



TRANSITION OVERVIEW

2022 Danielson Framework for Teaching State Model EE System

ADMINISTRATOR CONVERSATION POINTS & RESOURCES

The [2022 Danielson Framework for Teaching](#) (FfT) has improved upon and is very similar to the [2013 FfT](#):

- Content and structure is very similar. There are four domains, four levels of performance, 22 components, Elements of Success, and critical attributes.
- Names and content of many components are the same. For example, [1c: Setting Instructional Outcomes](#), [3b: Using Questioning and Discussion Techniques](#), or [4e: Growing and Developing Professionally](#).
- Updated language better focuses on students and the realities of teaching today. The 2022 FfT incorporates social and emotional learning strategies, culturally responsive teaching practices, and high-quality instructional material implementation.
- Restructured Elements of Success and critical attributes for each component align the concepts and levels of performance more coherently.
- Updated rubric language shifts from teacher-driven to student-driven as you move from the basic level to the distinguished level. Distinct differences between the proficient and distinguished levels, in particular, promote improved reflection and goal development.

Example ([3b: Using Questioning and Discussion Techniques](#), *Student Participation*):

- Proficient level: *The teacher successfully engages* students in discussion; students actively participate and ask questions of one another.
- Distinguished level: *Students formulate* questions, initiate discussion, and assume responsibility for ensuring that all voices are heard.
- Language for the distinguished level of some components is more detailed. It acknowledges distinguished practice as exceptional, difficult to achieve, and challenging to sustain over time. To paraphrase Charlotte Danielson, “*Distinguished is a nice place to visit, but no one lives there.*” Note:
 - Teachers may find their practice no longer meets the criteria for the distinguished level.
 - They may have strong feelings about the change and bring it up during feedback/professional conversations.



TRANSITION OVERVIEW

ADMINISTRATOR RESOURCES

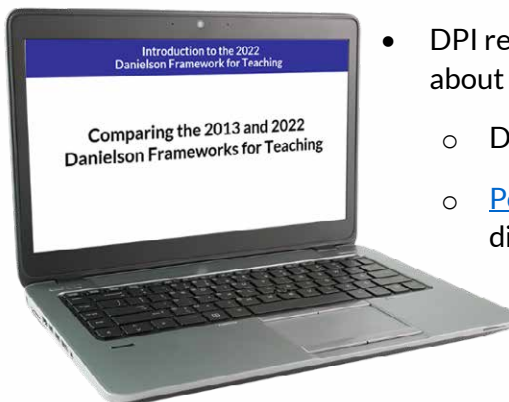
Training Resources

DPI has developed the necessary training and resources for administrators that evaluate teachers:

- DPI adapted the existing [evaluator certification training](#) for new administrators and created a condensed recertification training for those already certified in the 2013 version of the FfT.
- Completion of the 2024-25 school year's training and related calibration activity will satisfy both certification and calibration for the 2024-25 school year.
- Going forward, DPI will require annual recertification. The overall training requirements and time, however, will be less than previously experienced in the old Teachscape system.
- DPI will develop and release new recertification training in advance of each school year.

Additional Support

- DPI has contracted with Frontline Education for the 2024-25 school year. State model districts choosing to use Frontline Education's Employee Evaluation Management platform may continue to do so.
- State model Frontline Education EEM users' sites will use the new version of the rubric by DPI and Frontline. Users need only [sign up for the form configuration](#) they prefer and complete their [annual system rollover](#).
- Districts can find additional Frontline support for state model districts at the DPI [Frontline Help Center](#).



- DPI resources for communicating with teachers about the 2022 FfT:
 - Danielson 2022 [Transition Overview for Teachers](#)
 - [PowerPoint presentation](#) (may be customized for district use)

Questions regarding the WI EE System and the Danielson Framework for Teaching? Contact the Licensing, Educator Advancement and Development (LEAD) Team at DPIEducator.Effectiveness@dpi.wi.gov or via the [contact form](#).