

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



Montana Teacher SMART CARD

Danielson SMART Card

Domain 1= 5 components	Domain 1= 6 components
1a Selecting Instructional Goals	1c. Setting Instructional Outcomes
1b Designing Coherent Instruction	1e. Designing Coherent Instruction
1c Demonstrating Knowledge of Content and Pedagogy	1a. Demonstrating Knowledge of Content and Pedagogy
1d Demonstrating Knowledge of Students	1b Demonstrating Knowledge of Students
1e Designing Student Assessments	1f Designing Student
1b and 1c	1d Knowledge of Resources

Domain 2=4 components	Domain 2= 5 components
2a Managing Learning Environment Procedures	2c Managing Classroom Procedures
2b Managing Student Behavior	2d Managing Student Behavior
2c Establishing a Culture of Learning	2b Establishing a Culture of Learning
2d Organizing Physical Space	2e Organizing Physical Space
2c Establishing a Culture of Learning	2a Creating an Environment of Respect and Rapport

Domain 3=5 components	Domain 3= 5 components
3a Engaging Students in Learning	3c Engaging Students in Learning
3b Demonstrating Flexibility and Responsiveness	3e. Demonstrating Flexibility and Responsiveness
3c Communicating Clearly and Accurately	3a Communicating with Students
3d Using Questioning and Discussion Techniques	3b Using Questioning and Discussion Techniques
3e Using Assessment in Instruction	3d Using Assessment in Instruction

Domain 4= 5 components	Domain 4= 6 components
4a Communicating with Families	4c Communicating with Families
4b Developing and Maintaining Accurate Record System	4b Maintain Accurate Records
4c Demonstrating Professional Work Ethic	4f Showing Professionalism
4d Growing and Developing Professionally	4e Growing and Developing Professionally
4e Reflecting on Professional Practice and Engaging in a Professional Community	4a Reflecting on Teaching 4d Participating in a Professional Community