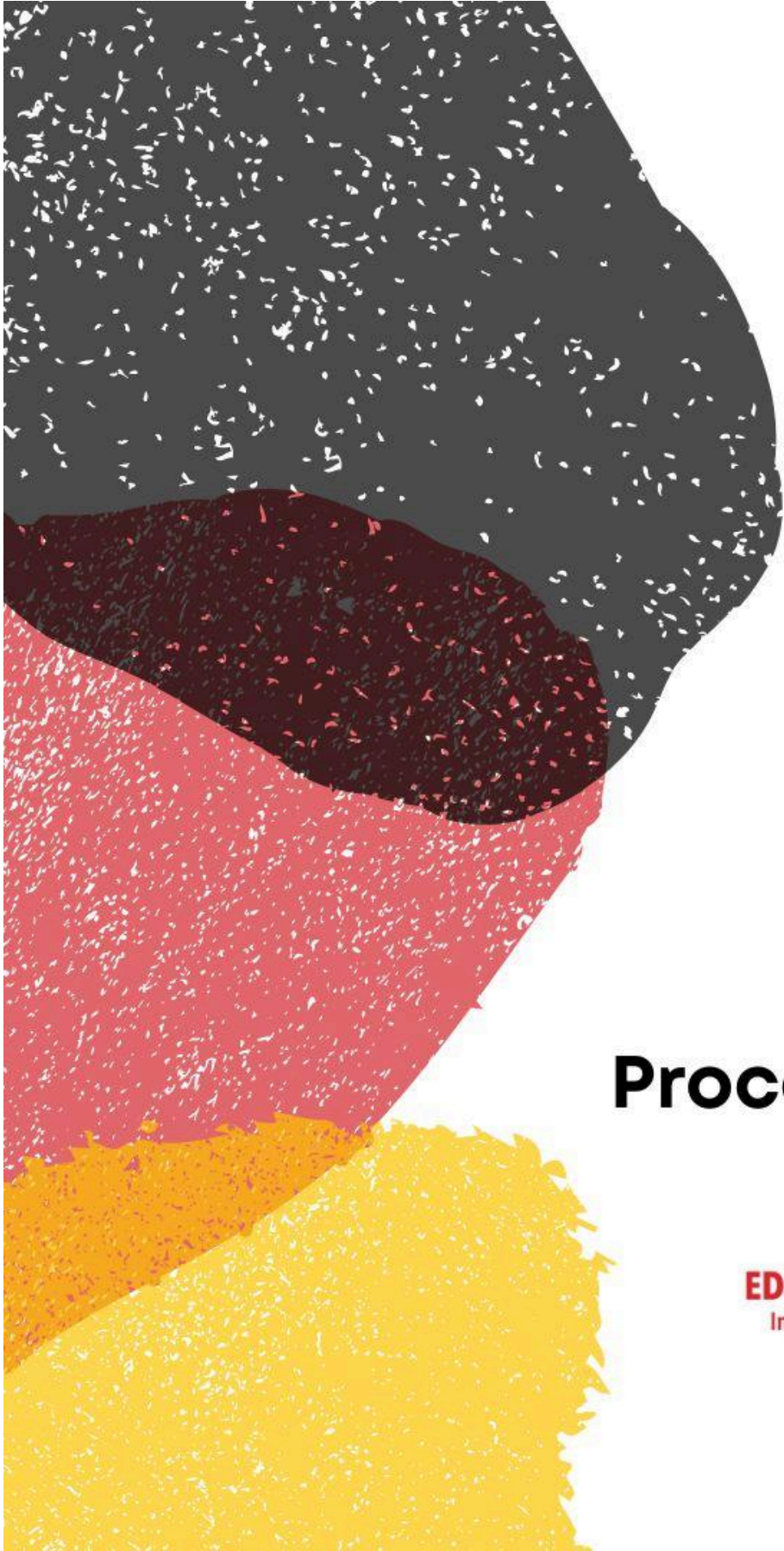




EDEN PRAIRIE **OBSERVATION PROCESS**

Process Approved by Q Comp Steering Committee 2025



DANIELSON 2022 OBSERVATION RUBRICS
CULTURAL PROFICIENCY REFLECTION

Danielson 2022 Observation Rubrics & Intentional Application of Cultural Proficiency Reflection

