

DISTRICTWIDE DEFINITION OF DEEP LEARNING/DANIELSON ALIGNMENT

Having the right tools, equipment and resources

Indicator	Danielson Sub-components
Tools and equipment are properly and purposefully integrated into the learning process to support and extend the learning of all of the students.	2e
Tools & equipment are easily accessible by students and staff.	2e, 2c
The appropriate tools and resources are available for all students to be able to access materials equitably.	1b, 2c, 2e
Students and staff are properly trained on how to use all tools, equipment and resources.	4e, 2c
Students are aware of the tools and resources that are available at any time.	1d, 2c
“Appropriate” tools used by the teacher are pedagogical strategies and content knowledge, not just physical resources.	1a, 1c, 1e

Enjoyment in the process of learning

Indicator	Danielson Sub-components
Students readily share what they have learned.	2a, 2b
Teachers and students express enthusiasm and excitement.	2a, 2b 3c
Students take pride in their work	2a, 2b
Students extend their learning by doing additional work, research or activities.	2b
Teachers create an environment that values and celebrates curiosity and discovery, which enables students to enjoy the learning process.	3a 3c 3e
Students bring back to their peers what they discovered.	3b, 3c

Having the right support system, role models and mentors.

Indicator	Danielson Sub-components
Students are comfortable asking questions, seeking help and taking risks, when needed, with teachers and classmates. Emotional wellbeing of teachers and students is prioritized.	3b, 2b
Teachers create an environment in which students feel safe, comfortable and fully inclusive.	2a, 2b, 2d, 3a
Administration provides an environment in which teachers are supported in their work.	4e
Teachers are supported collegially. Veteran teachers support newer staff members.	4d, 4e

Environment for growth - encouragement - mindset for growth.

Indicator	Danielson Sub-components
Students are learning to persevere and are not defeated by mistakes and challenges	3c, 2b
Students are willing to go out of their comfort zone and experiment with different learning styles and produce different projects	2b, 3b
Students ask questions and share opinions	2a, 2b,3b
Students understand that the process of getting an answer is just as important as the answer itself.	3c, 2b
Students are encouraged to reflect on their own learning, assess the reasonableness of answers and determine areas for improvement	3b, 3c, 3d, 2b
Teachers model growth mindset strategies to create a culture of perseverance and continual growth.	2b, 4a
Resources are available for students that reinforce a growth mindset.	2e
A common language is established that highlights the growth mindset strategies.	2b
Students understand that learning takes time.	2b

Meaningful student engagement with student voice

Indicator	Danielson Sub-components
Teacher acts as a facilitator of student-centered learning.	3b, 3c, 1b
Students demonstrate thinking and understanding through engaging in activities that are appropriately challenging for each student.	3c
Students are actively engaged in respectful discourse.	2a, 3b, 2d
Students having opportunities to explore and discuss their personal interests.	3c, 1b, 1e

Opportunity for repeated practice

Indicator	Danielson Sub-components
Skills are reinforced in a meaningful way.	3d
A variety of resources and pedagogical approaches enhance the learning and allow for student growth.	3e, 1e
Students have the ability to not only transfer learning but also extend it.	3a, 3c

Perseverance through failure

Indicator	Danielson Sub-components
Classroom structure emphasizing mistakes are allowed	2b
Mistakes and failures are a learning opportunity	2b, 3d
Belief in one's self, having a growth mindset	2b

Pedagogical supports that a teacher can provide to help a student persevere	2b, 3d
Students not getting stuck - not sitting idly - exploring alternate solutions	2b, 2c, 3c

Intrinsic motivation

Indicator	Danielson Sub-components
Students invested in learning process	3c
Learning process is relevant	3c, 1c
Providing opportunities for student interest to be included	1b, 1e, 3c
Students understand and see the benefit to what they are doing	2b, 3a, 3c, 1e
Student can understand why they are doing what they are doing	2b, 2c, 3a, 3c
Students do not need much encouragement or extrinsic motivation to complete work	2b, 3c