



# TRANSITION OVERVIEW

## 2022 Danielson Framework for Teaching State Model EE System

### TRANSITION OVERVIEW FOR TEACHERS

Beginning in the 2024-25 school year, the Wisconsin Educator Effectiveness (EE) System will use the updated 2022 version of Danielson’s [Framework for Teaching](#) (FFT) as the guide for teacher reflection, goal-setting, collection of practice evidence, and professional conversations. The 2022 Framework for Teaching incorporates the latest research. It better reflects contemporary challenges and opportunities for teaching and learning:

- Educational research on student, classroom, and school culture;
- Use of high-quality instructional materials; and
- Integration of social, emotional, and intellectual development.

#### What Will Be Familiar?

- The 2022 FFT includes 4 domains, 4 levels of performance, and 22 Components.
- Many of the components will be recognizable and even have the same name as in the 2013 version. For example, [1c: Setting Instructional Outcomes](#), [3b: Using Questioning and Discussion Techniques](#), or [4e: Growing and Developing Professionally](#).

#### How Has the Rubric Improved?

Each rubric includes Elements of Success and critical attributes to facilitate the accurate alignment of teacher practice to level of performance. Example ([Component 3c Engaging Students in Learning](#)):

- Critical attributes in the top row (blue arrow) describe overall aspects of the component. There are four levels of practice, *Unsatisfactory*, *Basic*, *Proficient*, and *Distinguished*.
- Additional critical attributes are aligned under Elements of Success. For component 3c, the Elements of Success are: Rich Learning Experiences, Collaboration and Teamwork, Use of Instructional Materials and Resources, and Opportunities for Thinking and Reflection
- These critical attributes, aligned under Elements of Success (green arrows), provide more detail. They add clarity to each aspect of teacher practice related to the component.

#### 3c: Engaging Students in Learning

Unsatisfactory	Basic	Proficient	Distinguished
Learning experiences do not require active intellectual engagement by students.	Learning experiences partially engage students intellectually; the activities require students to do some thinking.	Learning experiences support curiosity and exploration and encourage higher-order thinking; students engage in multiple ways and represent their ideas and responses through multiple means.	Students take initiative to increase the challenge or complexity of learning experiences and make suggestions for modifications that increase meaning and relevance.
<b>RICH LEARNING EXPERIENCES</b>			
Tasks are inappropriate for students in the class, many students are not engaged in them, or they may only require recall or use a single approach.	Students are partially engaged in tasks that require thinking as opposed to only recall; some tasks have multiple correct responses or approaches.	All students engage in activities that support learning and require critical thinking; tasks require high levels of intellectual engagement and students explain their thinking.	Through choices provided by the teacher or their own initiative, students modify learning tasks to make them more meaningful or challenging.
<b>COLLABORATION AND TEAMWORK</b>			
Students do not collaborate, they do not engage with one another effectively, and/or instructional groupings are inappropriate for the task.	Students collaborate during the lesson in ways that are mostly suitable to the activities and outcomes and partially support learning for each student; they work well together during group activities.	Student collaboration is a key component of learning and engagement in the class, instructional groupings are strategically arranged to support learning and engagement, and effective teamwork is explicitly taught and celebrated.	Students take initiative to collaborate in new or unplanned ways that further their learning; they actively serve as resources for one another and focus on making their learning more engaging and meaningful.
<b>USE OF INSTRUCTIONAL MATERIALS AND RESOURCES</b>			
Instructional materials and resources are not used correctly or effectively by the students, are not supportive of their learning, and/or are not equitably available.	Instructional materials and resources are used by the students with some success to support learning, and students have equitable access to them.	Instructional materials and resources are used effectively to support intellectual engagement and deep learning of the content; they are varied and used to support equitable access to the content.	Students take initiative in using instructional materials and resources by adapting them appropriately for their own needs; they suggest modifications or additions to make them more relevant or challenging.
<b>OPPORTUNITIES FOR THINKING AND REFLECTION</b>			
The pace of the lesson is too slow or is rushed, or opportunities for thought and reflection are poorly implemented; students do not have time to reflect or consolidate understanding.	The pacing of the lesson provides opportunities for some thought and reflection, allowing students to engage and develop understanding.	The pacing of the lesson supports high levels of intellectual engagement and deeper learning; students have multiple and effective opportunities to think, reflect, and consolidate understanding.	Through opportunities provided by the teacher or their own initiative, students demonstrate autonomy and effective use of strategies for reflection; they are able to identify and advocate for their own need to engage in further processing or reflection in order to consolidate understanding and solidify new learning.



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## How will this affect my EE System evaluation?

### Self-Review:

- The self-review process\* remains the same. The new rubrics, however, can improve focus and help with goal-setting.
- The rubric language shifts learning 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.

### Observations and Professional Conversations:

- The minimum observation requirements\* remain the same. Observers of teachers must complete the required DPI [training and calibration](#) before conducting observations.
- The updated critical attributes better support the observation process and professional dialog.
- The updated rubrics better express how educators craft unit and lesson plans. They also better express how teachers demonstrate understanding of students and their academic needs. The rubrics will help observers focus evidence collection prior to classroom observations. During and after classroom observations, the critical attributes will help observers more accurately align observation evidence to components and levels of practice.
- Post-observation feedback, including areas of strength and potential areas for growth, can be more focused. This will support feedback that is specific and actionable, targeted goals, and clearly identified next steps.

*An evaluation of Proficient or Distinguished practice on overall teacher practice or a particular component does not define the educator. Observations, feedback, and evaluations identify professional practice at a particular moment in time. They provide information that is necessary for self-reflection and professional development.*

\* See [WI EE User Guide for Teachers, Teacher Supervisors, and Coaches](#).



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## Student Learning Objective (SLO)

The SLO process and rubric remain the same.\*

- The updated FfT will help teachers identify instructional strategies to use in their SLO.
- Teachers may combine their SLO and professional practice goal (PPG) per [flexibility](#) allowed by the system.
- The updated FfT supports student outcome goals with specific instructional strategies aligned to building and district goals.
- Danielson offers 2022 FfT guides that include instructional strategies aligned to common school improvement initiatives such as implementing [high-quality instructional materials](#), [intellectual engagement](#), etc.).

## Major Takeaways

- The revised 2022 version of the Danielson Framework for Teaching is similar to the 2013 version.
- The overall content, structure, and purpose of the Framework for Teaching remain the same, with improvements.
- The FfT serves as the foundation for teacher professional practice in the Wisconsin EE System, including self-reflection, observation, feedback, and professional growth.
- The updated Framework supports more specific feedback, including identifying specific instructional strategies and practices relevant to contemporary teaching and learning in today's schools.

## For more information visit:

- The Danielson Group [Framework for Teaching](#)
- WI Department of Public Instruction [Educator Effectiveness System](#)

\* See [WI EE User Guide for Teachers, Teacher Supervisors, and Coaches](#).