Approved by Q Comp Steering Committee 2025

The intentional application of Cultural proficiency is designed to assist in the interpretation of the 2022 Danielson Observation Rubrics and provide a pathway for preparation and reflective conversation before and after an observation. *Teachers and coaches can consider individual goals and growth plans to focus on one or two domain's application of the Essential Elements. This practice drives us towards highlighting which essential elements are strong in our practice and consider which we can strengthen with the support of Q comp coaches. As we strive as a system to be more culturally responsive to students and our colleagues, the Essential Elements of Cultural Proficiency can support our collective work to move towards systemic change creating culturally affirming and sustaining environments.*

This application is in alignment with Minnesota Statutes 2023, section 122A.40, subdivision 8, and Minnesota Statutes 2023, section 122A.40, subdivision 5, *requires local teacher development and evaluation (TDE) models to include rubrics of performance standards for teacher practice that (i) are based on professional teaching standards established in rule (Minnesota Rules 8710.2000); (ii) include culturally responsive methodologies; and (iii) provide common descriptions of effectiveness using at least three levels of performance.*

As a result of the updated changes to TDE requirements, teacher instructional frameworks or rubrics must include culturally responsive teaching practices by the 2025-2026 school year. These changes apply to all districts and charters, including those implementing a Q Comp program.



Essential Elements of Cultural Proficiency - Reflection Guide

Fulfills TD&E state statute as outlined in the Standards of Effective Practice

DOMAIN 1 PLANNING & PREPARATION (*crosswalk connections between Tools and Danielson rubric)

