

DANIELSON FRAMEWORK FOR TEACHING SAMPLES OF ARTIFACTS

DOMAIN #1: PLANNING AND PREPARATION

Includes comprehensive understanding of the content to be taught, knowledge of the student’s backgrounds, and designing instruction and assessment

Framework Guidelines	Artifacts/Actions to Illustrate Proficiency
<p>1a – Demonstrating knowledge of content and pedagogy</p> <ul style="list-style-type: none"> • Content knowledge • Prerequisite relationships • Content Pedagogy 	<p>Artifacts should show that the teacher is remaining up-to-date with current pedagogical practice.</p> <ul style="list-style-type: none"> • List of content-area course taken to advance content/pedagogical knowledge • List of workshops attended related to teacher’s content/pedagogical area/district initiative • Lists of presentations made at conference/meetings pertaining to content-related material • Lists of websites visited/used that pertain to content-related material/district initiatives/Common Core/State Standards • List of content-related/pedagogical webinars that teacher participated in (include dates and certificates of completion, if provided) • List of free online courses that teacher took to advance content/pedagogical knowledge • List of courses taught at upper-level institutions • Examples of student work that show relevant, meaningful comments made by the teacher, comments that illustrate the teacher’s content/pedagogical strengths. • Summer reading lists and summer preparation • Lesson plans incorporating best practices • Sharing new knowledge with peers.
<p>1b – Demonstrating knowledge of students</p> <ul style="list-style-type: none"> • Child development • Learning process • Special needs • Student skills, knowledge, and proficiency • Interests & cultural heritage 	<ul style="list-style-type: none"> • Lists of accommodations made for individual students • Lists of modifications made for students with IEP’s/504’s • Examples of differentiation in the classroom – i.e.- different handouts/exercise/assignments geared for specific learning groups • Examples of instructional scaffolding in the classroom • Examples of communication with families • Progress monitoring logs • Instructional grouping techniques • Student profile worksheets • Inventories, surveys and communication to families are used to gather information about students at the beginning of the year.

<p>1c – Setting Instructional outcomes</p> <ul style="list-style-type: none"> • Value, sequence, and alignment • Clarity • Balance • Suitability for diverse learners 	<ul style="list-style-type: none"> • Lesson plans (units) aligned to curriculum guides/common core/state standards • Instructional outcomes are listed on the board prior to class instruction • Examples of activities/units that display a spectrum of outcomes (basic understanding/comprehension; high-level thinking; communication, etc.) • Assessments that show outcomes are being achieved in your classroom • Standards are posted in the classroom
<p>1d – Demonstrating knowledge of resources</p> <ul style="list-style-type: none"> • For classroom • To extend content knowledge • For Students 	<ul style="list-style-type: none"> • Examples of diverse resources used in classroom (print and electronic) • Lists of speakers used in your classes • Supplemental materials you provide or recommend for your students – after-school tutoring, supplemental coursework, websites, etc. • Explanations of how you use aides and specialists in your classes • Professional journals you regularly read and consult • Blogs/Wikis • Web quests • Virtual field trip/field trips • Project-based learning • Interactive Technology • Demonstration of School/Community Resources (library, speakers, etc.) • Classroom budget money is spent on substantive education resources (technology vs. borders, construction paper) • Use of grant money – applying for grants
<p>1e – Designing coherent instruction</p> <ul style="list-style-type: none"> • Learning activities • Instructional materials and resources • Instructional groups • Lesson and unit structure 	<ul style="list-style-type: none"> • Unit plans that exhibit <ol style="list-style-type: none"> 1) Coherence (methods, materials, assessments all work together) 2) Variety of instructional activities and methods 3) Problem based learning 4) Student choice 5) Higher order thinking activities 6) Progression of complexity 7) Curriculum mapping 8) Teacher and student reflection of lessons, learning, or feedback 9) Disaggregation of student performance on summative, formative, or classroom assessments 10) Daily topics and activities that reflect organization and sequencing, and variety of materials and groups. 11) Description of students, instructional objectives assessments, activating, cognitive, and summarizing strategies, materials and potential misunderstandings 12) Grouping patterns with students focus – teacher leads large group, students work in small groups, teacher works with small groups, students works alone, students lead presentations or assume other leadership roles within a structured lesson, etc.

