

New Danielson Evaluation System Descriptions

Domain 1:	Planning and Preparation
1a: Demonstrating Knowledge of Content and Pedagogy	<p>The elements of component 1a are:</p> <ul style="list-style-type: none"> Knowledge of content and the structure of the discipline: every discipline has a dominant structure, with smaller components or strands, central concepts and skills Knowledge of prerequisite relationships: some disciplines, for example mathematics, have important prerequisites; experienced teachers know what these are and how to use them in designing lessons and units. Knowledge of content-related pedagogy: different disciplines have "signature pedagogies" that have evolved over time and found to be most effective in teaching. <p>Indicators include:</p> <ul style="list-style-type: none"> Lesson and unit plans that reflect important concepts in the discipline Lesson and unit plans that accommodate prerequisite relationships among concepts and skills Clear and accurate classroom explanations Accurate answers to student questions Feedback to students that furthers learning Inter-disciplinary connections in plans and practice
1b: Demonstrating Knowledge of Students	<p>The elements of component 1b are:</p> <ul style="list-style-type: none"> Knowledge of child and adolescent development: children learn differently at different stages of their lives Knowledge of the learning process: learning requires active intellectual engagement Knowledge of students' skills, knowledge, and language proficiency: children's lives beyond school influence their learning Knowledge of students' interest and cultural heritage: children's backgrounds influence their learning Knowledge of students' special needs: children do not all develop in a typical fashion <p>Indicators include:</p> <ul style="list-style-type: none"> Teacher gathers formal and informal information about students for use in planning instruction Teacher learns student interests and needs for use in planning Teacher participation in community cultural events Teacher-designed opportunities for families to share heritage Database of students with special needs
1c: Setting Instructional Outcomes	<p>The elements of component 1c are:</p> <ul style="list-style-type: none"> Value, sequence, and alignment: students must be able to build their understanding of important ideas from concept to concept Clarity: outcomes must refer to what students will learn, not what they will do, and must permit viable methods of assessment. Balance: outcomes should reflect different types of learning: such as knowledge, conceptual understanding, and thinking skills. Suitability for diverse students: outcomes must be appropriate for all students in the class <p>Indicators include:</p> <ul style="list-style-type: none"> Outcomes of a challenging cognitive level Statements of student learning, not student activity. Outcomes central to the discipline and related to those in other disciplines Permit assessment of student attainment. Differentiated for students of varied ability
1d: Demonstrating Knowledge of Resources	<p>The elements of component 1d are:</p> <ul style="list-style-type: none"> Resources for classroom use: materials that align with learning outcomes Resources to extend content knowledge and pedagogy: those that can further teachers' professional knowledge Resources for students: materials that are appropriately challenging <p>Indicators include:</p> <ul style="list-style-type: none"> District provided materials Range of texts Guest speakers Internet resources Materials provided by professional organizations Teacher continuing professional education courses or professional groups Community resources
1e: Designing Coherent Instruction	<p>The elements of component 1e are:</p> <ul style="list-style-type: none"> Learning activities: instruction designed to engage students and advance them through the content Instructional materials and resources: appropriate to the learning needs of the students Instructional groups: intentionally organized to support student learning Lesson and unit structure: clear and sequenced to advance students' learning <p>Indicators include:</p> <ul style="list-style-type: none"> Lessons that support instructional outcomes and reflect important concepts Instructional maps that indicate relationships to prior learning Activities that represent high-level thinking Opportunities for student choice The use of varied resources Thoughtfully planned learning groups Structured lesson plan
1f: Designing Student Assessments	<p>The elements of component 1e are:</p> <ul style="list-style-type: none"> Congruence with instructional outcomes: assessments must match learning expectations Criteria and standards: expectations must be clearly defined Design of formative assessments: assessments for learning must be planned as part of the instructional process Use for planning: results of assessment guide future planning <p>Indicators include:</p> <ul style="list-style-type: none"> Lesson plans indicate correspondence between assessments and instructional outcomes Assessment types are suitable to the style of outcome Variety of performance opportunities for students Modified assessments are available for individual students as needed Expectations clearly written with descriptors for each level of performance Formative assessments are designed to inform minute-to-minute decision-making by the teacher during instruction