Intentional Application of the Tools of Cultural Proficiency for reflection. Consider which areas are a strength and are a focus.				
Assessing Cultural Knowledge	Value Diversity	Manage The Dynamics of Difference	Adapting to Diversity	Institutionalizing Cultural Knowledge
Builds an awareness of self by examining if planning and preparation practices resulted in high levels of learning for students and the prioritization of all students being able to meet the intended outcome. Develops planning practices that strengthens content and pedagogical knowledge, MN State standards the integration of American Indian Culture. *(1a, 1d, 1e)	Places high value on planning and preparation that ensures unique student needs are met. Sees planning opportunities as a way to grow professional knowledge of content & pedagogy Planning acknowledges and is influenced by students' identities and cultures. *(1a, 1b, 1d, 1e, 1f)	Manage time & commitment to plan and prepare for units, lessons, and assessments. Manages the dynamics of students' diverse strengths and needs through careful planning, providing rigorous and appropriately tailored instruction that fosters intellectual engagement for all learners. *(1b, 1c, 1e, 1f)	Develop inclusive planning practices that support being prepared for units, lessons and assessments and reflect a conscious effort to include the strengths and cultural identities of students. Seeks out and accepts new ways to plan and prepare if current practices are not resulting in high levels of learning for all students. *(1b, 1c, 1d, 1f)	Share planning and preparation practices that result in high levels of learning for all students and the wellbeing of the instructor. Create conditions for planning and preparation that builds instructional innovation for yourself and your colleagues.
Danielson Framework For Teaching - Elements of Success (Teachers / Students Might)				
Show awareness of personal instructional style and the intersections of how culture impacts instructional moves. Adults consider if instruction reflects personal bias towards learning styles that are most comfortable for themselves vs the students. Analyzes assessment data to inform instructional decision-making.	The teacher recognizes and appreciates students' unique cultural identities, designing culturally responsive and affirming learning experiences with them in mind. (Danielson 13) In lessons planned or adapted, the teacher uses knowledge of learning differences to design experiences that are engaging and successful. (Danielson 13)	In lessons planned or adapted, the teacher uses knowledge of learning differences to design experiences that are engaging and successful. (Danielson 13) Teacher plans and prepares to use high quality materials & resources (both physical and digital) creating personalized instructional experience meeting students needs at different developmental and mastery levels. (Danielson 16)	In lessons and units planned or adapted, instructional strategies and representations of content are chosen wisely and explicitly for their suitability to the content and their ability to foster high - levels of intellectual engagement, skill development and critical thinking. (Danielson 11) Planning and preparation includes a focus on creating instructional outcomes that integrate academic and social-emotional development to complement and build on one another. (Danielson 13)	Takes leadership roles and shares planning practices with colleagues in PLC and or Department gatherings. Lesson planning includes a focus on creating instructional outcomes that clearly define what will be learned, why it is important, and how students will develop and demonstrate mastery of content and skills. (Danielson 13)
What an observer might ask...				
How do you approach planning for instruction? Do you find yourself in a proactive place or do you feel more reactive when it comes to planning or preparing for each day/week/year? When you plan and prepare for your students, what steps do you take to ensure the work is aligned to the MN State standards and the integration of American Indian Culture requirements? How do you become aware of and knowledgeable about how the learners in your classroom learn best? How does this impact your planning? (106) Being mindful of your personal preferences & learning style, in what ways do you plan to reach learners from other cultures, and with other learning styles? In what ways is assessment data used to adjust instruction and support student agency? (Danielson 20)	In what ways does monitoring student progress get used when planning and preparing? What guides your planning and preparing most? What do you think of first when you begin planning / preparation? e.g progress monitoring student progress, assessments, grades, classroom climate etc. Thinking about your current classroom, do you and your learners have different views on a specific value? Do your passions / interests differ regarding the topic? Do your ideas differ about how a lesson should be presented? As you think about this, how might this impact your planning for the upcoming lesson? What matters most? (129) In what ways are student's identities and cultures incorporated and reflected in the learning plan? (Danielson 12) In what ways do instructional outcomes reflect the most relevant and valuable learning for students? (Danielson 14)	Do you recall an experience when the learners reacted positively/negatively to your instruction? How did that impact your planning and preparation practice? (108) When planning for instruction, how do you prepare for potential conflicts that might occur. For example: common misunderstandings, differing viewpoints or bias, difficult concepts, different personality or learning styles, etc. How do you plan thoughtfully organized instructional groups that will build on student's strengths, encourage dialogue, and foster collaboration? (Danielson 18) In what ways do you incorporate multiple strategies & approaches to lessons tailored to the needs of various students to support their success? (Danielson 19) How might you effectively use instructional materials to meet the needs of individual students and enhance intellectual engagement? (Danielson 16) What are some ways you provide resources and supports for students that increase accessibility and promote student agency? (Danielson 16)	When you have evidence that students were not successful what is a planning and preparing practice to leverage to adapt to your students needs? In what ways do you change lessons or unit design based on your understanding of students' prior knowledge and experience to support individual learning? (Danielson 12) In what ways have you adapted a lesson or unit design to represent students' identities and cultures so it is reflected in learning experiences and environments? (Danielson 12) In what ways do technology and digital resources enhance personalization, connection, exploration, and intellectual engagement? (Danielson 16)	When you were a student in (insert grade/content), what kinds of experiences and information would you have wanted included in a unit design? (pg 159) In what ways do you share information about students or planning practices with your colleagues? In what ways do you help students make connections between disciplines or develop cross-disciplinary skills? (Danielson 10) How do your plans and presentations of content reflect understanding of prerequisite relationships among topics and concepts within the discipline? (Danielson 10) What are some ways you present content and utilize discipline-specific learning strategies to support deeper understanding? (Danielson 10) How do you ensure you complete non-instructional tasks so that you can maximize instructional time? (Danielson 30)
This Domain of the Danielson rubric meets the MN Standards of Effective Practice in these areas: 1.Student Learning IB, 2: Learning Environments 1B, 1D, 3: Assessment 1C, 1F 4: Planning for Instruction 1A, 1C, 1E 5: Instructional Strategies 1D, 1E, 1F 8: Racial Consciousness & Reflection 1B (SEP components not addressed: Standards 6 & 7)				

