

Danielson Framework for Teaching 2013 to 2022
Side-by-Side Comparison

Danielson 2013	Danielson 2022	Performance Indicators
Domain 1: Planning and Preparation ● 1A: Demonstrating Knowledge of Content and Pedagogy ○ Content Knowledge ○ Prerequisite relationships ○ Content Pedagogy ● 1B: Demonstrating Knowledge of Students ○ Child Development ○ Learning Process ○ Specials Needs ○ Student Skills, Knowledge, and Proficiency ○ Interests and Cultural heritage ● 1C: Setting Instructional Outcomes ○ Value, Sequence, & Alignment ○ Clarity ○ Balance ○ Suitability for diverse learners ● 1D: Demonstrating Knowledge of Resources ○ Resources for classroom ○ Resources to extend content knowledge and pedagogy ○ Resources for students ● 1E: Designing Coherent Instruction ○ Learning Activities ○ Instructional Materials and Resources ○ Instructional Groups ○ Lesson and Unit Structure ● 1F: Designing Student Assessments ○ Congruence with instructional outcomes ○ Criteria and standards	Domain 1: Planning and Preparation ● 1A: Applying Knowledge of Content & Pedagogy ○ Disciplinary Expertise ○ Pedagogical Content Knowledge ○ Knowledge of Interdisciplinary Relationships and Skills ● 1B: Knowing and Valuing Students ○ Respect for Students' Identities ○ Understanding of Students' Current Knowledge and Skills ○ Knowledge of Whole Child Development ○ Knowledge of the Learning Process and Learning Differences ● 1C: Setting Instructional Outcomes ○ Value and Relevance ○ Alignment to Grade-Level Standards ○ Clarity of Purpose ○ Integration of Multiple Aspects of Student Development ● 1D: Using Resources Effectively ○ Instructional Materials ○ Technology and Digital Resources ○ Supports for Students ● 1E: Planning Coherent Instruction ○ Tasks and Activities ○ Flexible Learning ○ Student Collaboration ● 1F: Designing and Analyzing Assessments ○ Congruence with Instructional Outcomes ○ Criteria and Standards	Domain 1: Planning and Preparation 1A: Pedagogical content knowledge Educators make content accessible to students by understanding and addressing preconceptions, presenting ideas in comprehensible and powerful ways. Intentionally implementing the most effective pedagogical approaches. Educators facilitate learning across multiple contexts by using knowledge of interdisciplinary relationships and employing a diverse range of skills. 1B Knowing and Valuing Students Respect, affirm and celebrate student identities, lived experiences, and background knowledge as the foundation for the development of identity, purpose, intellect and character. Learning experiences embed current knowledge of whole child development and are addressed in the classroom through lesson delivery. 1C Setting Instructional Outcomes: Integration of multiple aspects of student development. Embed academic and social emotional learning to complement and enhance learning.

Danielson Framework for Teaching 2013 to 2022

Side-by-Side Comparison

○ Design of formative assessments ○ Use for planning	○ Planning formative assessments ○ Analysis and application	1D: Using Resources Effectively Educators seek and provide additional aligned supplemental resources and supports that make content and curriculum materials accessible and address individual needs. 1E Planning Coherent Instruction Flexible learning. Multiple strategies and approaches are personalized to individual student needs to design the appropriate level of challenge and support for each student. 1F: Designing and Analyzing Assessments Analysis and application. Educators regularly review assessments to ensure equitable access. Educators use assessment data to direct planning and preparation and to support individual student instruction.
Domain 2: Classroom Environment ● 2A: Creating and Environment of Respect and Rapport ○ Teacher Interaction with Students ○ Student Interaction with Students ● 2B: Establishing a Culture for Learning ○ Importance of Content ○ Expectations for Learning and Achievement ○ Student Pride in Work ● 2C: Managing Classroom Procedures ○ Instructional Groups	Domain 2: Learning Environments ● 2A: Cultivating Respectful and Affirming Environments ○ Positive Relationships ○ Sense of Belonging ○ Cultural Responsiveness ○ Positive Conflict Resolution ● 2B: Fostering a Culture for Learning ○ Purpose and Motivation ○ Dispositions for Learning ○ Student Agency and Pride in Work ○ Support and Perseverance	2A: Cultivating Respectful and Affirming Environments Positive Relationships: 1. Engages in active listening when students share their thoughts and feelings 2. Participates in classroom team-building activities alongside students 3. Initiates one-on-one check-ins with students to build rapport 4. Consistently enforces classroom norms and expectations in a fair and respectful manner