<p>1f – Designing student assessments</p> <ul style="list-style-type: none"> • Congruence with outcomes • Criteria and standards • Formative assessments • Use for planning 	<ul style="list-style-type: none"> • A variety of formative/summative assessments connected to classroom instruction/outcomes • Rubrics used to evaluate student work • Examples of student assessments with teacher comments • Student developed rubrics • Student portfolios with reflection • Vary assessment techniques meeting all learning styles • Scoring systems/rubrics establishing measurable criteria are communicated up front • Feedback to students guide next steps, i.e. teaching or re-teaching
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DOMAIN #2 – THE CLASSROOM ENVIRONMENT

Includes comprehensive understanding of the content to be taught, knowledge of the student’s backgrounds, and designing instruction and assessment.

Framework Guidelines	Artifacts/Actions to Illustrate Proficiency
<p>2a – Create an environment of respect and rapport</p> <ul style="list-style-type: none"> • Teacher interaction with students • Student interaction with students and paraprofessionals 	<p><u>To be observed during classroom observation</u></p> <ul style="list-style-type: none"> • Teacher has positive, meaningful interaction with students • Students have positive, meaningful interaction with each other • Students feel comfortable in the classroom, with the instructor and with each other • Teacher provides opportunities for students to get to know and accept each other
<p>2b – Establishing a culture of learning</p> <ul style="list-style-type: none"> • Importance of content • Expectations for learning and behavior • Student pride in work 	<p><u>To be observed during classroom observation</u></p> <ul style="list-style-type: none"> • Students are actively engaged and care about what they are doing (not going through the motions) • Teacher encourages high level thinking/has high expectations • Classroom displays student work • Classroom has visual aids that enhance the learning process • Evidence must be in the classroom – the look of the room, student work displayed (scored and rated with written feedback); nature of the interactions and the tone of conversations with and among students reflect they are interested in and value learning and hard work

<p>2c – Managing classroom procedures</p> <ul style="list-style-type: none"> • Instructional groups • Transitions • Materials and supplies • Non-instructional duties • Supervision of volunteers 	<ul style="list-style-type: none"> • Center/workshop rotation charts • Written classroom procedures <p><u>To be observed during classroom observation</u></p> <ul style="list-style-type: none"> • Classroom rules are posed and students are aware and follow them • Teacher makes effective use of class time (bell to bell teaching) • Small groups work efficiently and students take initiative within those groups/groups are monitored by teacher • Teacher has clear plan for non-instructional tasks – passing out paper, taking attendance, bathroom passes, etc. • Teacher makes effective use of aides/paraprofessionals • Copies of documents used to establish management procedures • Teacher explains, re-teaches and implements procedures • Procedures are posted in the classroom, communicates in writing to students and families early in the year.
<p>2d – Managing student behavior</p> <ul style="list-style-type: none"> • Expectations • Monitoring behavior • Response to misbehavior 	<ul style="list-style-type: none"> • Logs of parent contacts pertaining to student behavior • Documents indicating expectations and consequences for behavior • Explanation of classroom management system • Data on behavioral intervention plans <p><u>To be observed during classroom observation</u></p> <ul style="list-style-type: none"> • Students are actively engaged in the class • Students are monitored and know the rules of the class • Students monitor their own behavior • Rules are clearly and consistently applies (no favoritism is evident) • Teacher is always aware of what is going on and uses this awareness to influence student behavior through redirection and proximity • Teacher encourages students to monitor their own behavior • Student behavior reflects what teachers have done to establish and maintain standards
<p>2e – Organizing physical space</p> <ul style="list-style-type: none"> • Safety and accessibly • Arrangement of furniture and resources 	<p><u>To be observed during classroom observation</u></p> <ul style="list-style-type: none"> • Classrooms are organized for effective teaching • Classroom is safe (cords, computers, heavy objects, etc. are secure) • Diagrams/photos/videos of classroom • Furniture arrangement is appropriate for large and small group activity • Safety is evident – no bags, trash, clothing, etc.; aisles between desks, tables, etc. provide good traffic flow; school-wide procedures for emergency exiting or lockdown are provided. • Materials are accessible – teaching aids, boards, charts, projectors/computers are skillfully positioned and utilized • Transparencies/TV/board work/Powerpoints, posters, etc. are neat and clear for reading; high quality presentations and videos are evident and content appropriate • Appropriate use of technology is evident • Students are involved in supporting an organized, safe classroom through assisting with transitions, equipment, materials and supplies