Domain 2:	The Classroom Environment
2a: Creating an environment of respect and rapport	<p>The elements of component 2a are listed below and are evaluated:</p> <ul style="list-style-type: none"> Teacher interactions with students, including both words and actions A teacher's interactions with students set the tone for the classroom. Through their interactions, teachers convey that they are interested in and care about their students. Student interactions with other students, including both words and actions As important as a teacher's treatment of students is, how students are treated by their classmates is arguably even more important to students. At its worst, poor treatment causes students to feel rejected by their peers. At its best, positive interactions among students are mutually supportive and create an emotionally healthy school environment. Teachers model and teach students how to engage in respectful interactions with one another and acknowledge respectful interactions among students. <p>Indicators include:</p> <ul style="list-style-type: none"> Respectful talk and turn taking Respect for students' background and lives outside of the classroom Teacher and student body language Physical proximity Warmth and caring Politeness Encouragement Active listening Fairness
2b: Establishing a culture for learning	<p>Elements of component 2b are:</p> <ul style="list-style-type: none"> Importance of the content and of learning In a classroom with a strong culture for learning, teachers convey the educational value of what the students are learning. Expectations for learning and achievement In classrooms with robust cultures for learning, all students receive the message that while the work is challenging, they are capable of achieving it if they are prepared to work hard. Student pride in work When students are convinced of their capabilities, they are willing to devote energy to the task at hand, and they take pride in their accomplishments. This pride is reflected in their interactions with classmates and with the teacher. <p>Indicators include:</p> <ul style="list-style-type: none"> Belief in the value of the work Expectations are high and supported through both verbal and nonverbal behaviors Quality is expected and recognized Effort and persistence are expected and recognized Confidence in ability is evidenced by teacher and students language and behaviors Expectation for all students to participate
2c: Managing classroom procedures	<p>Elements of Component 2c are:</p> <ul style="list-style-type: none"> Management of instructional groups Teachers help students to develop the skills to work purposefully and cooperatively in groups, with little supervision from the teacher. Management of transitions Many lessons engage students in different types of activities – large group, small group, independent work. It's important that little time is lost as students move from one activity to another; students know the "drill" and execute it seamlessly. Management of materials and supplies Experienced teachers have all necessary materials to hand, and have taught students to implement routines for distribution and collection of materials with a minimum of disruption to the flow of instruction. Performance of non-instructional duties Overall, little instructional time is lost in activities such as taking attendance, recording the lunch count, or the return of permission slips for a class trip. <p>Indicators include:</p> <ul style="list-style-type: none"> Smooth functioning of all routines Little or no loss of instructional time Students playing an important role in carrying out the routines Students know what to do, where to move
2d: Managing Student Behavior	<p>Elements of Component 2d are:</p> <ul style="list-style-type: none"> Expectations It is clear, either from what the teacher says, or by inference from student actions, that expectations for student conduct have been established and that they are being implemented Monitoring of student behavior Experienced teachers seem to have eyes "in the backs of their heads;" they are attuned to what's happening in the classroom and can move subtly to help students, when necessary, re-engage with the content being addressed in the lesson. At a high level, such monitoring is preventive and subtle, which makes it challenging to observe. Response to student misbehavior Even experienced teachers find that their students occasionally violate one or another of the agreed-upon standards of conduct; how the teacher responds to such infractions are an important mark of the teacher's skill. Accomplished teachers try to understand why students are conducting themselves in such a manner (are they unsure of the content, are they trying to impress their friends?) and respond in such a way that they respect the dignity of the student. The best responses are those that address misbehavior early in an episode, although this is not always possible. <p>Indicators include:</p> <ul style="list-style-type: none"> Clear standards of conduct, possibly posted, and possibly referred to during a lesson Absence of acrimony between teacher and students concerning behavior Teacher awareness of student conduct Preventive action when needed by the teacher Fairness Absence of misbehavior Reinforcement of positive behavior
