

# A Comparison of Charlotte Danielson's and Kim Marshall's Rubrics

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Below is a comparison of the Level 3 (Effective/Proficient) elements in Kim Marshall's Teacher Evaluation Rubrics and Charlotte Danielson's Framework for Teaching. On the left are Marshall's domains and elements, followed by the corresponding numbers and letters of Danielson's. This comparison does not cover differences and similarities at the other three performance levels.

## A. Planning and Preparation for Learning

- a. Knowledge – 1a1, 1b1, 1b2
- b. Standards – 1c1, 1e1
- c. Units – 1a2, 1a3, 1e4
- d. Assessments – 1f2, 1f3
- e. Anticipation -
- f. Lessons – 1c2
- g. Engagement – 1b4, 1e2
- h. Materials – 1b4, 1d1, 1d2, 1d3, 1e2
- i. Differentiation – 1c3, 1c4, 1e1
- j. Environment – 2e1, 2e2

## B. Classroom Management

- a. Expectations – 2b2, 2d1
- b. Relationships – 2a1
- c. Respect – 2a1, 2e1
- d. Social-emotional – 2a2
- e. Routines – 2c3
- f. Responsibility – 2c1
- g. Repertoire – 2d3
- h. Efficiency – 2c2, 2c4, 3c4
- i. Prevention – 2d2
- j. Incentives -

## C. Delivery of Instruction

- a. Expectations – 2b1, 2b2, 2b3
- b. Mindset -
- c. Goals – 3a1, 3d1
- d. Connections – 3a3
- e. Clarity – 3a2, 3a4
- f. Repertoire – 2c1, 3c2, 3c3
- g. Engagement – 3b1, 3b2, 3b3, 3c1
- h. Differentiation – 1b5, 1e3, 3e2
- i. Nimbleness – 3e1
- j. Application -

## D. Monitoring, Assessment, and Follow-Up

- a. Criteria -
- b. Diagnosis – 1b3, 1c4, 1f4
- c. On-the-spot – 1f1, 3d2, 3d3
- d. Self-assessment – 3d4
- e. Recognition -
- f. Interims – 4d2
- g. Tenacity – 3e3, 4f2, 4f3
- h. Support – 4f2, 4f3
- i. Analysis – 4a1, 4d2
- j. Reflection – 4a2, 4d2

## E. Family and Community Outreach

- a. Respect – 4c2
- b. Belief -
- c. Expectations – 4c1
- d. Communication – 4c2
- e. Involving – 4c1, 4c3
- f. Homework -
- g. Responsiveness – 4c2
- h. Reporting -
- i. Outreach – 4c3
- j. Resources – 2c5

## F. Professional Responsibilities

- a. Attendance -
- b. Language – 3a4
- c. Reliability – 4b1, 4b2, 4b3
- d. Professionalism – 4f1
- e. Judgment – 4f5
- f. Above-and-beyond – 4d3, 4d4
- g. Leadership - 4d3, 4d4, 4e3
- h. Openness – 4e2, 4f4
- i. Collaboration – 4d1, 4f4
- j. Growth – 4e1

Here are some interesting comparisons between the two rubrics:

- In overall content, they are very similar, but their organization and structure differ significantly.
- Danielson's rubrics have four domains, Marshall's six; 76 elements versus 60; 25 pages versus six.
- Many of Danielson's element descriptions contain considerably more detail than Marshall's.
- A number of single elements in Marshall's rubrics have two, three or four elements in Danielson's.
- Marshall's rubrics contain all of Danielson's elements, but Danielson's don't have **ten** of Marshall's.