Danielson Framework for Teaching 2013 to 2022

Side-by-Side Comparison

○ Transitions ○ Materials and Supplies ○ Non-Instructional Duties ○ Supervision of Volunteers and Paraprofessionals ● 2D: Managing Student Behavior ○ Expectations ○ Monitoring Behavior ○ Response to Misbehavior ● 2E: Organizing Physical Space ○ Safety and Accessibility ○ Arrangement of furniture and Resources	● 2C: Maintaining Purposeful Environments ○ Productive Collaboration ○ Student Autonomy and Responsibility ○ Equitable Access to Resources and Supports ○ Non-Instructional Tasks ● 2D: Supporting Positive Student Behavior ○ Expectations for the Learning Community ○ Modeling and Teaching Habits of Character ○ Self-Monitoring and Collective Responsibility ● 2E: Organizing Spaces for Learning ○ Safety and Accessibility ○ Design for Learning and Development ○ Co-Creation and Shared Ownership	5. Facilitates regular class meetings to address concerns, celebrate achievements, and foster a sense of community Sense of Belonging: 1. Invites students to co-create classroom norms and expectations 2. Encourages the use of inclusive languages, such as "our classroom" instead of "my classroom." 3. Incorporates student interests, backgrounds, and experiences into lesson content 4. Provides ongoing opportunities for students to give and receive feedback on classroom dynamics and teaching practices Cultural Responsiveness: 1. Selects diverse resources and artifacts that represent the student population 2. Addresses and challenges stereotypes and biases in classroom materials 3. Encourages students to share their cultural traditions and experiences with the class Positive Conflict Resolution: 1. Teaches students the difference between intent and impact during conflict resolution 2. Models how to apologize sincerely when making mistakes 3. Provides students with language to address microaggressions and facilitates discussions on how to deal with conflict 4. Implements trauma-informed practices to create a safe and supportive environment
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Danielson Framework for Teaching 2013 to 2022
Side-by-Side Comparison

		2B: Fostering a Culture for Learning Purpose and Motivation: 1. Actively involves students in setting personal and collective goals for the classroom 2. Regularly connects lesson content to real-world applications, diverse perspectives, and students' lives 3. Provides students with opportunities to explore their passions and interests within the curriculum Dispositions for Learning: 1. Demonstrates a positive attitude and enthusiasm for the subject matter 2. Encourages students to ask questions and actively participate in class discussions 3. Promotes a growth mindset by praising effort and progress and recognizing diverse learning paths 4. Incorporates aspects of the learner profile into lessons and the classroom Student Agency and Pride in Work: 1. Offers students choices in assignments, projects, and assessments to foster ownership of their learning 2. Encourages students to reflect on their progress toward personal goals over time and make adjustments to their learning 3. Showcases student work in the classroom, school, or community to celebrate their achievements Support and Perseverance:
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Danielson Framework for Teaching 2013 to 2022
Side-by-Side Comparison

		1. Models and teaches problem-solving strategies and resilience in the face of challenges 2. Provides timely, specific, and constructive feedback on student work 3. Establishes a culture of support where students feel comfortable asking for help and working through difficulties 2C: Maintaining Purposeful Environments Productive Collaboration: 1. Establishes clear roles and expectations for group work to ensure efficiency and productivity 2. Teaches and models effective communication and collaboration skills, such as active listening and constructive feedback 3. Monitors group dynamics and provides guidance and support when necessary to promote successful collaboration Student Autonomy and Responsibility: 1. Implements routines and procedures that foster student independence and self-management 2. Allows students to take ownership of their learning by appropriately releasing responsibility to students. 3. Encourages students to self-assess, set goals, and track their progress over time Equitable Access to Resources and Supports: 1. Differentiates instruction and provides scaffolding to meet the diverse needs of all students
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Danielson Framework for Teaching 2013 to 2022
Side-by-Side Comparison

		2. Ensures that all students have access to necessary resources, materials, and technology for learning 3. Collaborates with support staff, specialists, and other educators to provide targeted support for students with unique needs Non-Instructional Tasks: 1. Manages transitions effectively to maximize instructional time 2. Uses classroom routines to ensure non-instructional tasks do not interfere with instructional time 3. Establishes a system for organizing and distributing classroom materials to promote efficiency and reduce disruptions 2D: Supporting Positive Student Behavior Expectations for the Learning Community: 1. Co-creates and clearly communicates behavioral expectations with students at the beginning of the school year 2. Consistently reinforces and models expected behaviors throughout the school year 3. Responds to behavioral issues calmly, fairly, and consistently, considering cultural and contextual factors while ensuring that consequences are aligned with the established expectations 4. Collaborates with families, support staff, and other educators to address individual student behavioral needs and promote consistent expectations across settings Modeling and Teaching Habits of Character:
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Danielson Framework for Teaching 2013 to 2022
Side-by-Side Comparison

