	3d Using Assessment in Instruction
6. Questioning techniques promote student achievement	
a) Questions are sequenced to achieve learning objectives.	3b Using Questioning/Prompts and Discussion Techniques
b) Level and difficulty of questions are consistent with student characteristics.	3b Using Questioning/Prompts and Discussion Techniques
c) Probing and redirecting are used to improve student engagement.	3b Using Questioning/Prompts and Discussion Techniques
d) Success rate is consistent with student characteristics.	3d Using Assessment in Instruction
e) Wait time is adjusted to the level of questions and interaction expectations.	3b Using Questioning/Prompts and Discussion Techniques
f) Cohesive questioning strategies are used to achieve specific objectives.	3b Using Questioning/Prompts and Discussion Techniques
7. Teacher/student interactions improve involvement and the quality of responses	
a) Instructional techniques are used to improve student answers.	3b Using Questioning/Prompts and Discussion Techniques
b) Teacher models thinking processes needed to answer higher level questions.	2b Establishing a Culture for Learning
c) Students are encouraged to ask content related questions.	3b Using Questioning/Prompts and Discussion Techniques
d) Teacher feedback is determined by the accuracy and quality of student responses.	3d Using Assessment in Instruction
8. Response opportunities facilitate student participation	
a) Response opportunities are deliberately managed.	3b Using Questioning/Prompts and Discussion Techniques
b) Opportunities to respond are widely distributed.	3b Using Questioning/Prompts and Discussion Techniques
c) Response options are used to enhance student learning.	3b Using Questioning/Prompts and Discussion Techniques
d) Teacher reactions to student answers improve the quality and quantity of participation.	3b Using Questioning/Prompts and Discussion Techniques
e) Selected student statements and questions are used to develop the lesson.	3b Using Questioning/Prompts and Discussion Techniques
9. The organization and management of small groups are consistent with learning expectations	
a) Students exhibit group process skills.	3c Engaging Students in Learning
b) Students are held individually accountable for learning.	3d Using Assessment in Instruction
c) Direct student to student interaction is evident.	3c Engaging Students in Learning
d) Students depend on each other to achieve objectives.	3c Engaging Students in Learning
e) Groups proceed with a minimum of teacher intervention.	3c Engaging Students in Learning
10. Discussions foster students' participation while expanding their knowledge base	

a) Student knowledge is developed, enriched, or refined through the interactive process.	3b Using Questioning/Prompts and Discussion Techniques
b) Differences of opinion are encouraged.	3b Using Questioning/Prompts and Discussion Techniques
c) Discussion skills are taught and used.	3b Using Questioning/Prompts and Discussion Techniques
d) Discussions are moderated by teachers and/or students.	3b Using Questioning/Prompts and Discussion Techniques
e) The number of direct teacher questions is limited.	3b Using Questioning/Prompts and Discussion Techniques
11. Independent learning is carefully organized and managed	
a) Independent work behaviors are consistent with expectations.	2d Managing Student Behavior
b) Learning time is adjusted to meet individual needs and characteristics.	3e Demonstrating Flexibility and Responsiveness
c) Monitoring and feedback are used to promote a high success rate/.	3d Using Assessment in Instruction
d) Independent work expectations are clear and emphasize student learning.	3a Communicating with Students
e) Technology is used to support existing activities.	1d Demonstrating Knowledge of Resources
f) Computers support higher order thinking, independent projects, and collaboration.	2b Establishing a Culture for Learning
g) Homework is used to extend and reinforce learning activities.	1f Designing Student Assessments
12. Direct instruction facilitates higher-level learning	
a) Opportunities for active engagement in higher level learning are provided.	2b Establishing a Culture for Learning
b) A rationale is provided for why and when to use a specific strategy.	1e Designing Coherent Instruction
c) Teachers help students link new information to prior knowledge.	3a Communicating with Students
d) Cognitive organizers help students integrate new information in a meaningful way.	3c Engaging Students in Learning
e) Independent use of strategies is fostered.	3c Engaging Students in Learning
f) Students participate in disciplined inquiry, integrating prior knowledge and new information to produce documents that have value outside of school.	3c Engaging Students in Learning
13. Instruction promotes concept development	
a) Concepts are used to organize and sequence information.	3a Communicating with Students
b) Labels, attributes, and examples are used to develop an understanding of abstract terms.	3a Communicating with Students
c) Current student ideas and beliefs are identified and discussed.	3d Using Assessment in Instruction
d) Instructional activities help students alter or reconstruct faulty concepts.	3e Demonstrating Flexibility and Responsiveness
14. Classroom conditions and instructional processes develop self-regulated learners	
a) Classroom conditions foster positive student self concepts.	2b Establishing a Culture for Learning

b) Classroom conditions and expectations encourage divergent thinking.	2b Establishing a Culture for Learning
c) Students are given explicit instruction about taking responsibility for their own learning.	2b Establishing a Culture for Learning
d) Students use a range of thinking strategies to accomplish specific purposes.	2b Establishing a Culture for Learning
e) Students monitor their own learning.	2b Establishing a Culture for Learning

Section 8.8 of Teacher Contract and Danielson Framework

Section 8.8 of Teacher Contract	Danielson Framework
A. Attendance	4f Showing Professionalism
B. Classroom Management	2d Managing Student Behavior
C. Communications	4c Communicating with Families 2a Creating an Environment of Respect and Rapport
D. Competency in the Subject Matter	1a Demonstrating Knowledge of Content and Pedagogy 4d Participating in a Professional Community 4e Growing and Developing Professionally
E. Instructional Methods	3c Engaging Students in Learning 3d Using Assessment in Instruction 4a Reflecting on Teaching
F. Instructional Planning	1c Setting Instructional Outcomes 1e Designing Coherent Instruction 3e Demonstrating Flexibility and Responsiveness
G. Student Performance	3d Using Assessment in Instruction
H. Support for the Total School Program	4d Participating in a Professional Community