

1c

SETTING INSTRUCTIONAL OUTCOMES - *Danielson 2013*

	FAILING - 0	NEEDS IMPROVEMENT - 1	PROFICIENT - 2	DISTINGUISHED - 3
CRITICAL ATTRIBUTES	<ul style="list-style-type: none"> • Outcomes lack rigor. • Outcomes do not represent important learning in the discipline. • Outcomes are not clear or are stated as activities. • Outcomes are not suitable for many students in class. 	<ul style="list-style-type: none"> • Outcomes represent a mixture of low expectations and rigor. • Some outcomes reflect important learning in the discipline. • Outcomes are suitable for most of the class. 	<ul style="list-style-type: none"> • Outcomes represent high expectations and rigor. • Outcomes are related to “big ideas” of the discipline. • Outcomes are written in terms of what students will learn rather than do. • Outcomes represent a range of types; factual knowledge, conceptual understanding, reasoning, social interaction, management, and communication. • Outcomes, differentiated where necessary, are suitable to groups of students in the class. 	<ul style="list-style-type: none"> • The teacher’s plans reference curricular framework or blueprints to ensure accurate sequencing. • The teacher connects outcomes to previous and future learning. • Outcomes are differentiated to encourage individual students to take educational risks.

1e

DESIGNING COHERENT INSTRUCTION - *Danielson 2013*

	FAILING - 0	NEEDS IMPROVEMENT - 1	PROFICIENT - 2	DISTINGUISHED - 3
CRITICAL ATTRIBUTES	<ul style="list-style-type: none"> • Learning activities are boring and/or not well aligned to the instructional goals. • Materials are not engaging or do not meet instructional outcomes. • Instructional groups do not support learning. • Lesson plans are not structured or sequenced and are unrealistic in their expectations. 	<ul style="list-style-type: none"> • Learning activities are moderately challenging. • Learning resources are suitable, but there is limited variety. • Instructional groups are random, or they only partially support objectives. • Lesson structure is uneven or may be unrealistic about time expectations. 	<ul style="list-style-type: none"> • Learning activities are matched to instructional outcomes. • Activities provide opportunity for higher-level thinking. • The teacher provides a variety of appropriately challenging material and resources. • Instructional student groups are organized thoughtfully to maximize learning and build on students’ strengths. • The plan for the lesson or unit is well structure, with reasonable time allocations. 	<ul style="list-style-type: none"> • Activities permit student choice. • Learning experiences connect to other disciplines. • The teacher provides a variety of appropriately challenging resources that are differentiated for students in the class. • Lesson plans differentiate for individual student needs.

2b

ESTABLISHING A CULTURE FOR LEARNING - *Danielson 2013*

	FAILING - 0	NEEDS IMPROVEMENT - 1	PROFICIENT - 2	DISTINGUISHED - 3
CRITICAL ATTRIBUTES	<ul style="list-style-type: none"> The teacher conveys that there is little or no purpose for the work, or that the reasons for doing it are due to external factors. The teacher conveys to at least some students that the work is too challenging for them. Students exhibit little or no pride in their work. Students use language incorrectly; the teacher does not correct them. 	<ul style="list-style-type: none"> The teacher’s energy for the work is neutral, neither indicating a high level of commitment nor ascribing the need to do the work to external forces. The teacher conveys high expectations for only some students. Students exhibit a limited commitment to complete the work on their own; many students indicate that they are looking for an “easy path.” The teacher’s primary concern appears to be to complete the task at hand. The teacher urges, but does not insist, that students use precise language. 	<ul style="list-style-type: none"> The teacher communicates the importance of the content and the conviction that with hard work all students can master the material. The teacher demonstrates a high regard for students’ abilities. The teacher conveys an expectation of high levels of student effort. Students expend good effort to complete work of high quality. The teacher insists on precise use of language by students. 	<ul style="list-style-type: none"> The teacher communicates passion for the subject. The teacher conveys the satisfaction that accompanies a deep understanding of complex content. Students indicate through their questions and comments a desire to understand content. Students assist their classmates in understanding the content. Students take initiative in improving the quality of their work. Students correct one another in their use of language.