		1. Demonstrates positive habits of character, such as respect, empathy, and integrity 2. Integrates character education into lessons and activities, making connections to the curriculum when possible 3. Encourages students to reflect on their own character development and apply learned habits to real-life situations Self-Monitoring and Collective Responsibility: 1. Teaches students strategies for self-monitoring their behavior and progress 2. Fosters a sense of collective responsibility by encouraging students to hold themselves and their peers accountable for maintaining a positive learning environment 3. Facilitates regular class meetings or discussions to address concerns, celebrate achievements, and reinforce community expectations 2E: Organizing Spaces for Learning Safety and Accessibility: 1. Arranges furniture and learning spaces to ensure clear pathways, allowing students to move safely and comfortably within the classroom 2. Posts and reviews emergency procedures and safety protocols with students regularly 3. Ensures that all materials, resources, and technology are easily accessible and
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Danielson Framework for Teaching 2013 to 2022
Side-by-Side Comparison

		organized for students taking into account diverse needs and abilities Design for Learning and Development: 1. Creates flexible learning spaces that accommodate a variety of learning activities, such as independent work, small group collaboration, and whole-class instruction 2. Strategically positions instructional materials, student work, and visuals to support learning and engagement 3. Integrates technology into the classroom in a purposeful way to enhance learning experiences and student engagement 4. Collaborates with colleagues, support staff, and specialists to optimize the learning environment for students with diverse needs Co-Creation and Shared Ownership: 1. Involves students in the design and organization of the classroom, taking their diverse needs and preferences into consideration 2. Encourages students to take responsibility for maintaining a clean and organized learning environment 3. Fosters a sense of shared ownership and pride in the classroom by celebrating student work and contributions
Domain 3: Instruction ● 3A: Communicating with Students ○ Expectations for Learning ○ Directions and procedures ○ Explanations of Content ○ Use of Oral and Written Language	Domain 3: Learning Experiences ● 3A: Communicating About Purpose and Content ○ Purpose for Learning and Criteria for Success ○ Specific Expectations ○ Explanations of Content	● 3A: Communicating About Purpose and Content ○ Clarity of lesson purpose through learning targets ○ Sharing and/or creating success criteria with students ○ Connect content to learner profile

Danielson Framework for Teaching 2013 to 2022

Side-by-Side Comparison

● 3B: Using Questioning and Discussion Techniques ○ Quality of Questions ○ Discussion Techniques ○ Student Participation ● 3C: Engaging Students in Learning ○ Activities and Assignments ○ Student Groups ○ Instructional Materials and Resources ○ Structure and Pacing ● 3D: Using Assessment in Instruction ○ Assessment Criteria ○ Monitoring of Student Learning ○ Feedback to Students ○ Student Self-Assessment and Monitoring ● 3E: Demonstrating Flexibility and Responsiveness ○ Lesson Adjustments ○ Response to Students ○ Persistence	○ Use of Academic Language ● 3B: Using Questioning and Discussion Techniques ○ Critical Thinking and Deeper Learning ○ Reasoning and Reflection ○ Student Participation ● 3C: Engaging Students in Learning ○ Rich Learning Experiences ○ Collaboration and Teamwork ○ Use of Instructional Materials and Resources ○ Opportunities for Thinking and Reflection ● 3D: Using Assessment for Learning ○ Clear Standards for Success ○ Monitoring Student Understanding ○ Timely, Constructive Feedback ● 3E: Responding Flexibly to Student Needs ○ Evidence-Based Adjustments ○ Receptiveness and Responsiveness ○ Determination and Persistence	- and how it is relevant to their lives ○ Clear directions and procedures specific to lesson activities ○ Building capacity with academic language ○ Clear expectations of concepts and strategies that are accessible and engaging to all students ● 3B: Using Questioning and Discussion Techniques ○ Questions of high cognitive challenge, formulated by both students and teachers ○ Questions with multiple correct answers or multiple approaches, even when there is a single correct response ○ Use of wait-time for student response ○ Discussion with the teacher stepping out of the central, mediating role ○ Engage students in critical thinking and thoughtful reflection ○ All students participating and discussing ○ Using questions to elicit a sense of belonging ● 3C: Engaging Students in Learning ○ Variety of meaningful and relevant activities connected to personalized learning ○ Opportunities for connecting learning to their lives or future goals.
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Danielson Framework for Teaching 2013 to 2022
Side-by-Side Comparison

