

Danielson Framework for Teaching (2022) At a Glance

Criterion 1	Criterion 2	Criterion 3
Centering instruction on high expectations for student achievement.	Demonstrating effective teaching practices.	Recognizing individual student learning needs and developing strategies to address those needs.
Domain 2: Learning Environments 2b: Fostering a Culture for Learning	Domain 3: Learning Experiences 3b: Using Questioning and Discussion Techniques	Domain 1: Planning and Preparation 1b: Knowing and Valuing Students
Domain 3: Learning Experiences 3a: Communicating about Purpose and Content 3c: Engaging Students in Learning	Domain 4: Principled Teaching 4a: Engaging in Reflective Practice	Domain 3: Learning Experiences 3e: Responding Flexibly to Student Needs
		Student Growth SG 3.1: Establish student growth goal(s) SG 3.2: Achievement of student growth goal(s)
Criterion 4	Criterion 5	Criterion 6
Providing clear and intentional focus on subject matter content and curriculum.	Fostering and managing a safe, positive learning environment.	Using multiple student data elements to modify instruction and improve student learning.
Domain 1: Planning and Preparation 1a: Applying Knowledge of Content and Pedagogy 1c: Setting Instructional Outcomes 1d: Using Resources Effectively 1e: Planning Coherent Instruction	Domain 2: Learning Environments 2a: Cultivating Respectful and Affirming Environments 2c: Maintaining Purposeful Environments 2d: Supporting Positive Student Behavior 2e: Organizing Spaces for Learning	Domain 1: Planning and Preparation 1f: Designing and Analyzing Assessments
		Domain 3: Learning Experiences 3d: Using Assessment for Learning
		Domain 4: Principled Teaching 4b: Documenting Student Progress
		Student Growth SG 6.1: Establish student growth goal(s) SG 6.2: Achievement of student growth goal(s)
Criterion 7	Criterion 8 (A)	Criterion 8
Communicating and collaborating with parents and the school community.	Exhibiting collaborative and collegial practices focused on improving instructional practice and student learning. *	Student Growth*
Domain 4: Principled Teaching 4c: Engaging Families and Communities	Domain 4: Principled Teaching 4d: Contributing to School and Community Culture 4e: Growing and Developing Professionally 4f: Acting in Service of Students	Student Growth SG 8.1: Establish student growth goals(s)

DOMAIN 1

PLANNING AND PREPARATION

- 1a Applying Knowledge of Content and 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
 - Structure and Flow
- 1f Designing and Analyzing Assessments**
 - Congruence with Instructional Outcomes
 - Criteria and Standards
 - Planning Formative Assessments
 - Analysis and Application

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
- 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

DOMAIN 3

LEARNING EXPERIENCES

- 3a Communicating About Purpose and Content**
 - Purpose for Learning and Criteria for Success
 - Specific Expectations
 - Explanations of Content
 - 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

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 of Students**
 - Acting with Care, Honesty, and Integrity
 - Ethical Decision-Making
 - Advocacy