DOMAIN #3 – INSTRUCTION

Is concerned with the teacher’s skill in engaging students in learning the content, and includes the wide range of instructional strategies that enable students to learn.

Framework Guidelines	Artifacts/Actions to Illustrate Proficiency
<p>3a – Communicating with students</p> <ul style="list-style-type: none"> • Expectations for learning • Directions and procedures • Explanations of content • Uses of oral and written language 	<ul style="list-style-type: none"> • A sampling of assignments that clearly show that you expect from the students is clearly evident; communication is clear and effective • Electronic communication with students (e-mail, Canvas, Edmodo, etc.) • Class websites are updated regularly • Gradebooks are updated regularly • <u>To be observed during classroom observation</u> • Teachings facilitate strong classroom discussion • Students take initiative in classroom discussion • Teacher explains to students the purpose of particular assignment/activity/learning • Clear directions and explanations (oral and written) • Vivid, expressive language is used to enhance student experience • Language is audible, legible; correct usage, spelling etc. is apparent • Teacher carefully chooses words, using rich vocabulary for student to model
<p>3b – Using questioning and discussion techniques</p> <ul style="list-style-type: none"> • Quality of questions • Discussion techniques • Student participation 	<ul style="list-style-type: none"> • If the teacher’s formal observation is not “heavy on questioning/discussion, teacher should provide a sampling of activities that exhibit his/her ability to develop/implement effective questions in varying group settings (whole class/small group/differentiated settings, etc.) • Video and audio of small and large group instruction • <u>To be observed during classroom observation</u> • All questioning/discussion activities are at a high level and consistent with the learning objectives of the lesson/unit • Students are grouped appropriately to achieve the most learning form the questioning/discussion • Instructional materials (technology/handouts/speakers/etc.) are used effectively to promote effective questioning/discussion • Students take an active role in the questioning/discussion • Essential question is posted for each lesson; question is asked by teacher and answered by students throughout the lesson • Questions engage students in an exploration of content, are not rapid fire, low level, recitation of facts. • “Think time” is allowed before responses • ALL Students are engage in discussion not just a few; students often take the initiative • Teacher stays of topic, uses follow-up, rephrases and applies what students contribute or pose.

<p>3C – Engaging students in learning</p> <ul style="list-style-type: none"> • Activities and assignments • Student groups • Instructional materials and resources • Structure and pacing 	<ul style="list-style-type: none"> • Photos of students engaged in learning • SMART Board lessons • Instruction artifacts – student work, out of class assignments <p><u>To be observed during classroom observation</u></p> <ul style="list-style-type: none"> • In-class activities are challenging • Homework is challenging • Class is paced well • Students are grouped effectively • Students are on a meaningful task bell-to-bell • Students take an active role in their learning • Teacher promotes problem-solving, permits choice, encourages depth-ding patterns, tests hypotheses, requires though; is relevant and authentic • Groupings are based on instructions goals • Materials and resources are ready for students use with little or no disruption. • Structure of lesson is maintained pacing is appropriate with a beginning, a middle and end (closure)
<p>3d – Using assessments in instruction</p> <ul style="list-style-type: none"> • Assessment criteria • Monitoring of student learning • Feedback to students • Student self-assessment and monitoring 	<p>SIMILAR TO DOMAIN 1f</p> <ul style="list-style-type: none"> • Samples of diagnostic tests • Examples of pre-test/post test • Examples of formative/summative assessments • Examples of feedback given to the students • Examples of rubrics • Exit tickets • Student growth objectives • Student created assessments • Teacher and peer comments of student work • Teachers uses body language such as nods, quizzical looks, etc. to encourage students • Effective feedback that is specific, descriptive, understandable; Feedback SI NOT praise, grades, encouragement or criticism • Comments give students information the nee dot adjust the way they are going to get better at it or solve a problem; it provides the time to thing and reflect; performance is related to standards • All feedback is provided in a timely fashion, “on the spot” or on work products, as needed to support learning.