2c

MANAGING CLASSROOM PROCEDURES - *Danielson 2013*

	FAILING - 0	NEEDS IMPROVEMENT - 1	PROFICIENT - 2	DISTINGUISHED - 3
CRITICAL ATTRIBUTES	<ul style="list-style-type: none"> Students not working with the teacher are not productively engaged. Transitions are disorganized, with much loss of instructional time. There do not appear to be any established procedures for disturbing and collecting materials. A considerable amount of time is spent off task because of unclear procedures. 	<ul style="list-style-type: none"> Students not working directly with the teacher are only partially engaged. Procedures for transitions seem to have been established, but their operation is not smooth. There appear to be established routines for distribution and collection of materials, but students are confused about how to carry them out. Classroom routines function unevenly. 	<ul style="list-style-type: none"> Students are productively engaged during small-group or independent work. Transitions between large- and small-group activities are smooth. Routines for distributions and collection of materials and supplies work efficiently. Classroom routines function smoothly. 	<ul style="list-style-type: none"> With minimal prompting by the teacher, students ensure that their time is used productively. Students take initiative in distributing and collecting materials efficiently. Students themselves ensure that transitions and other routines are accomplished smoothly.

2d

MANAGING STUDENT BEHAVIOR - *Danielson 2013*

CRITICAL ATTRIBUTES

FAILING - 0

- The classroom environment is chaotic, with no standards of conduct evident.
- The teacher does not monitor student behavior.
- Some students disrupt the classroom, without apparent teacher awareness or with an ineffective response.

NEEDS IMPROVEMENT - 1

- The teacher attempts to maintain order in the classroom, referring to classroom rules, but with uneven success.
- The teacher attempts to keep track of student behavior, but with no apparent system.
- The teacher’s response to student misbehaving is inconsistent: sometimes harsh, other times lenient.

PROFICIENT - 2

- Standards of conduct appear to have been established and implemented successfully.
- Overall, student behavior is generally appropriate.
- The teacher frequently monitors student behavior.
- The teacher’s response to student misbehavior is effective

DISTINGUISHED - 3

- Student behavior is entirely appropriate; and student misbehavior is very minor and swiftly handled.
- The teacher silently and subtly monitors student behavior.
- Students respectfully intervene with classmates at appropriate moments to ensure compliance with standards of conduct.

3a

COMMUNICATING WITH STUDENTS - *Danielson 2013*

CRITICAL ATTRIBUTES

FAILING - 0

- At no time during the lesson does the teacher convey to students what they will be learning.
- Students indicate through body language or questions that they don't understand the content being presented.
- The teacher makes a serious content error that will affect students' understanding of the lesson.
- Students indicate through their questions that they are confused about the learning task.
- The teacher's communications include errors of vocabulary or usage or imprecise use of academic language.
- The teacher's vocabulary is inappropriate to the age or culture of the students.

NEEDS IMPROVEMENT - 1

- The teacher provides little elaboration or explanation about what the students will be learning.
- The teacher's explanation of the content consists of a monologue, with minimal participation or intellectual engagement by students.
- The teacher makes no serious content errors but may make minor ones.
- The teacher's explanations of content are purely procedural, with no indication of how students can think strategically.
- The teacher must clarify the learning task so students can complete it.
- The teacher's vocabulary and usage are correct but unimaginative.
- When the teacher attempts to explain academic vocabulary, it is only partially successful.
- The teacher's vocabulary is too advanced, or too juvenile, for students.

PROFICIENT - 2

- The teacher states clearly, at some point during the lesson, what the students will be learning.
- The teacher's explanation of content is clear and invites student participation and thinking.
- The teacher makes no content errors.
- The teacher describes specific strategies students might use, inviting students to interpret them in the context of what they're learning.
- Students engage with the learning task, indicating that they understand what they are to do.
- If appropriate, the teacher models the process to be followed in the task.
- The teacher's vocabulary and usage are correct and entirely suited to the lesson, including, where appropriate, explanations of academic vocabulary.
- The teacher's vocabulary is appropriate to students' ages and levels of development.

DISTINGUISHED - 3

- If asked, students are able to explain what they are learning and where it fits into the larger curriculum context.
- The teacher explains content clearly and imaginatively, using metaphors and analogies to bring content to life.
- The teacher points out possible areas for misunderstanding.
- The teacher invites students to explain the content to their classmates.
- Students suggest other strategies they might use in approaching a challenge or analysis.
- The teacher uses rich language, offering brief vocabulary lessons where appropriate, both for general vocabulary and for the discipline.
- Students use academic language correctly.

3b

USING QUESTIONING AND DISCUSSION TECHNIQUES - *Danielson 2013*

CRITICAL ATTRIBUTES

FAILING - 0

- Questions are rapid-fire and convergent, with a single correct answer.
- Questions do not invite student thinking.
- All discussion is between the teacher and students; students are not invited to speak directly to one another.
- The teacher does not ask students to explain their thinking.
- Only a few students dominate the discussion.