		○ Ensuring students increase their knowledge about the learning process and their connected growth. ○ Create opportunities for student goal setting and reflection ○ Promote and facilitate a culture of respect, trust, and support and where all students feel safe and valued. ○ Students highly motivated to work on all tasks and persist even when the tasks are challenging ○ Students actively working on tasks that include high-level thinking ● 3D: Using Assessment for Learning ○ Providing clear criteria for personal success aligned to standards, learning profile, or personal goals ○ Utilizing formative assessments frequently to monitor student progress ○ Provide ongoing, timely, constructive, and actionable feedback on student progress ○ Modify assessments to meet the needs of diverse learners and provide personalized assessment opportunities. ○ Provide students with opportunities to assess their own learning, monitor their own progress, as well as to revise and improve their learning.
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Danielson Framework for Teaching 2013 to 2022
Side-by-Side Comparison

		● 3E: Responding Flexibly to Student Needs ○ Identify and adapting instruction to meet student needs and ensuring all students have access to the curriculum ○ Include students in determining their learning trajectory ○ Provide a variety of opportunities for students to display their learning and understanding ○ Use a variety of strategies to meet student needs ○ Ensure the learning environment supports and values student voice and input ○ Setting high expectations for all students and modify learning opportunities to meet different student learning and/or personal needs ○ Advocating for students through the MTSS process
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Danielson Framework for Teaching 2013 to 2022

Side-by-Side Comparison

Domain 4: Professional Responsibilities ● 4A: Reflecting on Teaching ○ Accuracy ○ Use in Future Teaching ● 4B: Maintaining Accurate Records ○ Student Completion of Assignments ○ Student Progress in Learning ○ Non-Instructional Records ● 4C: Communicating with Families ○ About Instructional Program ○ About Individual Students ○ Engagement of Families in Instructional Program ● 4D: Participating in a Professional Community ○ Relationships with Colleagues ○ Participation in School Projects ○ Involvement in Culture of professional Inquiry ○ Service to School ● 4E: Growing and Developing Professionally ○ Enhancement of Content Knowledge and Pedagogy Skill ○ Receptivity to Feedback from Colleagues ○ Service to Profession ● 4F: Showing Professionalism ○ Integrity/Ethical Conduct ○ Service to Students ○ Advocacy ○ Decision-Making ○ Compliance with School/District Regulations	Domain 4: Principled Teaching ● 4A: Engaging in Reflective Practice ○ Self-Assessment of Teaching ○ Analysis and Discovery ○ Application and Continuous Improvement ● 4B: Documenting Student Progress ○ Student Progress Toward Mastery ○ Shared Ownership ○ Maintaining Reliable Records ● 4C: Engaging Families and Communities ○ Respect and Cultural Competence ○ Community Values ○ Instructional Program ○ Engagement in Learning Experiences ● 4D: Contributing to School Community and Culture ○ Relational Trust and Collaborative Spirit ○ Culture of Inquiry and Innovation ○ Service to the School ● 4E: Growing and Developing Professionally ○ Curiosity and Autonomy ○ Developing Cultural Competence ○ Enhancing Knowledge and Skills ○ Seeking and Acting on Feedback ● 4F: Acting in Service in Schools ○ Acting with Care ○ Ethical Decision-Making ○ Advocacy	<u>4A COMMON LANGUAGE</u> -Actively seek feedback from students, parents, colleagues, and supervisors to inform practice (post-lesson/unit/assessment feedback such as question prompts to gauge perspectives on the learning process) Willingness to be vulnerable on pedagogy -Review recordings of own lessons and reflect/plan accordingly -Utilizing professional development (district committees, building teams, Summer U, Institute Days, Vision Cycle) to reflect on current practice and inform instruction -Debrief with colleagues after peer lesson observation and instructional coaches <u>4B COMMON LANGUAGE</u> -Set and post clear learning targets and outcomes and utilize them with students -Documentation of progress monitoring through pre observation forms -Shared ownership with colleagues utilizing common forms and tools -Students understand and actively identify with where they are in the learning progression <u>4C COMMON LANGUAGE</u> -Individual family survey(s) sent by teachers or service providers throughout the year as necessary -Student experiences beyond the school day
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Danielson Framework for Teaching 2013 to 2022
Side-by-Side Comparison

		(home visits, math nights, getting to know you activities, etc.) -Being culturally proficient in communications with parents and students (ie communication tools that offer language translations, recognizing cultural celebrations) -Thoughtfully and routinely incorporating prompts and activities for parents to engage in the unit of study with their child <u>4D COMMON LANGUAGE</u> -Approach and actions demonstrate an <i>interdependence</i> with colleagues rather than an independent process (ie. planning with colleagues, take and share ideas, support others and shared sense of responsibility for all students) -Regularly participate in student activities, events, assemblies, programs outside of classroom or service area responsibilities
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Modified from the work Gina Sierra of West40 ISC#2