2e: Organizing Physical Space	<p>Elements of this component are:</p> <ul style="list-style-type: none"> Safety and accessibility Physical safety is a primary consideration of all teachers; no learning can occur if students are unsafe or if they don't have access to the board or other learning resources. Arrangement of furniture and use of physical resources. Both the physical arrangement of a classroom and the available resources provide opportunities for teachers to advance learning; when these are skillfully used students can engage with the content in a productive manner. At the highest levels of performance, the students themselves contribute to the physical environment. <p>Indicators include:</p> <ul style="list-style-type: none"> Pleasant, inviting atmosphere Safe environment Accessibility for all students Furniture arrangement suitable for the learning activities Effective use of physical resources, including computer technology, by both teacher and students

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Domain 3:	Instruction
3a: Communicating With Students	<p>Elements of Component 3a are:</p> <ul style="list-style-type: none"> Expectations for learning The goals for learning are communicated clearly to students. Even if not conveyed at the outset of a lesson (for example, an inquiry lesson in science) by the end of the lesson students are clear about what they have been learning. Directions for activities Students are clear about what they are expected to do during a lesson, particularly if students are working independently or with classmates without direct teacher supervision. These directions for the lesson activities may be provided orally, in writing, or in some combination of the two. Explanations of content Skilled teachers, when explaining concepts to students, use vivid language and imaginative analogies and metaphors, connecting explanations to students' interests and lives beyond school. The explanations are clear, with appropriate scaffolding, and, where appropriate, anticipate possible student misconceptions. Use of oral and written language For many students, their teachers' use of language represents their best model of both accurate syntax and a rich vocabulary; these models enable students to emulate such language, making their own more precise and expressive. <p>Indicators include:</p> <ul style="list-style-type: none"> Clarity of lesson purpose Clear directions and procedures specific to the lesson activities Absence of content errors and clear explanations of concepts Students understand the content Correct and imaginative use of language
3b: Using Questioning and Discussion Techniques	<p>Elements of component 3b are:</p> <ul style="list-style-type: none"> Quality of questions/prompts Questions of high quality cause students to think and reflect, to deepen their understanding, and to test their ideas against those of their classmates. When teachers ask questions of high quality, they ask only a few of them, and they provide students with sufficient time to think about their response, to reflect on the comments of their classmates, and to deepen their understanding. Occasionally, for the purposes of review, teachers ask students a series of (usually low-level) questions in a type of verbal quiz. This may be helpful for the purpose of establishing the facts of an historical event, for example, but they should not be confused with the use of questioning to deepen students' understanding. Discussion techniques Effective teachers promote learning through discussion. Some teachers report that "we discussed x" when what they mean is that "I said x." That is, some teachers confuse discussion with explanation of content; as important as that is, it's not discussion. Rather, in a true discussion, a teacher poses a question, and invites all students' views to be heard, and enabling students to engage in discussion directly with one another, not always mediated by the teacher. Student participation In some classes a few students tend to dominate the discussion,; other students, recognizing this pattern, hold back their contributions. Teacher uses a range of techniques to ensure that all students contribute to the discussion, and enlist the assistance of students to ensure this outcome. <p>Indicators include:</p> <ul style="list-style-type: none"> Questions of high cognitive challenge, formulated by both students and teacher Questions with multiple correct answers, or multiple approaches even when there is a single correct response Effective use of student responses and ideas Discussion with the teacher stepping out of the central, mediating role High levels of student participation in discussion