NEEDS IMPROVEMENT - 1

- The teacher frames some questions designed to promote student thinking, but many have a single correct answer, and the teacher calls on students quickly.
- The teacher invites students to respond directly to one another's class ideas, but few students respond.
- The teacher calls on many students, but only a small number actually participate in the discussion.
- The teacher asks students to explain their reasoning, but only students attempt to do so.

PROFICIENT - 2

- The teacher uses open-ended questions, inviting students to think and/or offer multiple possible answers.
- The teacher makes effective use of wait time.
- Discussions enable students to talk to one another without ongoing mediation by teacher.
- The teacher calls on most students, even those who don't initially volunteer.
- Many students actively engage in the discussion.
- The teacher asks students to justify their reasoning, and most attempt to do so.

DISTINGUISHED - 3

- Students initiate higher-order questions.
- The teacher builds on and uses student responses understanding.
- Students extend the discussion, enriching it.
- Students invite comments from their classmates during a discussion and challenge one another's thinking.
- Virtually all students are engaged in the discussion.

3c

ENGAGING STUDENTS IN LEARNING - *Danielson 2013*

CRITICAL ATTRIBUTES

FAILING - 0

- Few students are intellectually engaged in the lesson.
- Learning tasks/activities and materials require only recall or have a single correct response or method.
- Instructional materials used are unsuitable to the lesson and/or the students.
- The lesson drags or is rushed.
- Only one type of instructional group is used (whole group, small groups) when variety would promote more students engagement.

NEEDS IMPROVEMENT - 1

- Some students are intellectually engaged in the lesson.
- Learning tasks are a mix of those requiring thinking and those requiring recalls.
- Student engagement with the content is largely passive; the learning consists primarily of facts or procedures.
- The materials and resources are partially aligned to the lesson objectives.
- Few of the material and resources require student thinking or ask students to explain their thinking.
- The pacing of the lesson is uneven-suitable in parts but rushed or dragging in others.
- The instructional groupings used are partially appropriate to the activities.

PROFICIENT - 2

- Most students are intellectually engaged in the lesson.
- Most learning tasks have multiple correct responses or approaches and/or encourage higher-order thinking.
- Students are invited to explain their thinking as part of completing tasks.
- Materials and resources support the learning goals and require intellectual engagement, as appropriate.
- The pacing of the lesson provides students the time needed to be intellectually engaged.
- The teacher uses groupings that are suitable to the lesson activities.

DISTINGUISHED - 3

- Virtually all students are intellectually engaged in the lesson.
- Lesson activities require high-level student thinking and explanations of their thinking.
- Students take initiative to improve the lesson by (1) modifying a learning task to make it more meaningful or relevant to their needs, (2) suggestion modifications to the grouping patterns uses, and/or (3) suggestions modifications or additions to the materials being used.
- Students have an opportunity for reflection and closure on the lesson to consolidate their understanding.

4a

REFLECTING ON TEACHING - *Danielson 2013*

	FAILING - 0	NEEDS IMPROVEMENT - 1	PROFICIENT - 2	DISTINGUISHED - 3
CRITICAL ATTRIBUTES	<ul style="list-style-type: none"> The teacher considers the lesson but draws incorrect conclusions about its effectiveness. The Teacher makes no suggestions for improvement. 	<ul style="list-style-type: none"> The teacher has a general sense of whether or not instructional practices were effective. The teacher offers general modifications for future instruction. 	<ul style="list-style-type: none"> The teacher accurately assesses the effectiveness of instructional activities used. The teacher identifies specific ways in which a lesson might be improved. 	<ul style="list-style-type: none"> The teacher’s assessment of the lesson is thoughtful and includes specific indicators of effectiveness. The teacher’s suggestions for improvement draw on an extensive repertoire.

4c

COMMUNICATING WITH FAMILIES - *Danielson 2013*

	FAILING - 0	NEEDS IMPROVEMENT - 1	PROFICIENT - 2	DISTINGUISHED - 3
CRITICAL ATTRIBUTES	<ul style="list-style-type: none"> Little or no information regarding the instructional program is available to parents. Families are unaware of their children’s progress. Family engagement activities are lacking. There is some culturally inappropriate communication. 	<ul style="list-style-type: none"> School- or district-created materials about the instructional program are sent home. The teacher sends home infrequent or incomplete information about the instructional program. The teacher maintains a school-required gradebook but does little else to inform families about student progress. Some of the teacher’s communications are inappropriate to families’ cultural norms. 	<ul style="list-style-type: none"> The teacher regularly makes information about the instructional program available. The teacher regularly send home information about student progress. The teacher develops activities designed to engage families successfully and appropriately in their children’s learning. Most of the teacher’s communications are appropriate to families’ cultural norms. 	<ul style="list-style-type: none"> Students regularly develop material to inform their families about the instructional program. Students maintain accurate records about their individual learning progress and frequently share this information with families. Students contribute to regular and ongoing projects designed to engage families in the learning process. All of the teacher’s communications are highly sensitive to families’ cultural norms.