TD&E/Q Comp observation evaluation tool - 2022 Danielson Rubric

DOMAIN 1 PLANNING & PREPARATION

	Unsatisfactory	Basic	Proficient	Distinguished
1a Applying Knowledge of Content and Pedagogy	The teacher lacks sufficient knowledge of content and pedagogy to support student learning of the content.	The teacher’s understanding of content and pedagogy partially supports student learning of the content.	The teacher’s understanding of content and pedagogy supports student learning, and content.	The teacher’s understanding of content and pedagogy fosters deeper learning, intellectual dispositions such as curiosity, reasoning, and reflection.
1b Knowledge and Valuing Students	The teacher lacks sufficient knowledge of students to support student learning or development.	The teacher’s knowledge of students’ identities, as well as their strengths and needs, partially supports learning and development.	The teacher’s knowledge of students supports learning and development, and enables the teacher to build upon student assets.	The teacher’s knowledge of students is extensive and fosters student learning and development to support academic and personal success.
1c Setting instructional Outcomes	Instructional outcomes are not identified, are not rigorous, or are inappropriate.	Instructional outcomes are moderately rigorous and are appropriate for most students in the class.	Instructional outcomes are rigorous and appropriate for students.	Instructional outcomes represent high-level learning of important content and support student autonomy, curiosity, and intellectual risk-taking.
1d Using Resources to Support Student	The teacher is not aware of, or does not appropriately or effectively use instructional materials and other resources to support students learning and development.	The teacher understands and uses instructional materials and other resources to support student learning and development, but these resources represent only a narrow band of what is available.	The teachers’ knowledge of instructional materials and other resources leads to discerning choices to support learning and development.	The teacher makes deliberate decisions in the use of instructional materials and other resources to meet individual student needs and support student autonomy and intellectual engagement.
1e Planning coherent Instruction	The design of learning experiences does not support student engagement with important content.	Learning experiences are somewhat coherent in structure, within and across lessons, partially supporting students to meet the intended outcomes.	Learning experiences are challenging and engaging; they are designed to meet the needs of students in the class.	Learning experiences prioritize the needs of individual students, ensure all students can meet the intended outcomes, and support students' assumptions of responsibility for learning.
1f Designing and Analyzing Assessments	There is no plan for assessment or the assessments will not provide evidence that students have learned the intended outcomes.	Assessments will partially help the teacher determine whether students have learned or are learning the intended outcomes.	Assessments are planned throughout the instructional process and provide timely and valuable information to teachers and feedback to students.	Students will have the opportunity to demonstrate mastery of content and analyze their own progress through multiple flexible assessments

Essential Elements of Cultural Proficiency - Reflection Guide

Fulfills TD&E state statute as outlined in the Standards of Effective Practice

DOMAIN 2 LEARNING ENVIRONMENTS (*crosswalk connections between Tools and Danielson rubric)