3c: Engaging Students in Learning	<p>Elements of Component 3c are:</p> <ul style="list-style-type: none"> Activities and assignments The activities and assignments are the centerpiece of student engagement, since they determine what it is that students are asked to do. Activities and assignments that promote learning are aligned with the goals of the lesson, and require student thinking that emphasizes depth over breadth, and that may allow students to exercise some choice. Grouping of students How students are grouped for instruction is one of the many decisions teachers make every day. There are many options; students of similar background and skill may be clustered together, or the more advanced students may be spread around into the different groups. Alternatively, a teacher might permit students to select their own groups, or they could be formed randomly. Instructional materials and resources The instructional materials a teacher selects to use in the classroom can have an enormous impact on students' experience. While some teachers are obliged to use a school or district's officially sanctioned materials, many teacher use these selectively or supplement them with others of their choosing that are better suited to engaging students in deep learning, for example, the use of primary source materials in social studies. Structure and pacing No one, whether adults or students, likes to be either bored or rushed in completing a task. Keeping things moving, within a well-defined structure, is one of the marks of an experienced teacher. And since much of student learning results from their reflection on what they have done, a well-designed lesson includes time for reflection and closure. <p>Indicators include:</p> <ul style="list-style-type: none"> Activities aligned with the goals of the lesson Student enthusiasm, interest, thinking, problem-solving, etc Learning tasks that require high-level student thinking and are aligned with lesson objectives Students highly motivated to work on all tasks and are persistent even when the tasks are challenging Students actively "working," rather than watching while their teacher "works." Suitable pacing of the lesson: neither dragging nor rushed, with time for closure and student reflection
3d: Using Assessment in Instruction	<p>Elements of Component 3d are:</p> <ul style="list-style-type: none"> Assessment Criteria It is essential that students know the criteria for assessment. At its highest level, students themselves have had a hand in articulating the criteria for, for example, a clear oral presentation. Monitoring of student learning A teacher's skill in eliciting evidence of student understanding is one of the true marks of expertise. This is not a hit-or-miss effort, but is planned carefully in advance. But even after carefully planning, monitoring of student learning must be woven seamlessly into the lesson, using a variety of techniques. Feedback to students Feedback on learning is an essential element of a rich instructional environment; without it, students are constantly guessing as to how they are doing, and how their work can be improved. Valuable feedback must be timely, constructive, and substantive, and provide students the guidance they need to improve their performance. Student self-assessment and monitoring of progress The culmination of student assumption of responsibility for their learning is when they monitor their own learning, and take appropriate action. Of course, they can only do this if the criteria for learning are clear and if they have been taught the skills of checking their work against clear criteria. <p>Indicators include:</p> <ul style="list-style-type: none"> Teacher paying close attention to evidence of student understanding Teacher posing specifically-created questions to elicit evidence of student understanding Teacher circulating to monitor student learning and to offer feedback

	<ul style="list-style-type: none"> Students assessing their own work against established criteria
3e: Demonstrating Flexibility and Responsiveness	<p>Elements of component 3e are:</p> <ul style="list-style-type: none"> Lesson adjustment Experienced teachers are able to make both minor and (when needed) major adjustments to a lesson, a mid-course correction. Such adjustments depend on a teacher's store of alternate instructional strategies, and the confidence to make a shift when needed. Response to students Occasionally during a lesson an unexpected event will occur which presents a true "teachable moment." It is a mark of considerable teacher skill to be able to capitalize on such opportunities. Persistence Committed teachers don't give up easily; when students encounter difficulty in learning (which all do at some point) these teachers seek alternate approaches to help their students be successful. In these efforts, teachers display a keen sense of efficacy. <p>Indicators include:</p> <ul style="list-style-type: none"> Incorporation of student interests and events of the day into a lesson Visible adjustment in the face of student lack of understanding Teacher seizing on a "teachable moment"
Domain 4:	Professional Responsibilities
4a: Reflecting on Teaching	<p>Elements of component 4a are:</p> <ul style="list-style-type: none"> Accuracy: As teachers gain experience, their reflections on practice become more accurate, corresponding to the assessments that would be given by an external and unbiased observer. Not only are the reflections accurate, but teachers can provide specific examples from the lesson to support their judgments. Use in future teaching: In order for the potential of reflection to improve teaching to be fully realized, teachers must use their reflections to make adjustments in their practice. As their experience and expertise increases, teachers draw on an ever-increasing repertoire of strategies to inform these plans. <p>Indicators include:</p> <ul style="list-style-type: none"> Accurate reflections on a lesson. Citations of adjustments to practice, drawing on a repertoire of strategies.