District-Wide Instructional Practices for Reading/English, Social Studies, Science and Technical Subjects (K-12)

Practice 1: An instructional objective (accessible to students, teachers and observers) linked to the content and a literacy standard

Danielson Correlation – [1a; 1c; 1e; 2b; 3a; 4e]

Practice 2: Curriculum-driven opportunities to determine the meaning of general and domain specific words and phrases (pre-reading and during-reading).

Danielson Correlation – [1a; 1b; 1c; 1e; 2b; 4e]

Practice 3: Lessons characterized by gradual release of responsibility (from teacher dependence to student independence)

Danielson Correlation – [1b; 1e; 1f; 2a; 2c; 3a; 3b; 3c; 3d; 3e; 4a]

Practice 4: Curriculum-driven reading opportunities characterized by a balance of informational (on a variety of topics, perspectives, and eras) and/or literary texts (from a variety of authors, topics, genres, eras, and traditions)

Danielson Correlation – [1a; 1b; 1c; 1d; 1e; 1f; 3e]

Practice 5: Curriculum-driven reading opportunities characterized by discipline-specific approaches to text. Students should regularly be taught, assessed, and re-taught (if necessary) the discipline-specific lens through which members of specific disciplines read, analyze, and make use of text

Danielson Correlation – [1a; 3a; 3b; 3c; 4e]

Practice 6: Curriculum-driven, reading opportunities characterized by careful, sustained interpretation of a variety of texts with an emphasis on:

- the quantitative measure;
- the qualitative measure; and
- the reader and task measure

Danielson Correlation – [1e; 3c; 3e; 4a]

Practice 7: Curriculum-driven opportunities to engage in evidence-based conversations about the text in whole group and small group settings

Danielson Correlation – [3a; 3b; 3d; 3e]

Practice 8: Multiple opportunities to use evidence from multiple sources on the same topic to compose an original text or to evaluate composition

Danielson Correlation – [1c; 1d; 1e; 1f; 3a; 3c; 3d; 4e]

District-Wide Instructional Practices for Mathematics (K-12)

Practice 1: An instructional objective (accessible to students, teachers and observers) linked to the content and a worthwhile mathematical task

Danielson Correlation – [1a; 1c; 1e; 2b; 3a; 4e]

Practice 2: Curriculum-driven opportunities to determine the meaning general and domain specific words and symbols

Danielson Correlation – [1a; 1b; 1c; 1e; 2b; 4e]

Practice 3: Lessons characterized by knowledge of student ability and the gradual release of responsibility (from teacher dependence to student independence) toward mastery

Danielson Correlation – [1b; 1e; 1f; 2a; 2c; 3a; 3b; 3c; 3d; 3e; 4a]

Practice 4: The consistent use of manipulatives to teach abstract mathematical concepts

Danielson Correlation: [1a; 1b; 1d; 3c; 3d]

Practice 5: A scope and sequence driven by the connection of new concepts as a logical extension of previously taught/mastered concepts (Coherent Instruction)

Danielson Correlation: [1a; 1b; 1c; 1e; 3b; 3c]

Practice 6: Lessons characterized by a balance of procedural fluency and conceptual understanding (Dual Intensity)

Danielson Correlation: [1a; 1b; 1c; 1d; 1e; 1f; 2b; 2c; 3a; 3b; 3c]

Practice 7: Homework aligned with the requisite concept necessary to demonstrate mastery of the content, concept, process under study

Danielson Correlation: [1a; 1b; 1c; 1d; 1e; 1f; 3c; 3d; 3e]

Practice 8: Multiple opportunities for students to demonstrate behaviors associated with the 8 Standards for Mathematical Practice

Danielson Correlation: [1a; 1b; 1c; 1d; 1e; 1f; 2a; 2b; 3a; 3b; 3c; 3d; 3e]

Practice 9: Teachers' consistent use of the language of proficient mathematician (the 8 Standards for Mathematical Practice) throughout the gradual release of responsibility (see matrix)

Danielson Correlation: [1a; 1b; 1c; 1d; 1e; 1f; 2a; 2b; 3a; 3b; 3c; 3d; 3e; 4e; 4f]