Intentional Application of the Tools of Cultural Proficiency for reflection. Consider which areas are a strength and are a focus.				
Assessing Cultural Knowledge	Value Diversity	Manage The Dynamics of Difference	Adapting to Diversity	Institutionalizing Cultural Knowledge
Builds an awareness of self by taking time to examine the learning environment often and reflect on how the learning space positively or negatively impacts students feeling safe, valued and connected. Develops opportunities for students to provide feedback in how the learning environment is shaped. *(2a-e)	Sees the learning environment as a critical factor impacting how students learn and build community. Values the design of learning spaces as a way to support and grow student opportunity to build community, strengthen leadership and independence. *(2a-e)	Navigates the dynamics of building a strong learning community with students representing different personalities, lived experiences, cultural backgrounds, learning strengths, interests, talents and passions brought into the learning environment. *(2a-e)	Commit to adjusting the design of a learning environment if the current space and/or routines are not resulting in high levels of learning for all students. Seek out opportunities for students to collaborate and strengthen the classroom community. *(2a-e)	Emphasize that learning environments encompass more than just the physical space; but also a culture that fosters a sense of belonging, opportunities for students to build community, and the ability to collaborate with peers in a safe and inclusive atmosphere. This holistic approach supports the well-being of the entire community. *(2a-e)
Danielson Framework For Teaching - Elements of Success (Teachers / Students Might)				
The teacher assesses their own culture and its impact on the learning environment. Asks students to share their cultural identities and to contribute to the creation of the learning environment. Assesses the organization’s culture and articulates the organization’s cultural expectations for all learners. The teacher understands, appreciates, and respects the various cultures represented in the classroom and proactively design instructional strategies that include all learners. (102-10) Teachers and students co-create a community that reflects their unique collective identity and interests as a class while honoring individual identities. (Danielson 26) The learning space is safe and accessible to all students and is modified if necessary by students or teachers to accommodate individual student needs. (Danielson 34)	The teacher learns from their students. Intentionally focuses on own attitude and behaviors to achieve the goal of valuing all learners in the classroom. Frame conversations about learners that are within their control and honors their student’s differences. (116-29) The learning environment reflects elements of students’ racial and cultural identities while recognizing, addressing, and honoring differences between students’ and teacher’s unique identities. (Danielson 27) The learning space clearly illustrates a high value on the ability to adjust as necessary to support and facilitate learning activities accommodating all students. (Danielson 34)	The teacher assesses the variety of differences present in the classroom, acknowledges their own cultural lens as they assess, assesses the potential for conflict, then works to acquire the skills necessary to manage it. (134) The teacher is intentional about doing things differently as they seek to grow their conflict management skills, negotiate around the best method to solve conflicts, adjust their approach when needed, and collaborate with others, seeking to understand what differences are causing conflict. (131-42) The teacher & students have successfully established and agreed upon classroom expectations (Danielson 33)	Uses data when making adjustments to the learning environment, group creation, and or set up of the classroom space. (144-57) Ways of interacting in the classroom are culturally responsive, and they are supported by teachers’ own cultural competence and understanding of societal dynamics and their impact on learning environments. (Danielson 26) Teachers and students encourage one another to persevere and use strategies to support each other through challenging work. (Danielson 28) Teachers model, encourage, explicitly teach, and reinforce curiosity, critical thinking, reasoning, and reflection to support student success and their social, emotional, and academic growth. (Danielson 28) Students successfully monitor their own behavior, attend to their impact on other students, and support one another. (Danielson 32)	Ways of interacting in the classroom are culturally responsive, and they are supported by teachers’ own cultural competence and understanding of societal dynamics and their impact on learning environments. (Danielson 26) Teachers and students share an overarching dedication to both content mastery and personal growth. (Danielson 28) Routines support student assumption of responsibility and the development of skills, habits, and mindsets that promote student Autonomy. (Danielson 30)
What an observer might ask...				
What do you consider when setting up or changing your classroom environment in terms of how the space supports or inhibits learning for students? Under what conditions do your students learn best? (p102) How might your students describe the most optimal classroom environment for their learning needs? (p102) In what ways might you use assessment data to adjust the learning environment or classroom set up? (Danielson 37)	When students are/are not performing well, what do you think might be some of the strongest factors impacting performance? (122) In what ways might/do you demonstrate a value for learning to your students? Think back to when you were a student in X grade / think back to your most recent experience as a learner... How did you experience the learning environment? What did you value most about that experience? (123) In what way do you create a learning environment that shows caring and respect for student’s identities, race, and cultural background? (Danielson 27) What would be some evidence indicating that the learning space has been designed specifically to suit and support the content and the students? (Danielson 34)	Have you ever thought about your entrance into a classroom? What happens when you walk into the classroom for the first time/each day? Have you ever noticed how the learners respond? (109) What are some ways that you maintain a positive and respectful rapport while addressing and resolving student conflicts? (Danielson 26) In what ways do you incorporate the students in creating the classroom expectations? (Danielson 33) What evidence do you have that the students feel a sense of shared identity while also feeling celebrated as individuals? (Danielson 26)	In what ways might you use information about your students to adjust a learning environment or classroom set up? What information may be helpful? Let’s look at your current group of students. What areas would you identify as a place you are already showing high regard for learners? What area would you like to improve? In what ways do students have a voice in creating the learning space? (Danielson 35) What evidence indicates that students monitor and reflect on their behavior and the impact it has on their classmates and their learning? (Danielson 32)	In what ways do you collaborate or seek feedback from your colleagues about what is the best learning environment for student X? In what ways do you demonstrate cultural competence in creating an inclusive learning environment? (Danielson 26)
This Domain of the Danielson rubric meets the MN Standards of Effective Practice in these areas: 2: Learning Environments 2A,2B,2C,2D,2E 6.Professional Responsibility 2C, 2D 7. Collaboration & Leadership 2B, 2E 8.Racial Consciousness and Reflection 2A Teacher Look-fors adapted from <i>Culturally Proficient Instruction: A Guide For People Who Teach</i> by Nuri-Robins, K., Lindsey, D, Lindsey, R., Terrell, R. (2012) Corwin.				

