

Danielson Framework for Teaching

This year marks an intentional shift in how we think about, talk about, and conduct evaluation across Paterson Public Schools. The work is grounded in the Danielson Framework for Teaching (2022) and adapted across three educator roles so that every staff member is evaluated using a structure that fits the actual work they do.

The Goal

To evaluate principled, student-centered practice and its impact on student learning, development, and well-being.

UNIFIED	MEASURED	DEFINED
<i>by principled practice</i> One foundation across Teacher, Specialist Type I, and Specialist Type II.	<i>through continuum of evidence</i> Observation collects evidence. Evaluation assigns meaning to it.	<i>by impact and outcome</i> Measured by what changes for students over time.

Key Shifts

Where we have come from, and where we are headed:

From	To	What This Means
From isolated practices	to aligned frameworks	Evaluation is grounded in a <u>unified structure</u> across roles, with clearer expectations for planning, delivery, and reflection.
From compliance	to professional growth	Greater emphasis on reflection, outcome, and continuous improvement rather than checking boxes.
From inconsistent language	to common language	Clear, shared terminology across teachers and specialists.
From task completion	to impact on students	The focus shifts to <u>outcomes, engagement, and measurable progress</u> , with increased attention to <u>equity, data use, and progress monitoring</u> .
From single observations	to patterns of practice	Ratings are based on evidence collected over time, with <u>more intentional evidence collection</u> aligned to components.

Framework vs. Rubric: Knowing the Difference

These two words are often used interchangeably, but they describe different things, and the distinction matters:

FRAMEWORK: Structure of Practice	RUBRIC: Measurement of Performance
<i>The overall structure that organizes professional practice into clear areas of responsibility.</i> • Defines what matters most in a role • Provides common language across the District • Organizes practice into domains and components • Guides teaching, service delivery, and evaluation	<i>The scoring tool used within the framework to describe levels of performance.</i> • Defines what performance looks like at each level • Provides criteria for evaluation • Supports consistent scoring across evaluators Performance categories: Unsatisfactory, Basic, Proficient, Distinguished.