4b: Maintaining Accurate Records	<p>Elements of component 4b are:</p> <ul style="list-style-type: none"> Student completion of assignments: Most teachers, particularly at the secondary level, need to keep track of student completion of assignments, including not only whether the assignments were actually completed, but students' success in completing them. Student progress in learning: In order to plan instruction, teachers need to know where each student "is" in his or her learning. This information may be collected formally or informally, but must be updated frequently. Non-instructional records: Non-instructional records encompass all the details of school life for which records must be maintained, particularly if they involve money. Examples are such things as knowing which students have returned their permissions slips for a field trip, or which students have paid for their school pictures. <p>Indicators include:</p> <ul style="list-style-type: none"> Routines and systems that track student completion of assignments. Systems of information regarding student progress against instructional outcomes Processes of maintaining accurate non-instructional records.
4c: Communicating with Families	<p>Elements of component 4c are:</p> <ul style="list-style-type: none"> Information about the instructional program: Frequent information is provided to families, as appropriate, about the instructional program. Information about individual students: Frequent information is provided to families, as appropriate, about students' individual progress. Engagement of families in the instructional program: Successful and frequent engagement opportunities are offered to families so they can participate in the learning activities. <p>Indicators include:</p> <ul style="list-style-type: none"> Frequent and culturally appropriate information sent home regarding the instructional program, and student progress Two-way communication between the teacher and families Frequent opportunities for families to engage in the learning process.
4d: Participating in a Professional Community	<p>Elements of component 4d are:</p> <ul style="list-style-type: none"> Relationships with colleagues: Teachers maintain a professional collegial relationship that encourages sharing, planning and working together toward improved instructional skill and student success. Involvement in a culture of professional inquiry: Teachers contribute to and participate in a learning community that supports and respects its members' efforts to improve practice. Service to the school: Teachers' efforts move beyond classroom duties by to contributing to school initiatives and projects. Participation in school and district projects: Teachers contribute to and support larger school and district projects designed to improve the professional community. <p>Indicators include:</p> <ul style="list-style-type: none"> Regular teacher participation with colleagues to share and plan for student success. Regular teacher participation in professional courses or communities that emphasize improving practice. Regular teacher participation in school initiatives. Regular teacher participation and support of community initiatives.
4e: Growing and Developing Professionally	<p>Elements of component 4e are:</p> <ul style="list-style-type: none"> Enhancement of content knowledge and pedagogical skill: Teachers remain current by taking courses, reading professional literature, and remaining current on the evolution of thinking regarding instruction. Receptivity to feedback from colleagues: Teachers actively pursue networks that provide collegial support and feedback. Service to the profession: Teachers are active in professional organizations serving to enhance their personal practice and so they can provide leadership and support to colleagues. <p>Indicators include:</p> <ul style="list-style-type: none"> Frequent teacher attendance in courses and workshops; regular academic reading. Participation in learning networks with colleagues; feedback freely shared Participation in professional organizations supporting academic inquiry.
4f: Showing Professionalism	<p>Elements of component 4f are:</p> <ul style="list-style-type: none"> Integrity and ethical conduct: Teachers act with integrity and honesty. Service to students: Teachers put students first in all considerations of their practice. Advocacy: Teachers support their students' best interests, even in the face of traditional practice or beliefs. Decision-making: Teachers solve problems with students' needs as a priority. Compliance with school and district regulations: Teachers adhere to policies and procedures. <p>Indicators include:</p> <ul style="list-style-type: none"> Teacher has a reputation as someone who can be trusted and is often sought as a sounding board. During committee or planning work, teacher frequently reminds participants that the students are the utmost priority. Teacher will support students, even in the face of difficult situations or conflicting policies. Teachers challenge existing practice in order to put students first. Teacher consistently fulfills school district mandates regarding policies and procedures.

