

Adapted from the *Danielson Framework for Teaching*

Domain 1: Planning and Preparation

1a. Demonstrating Knowledge of Content and Pedagogy

- Knowledge of Content Standards Within and Across Grade Levels
- Knowledge of Disciplinary Literacy
- Knowledge of Prerequisite Relationships
- Knowledge of Content-Related Pedagogy

1b. Demonstrating Knowledge of Students

- Knowledge of Child and Adolescent Development
- Knowledge of the Learning Process
- Knowledge of Students' Skills, Knowledge, and Language Proficiency
- Knowledge of Students' Interests and Cultural Heritage
- Knowledge of Students' Special Needs and Appropriate Accommodations/Modifications

1c. Selecting Learning Objectives

- Clarity of Objectives
- Sequence and Alignment of Objectives
- Balance of Objectives

1d. Designing Coherent Instruction

- Design Incorporates Knowledge of Students and Student Needs
- Design Incorporates Learning Tasks
- Design Incorporates Materials and Resources
- Design Incorporates Instructional Grouping
- Design Incorporates Lesson and Unit Structure

1e. Designing Student Assessment

- Congruence with Standards-Based Learning Objectives
- Levels of Performance and Standards
- Design of Formative Assessments
- Use for Planning

Domain 2: The Classroom Environment

2a. Creating an Environment of Respect and Rapport

- Teacher Interaction with Students
- Student Interaction with Other Students

2b. Establishing a Culture for Learning

- Importance of Learning
- Expectations for Learning
- Student Persistence
- Student Ownership of Learning

2c. Managing Classroom Procedures

- Management of Instructional Groups
- Management of Transitions
- Management of Materials and Supplies
- Performance of Classroom Routines
- Direction of Volunteers and Paraprofessionals

2d. Managing Student Behavior

- Expectations and Norms
- Monitoring of Student Behavior
- Fostering Positive Student Behavior
- Response to Student Behavior

Domain 4: Professional Responsibilities

4a. Reflecting on Teaching and Learning

- Effectiveness
- Use in Future Teaching

4b. Maintaining Accurate Records

- Student Completion of Assignments
- Student Progress in Learning
- Non-Instructional Records

4c. Communicating with Families

- Information and Updates about Grade Level Expectations and Student Progress
- Engagement of Families as Partners in the Instructional Program
- Response to Families
- Cultural Appropriateness

4d. Growing and Developing Professionally

- Enhancement of Content Knowledge and Pedagogical Skill
- Collaboration and Professional Inquiry to Advance Student Learning
- Participation in School Leadership Team and/or Teacher Teams
- Incorporation of Feedback

4e. Demonstrating Professionalism

- Integrity and Ethical Conduct
- Advocacy
- Decision-Making
- Compliance with School and District Regulations
- Attendance

Domain 3: Instruction

3a. Communicating with Students

- Standards-Based Learning Objectives
- Directions for Activities
- Content Delivery and Clarity
- Use of Oral and Written Language

3b. Using Questioning and Discussion Techniques

- Low- and High-Level Questioning
- Discussion Techniques and Explanation of Thinking
- Student Participation

3c. Engaging Students in Learning

- Alignment of Learning Objectives
- Task and Text Complexity
- Scaffolding and Differentiating Instruction
- Pacing and Sequencing
- Grouping

3d. Using Assessment in Instruction

- Monitoring of Student Learning with Checks for Understanding
- Assessment Performance Levels
- Student Self-Assessment
- Feedback to Students

3e. Demonstrating Flexibility and Responsiveness

- Response to Student Needs
- Teacher's Persistence
- Lesson Adjustment