DOMAIN #4 – PROFESSIONAL RESPONSIBILITIES

Addresses a teacher’s additional professional responsibilities, included self-assessment and reflect, communication with parents, participating in ongoing professional development, and contributing to the school and district environment.

Framework Guidelines	Artifacts/Actions to Illustrate Proficiency
4a – Reflecting on teaching <ul style="list-style-type: none"> • Accuracy • Use in future teaching 	<ul style="list-style-type: none"> • Lesson plans/assignments/unit plans from multiple years that show change/growth/adaptation • Written reflection on lesson taught • Pre and post tests with explanations • Student survey • Audio/video tape of class lesson • Peer observations
4b – Maintaining accurate records <ul style="list-style-type: none"> • Student completion of assignments • Student progress is learning • Non-instruction records 	<ul style="list-style-type: none"> • Gradebook maintained • Class website maintained • Classroom inventory • Student assessment data organized • Budgets • Progress monitoring • Data binder
4c – Communicating with families <ul style="list-style-type: none"> • About instructional program • About individual students • Engagement of families in instructional program 	<ul style="list-style-type: none"> • Classroom newsletters • Classroom website • List of classroom volunteers • List of communication with parents about student progress/success (e-mail/phone/meeting). Keep an accurate log. • Examples of assignments geared particularly for families (photo frames, Mother’s Day cards, etc.) • Teacher-organized community activities • E-mails • Parent conferences • Conference summaries • Class handbook • Documents that demonstrate that parents are encouraged to actively assist their child’s education • Parental responses to student inventories
4d – Participating in a professional community <ul style="list-style-type: none"> • Relationships with colleagues • Participation in school projects • Involvement in culture of professional inquiry • Service to school 	<ul style="list-style-type: none"> • A list of all committees on which the teacher serves and in what capacity (local, state, national, teacher associations, etc.) • A list of all extra-curricular activities supervised/coached • A list of all volunteer work/paid within the school (scheduling, Market Day, book fairs, ticket taker, etc.) • A lists of all presentations made at the local, state and national level • A list of all workshops/meetings attended as a representative of the district • List of blogs you follow/post/run (education related) • Meeting notes • Participation in professional organizations supporting academic inquiry • Movement beyond one’s own classroom

<p>4e – Growth and developing professionally</p> <ul style="list-style-type: none"> • Enhancement of content knowledge and pedagogical skill • Service to the profession 	<p>See DOMAIN 1a</p> <ul style="list-style-type: none"> • Examples of local professional development communities • Reading current literature • Best practices website reviews • Action research • National Board Certification • Mentoring • Supervising student teachers • Professional organization membership • Teacher awards • Coordinate study groups or book clubs (content or practice related)
<p>4f – Showing professionalism</p> <ul style="list-style-type: none"> • Integrity/ethical conduct • Service to students • Advocacy • Decision-making • Compliance with school/district regulations 	<ul style="list-style-type: none"> • Be on time • Dress appropriately • Be positive • Help students • Follow the teacher handbook/board policies • Professional organization leadership roles • Leadership roles in the school or in the community • Helpfulness to students needing extra support/help • Advocate for underserved students • Being open-minded and willing to adopt new approaches