TD&E/Q Comp observation evaluation tool - 2022 Danielson Rubric

DOMAIN 2 LEARNING ENVIRONMENTS

	Unsatisfactory	Basic	Proficient	Distinguished
2a Cultivating Respectful & Affirming Environments	Students do not feel safe and valued; learning environments are characterized by negativity, disrespect, inappropriateness, insensitivity, and/or unresolved conflict.	Learning environments are partially characterized by caring and respectful interactions.	Learning environments are characterized by positive developmental relationships that are intentionally nurtured and celebrated.	Students play an active role in creating learning environments characterized by a sense of community, where each member feels safe, valued and connected.
2b Fostering a Culture for Learning	The culture of the class is not conducive to learning and does not support development.	The culture of the class is partially conducive to learning and development.	The culture of the class is characterized by high expectations and supports students' learning and development.	Students play an active role in establishing a culture that consistently fosters dialogue, reflection, and growth, allowing all students to experience success.
2c Maintaining Purposeful Environments	Student learning and development are hindered by a lack of routines or inefficient classroom procedures.	Classroom routines and procedures, established or managed primarily by the teacher and taught explicitly to students, support opportunities for student learning and development.	Shared routines and efficient procedures are largely student directed and maximize opportunities for student learning and development.	Students have a voice and play an active role in designing and adjusting routines and procedures that actively create a respectful learning environment and support the growth of each community member.
2d Supporting Positive Student Behavior	There is little evidence of explicit modeling, instruction, or guidance related to positive student behaviors.	The teacher models positive behaviors and occasionally teaches them explicitly.	Students display positive behaviors, which are modeled by teachers and reinforced to promote reflection and recalibration rather than compliance.	Students consistently and independently display positive behaviors and seek opportunities to build a better classroom community.
2e Organizing Spaces for Learning	Learning spaces are unsafe, inaccessible, and or not conducive to learning and development	Learning spaces are safe and accessfull;the arrangement and use of resources partially support student learning and development	Learning spaces are thoughtfully designed to address the needs of individual learners within the context of shared experiences.	Learning spaces are thoughtfully co designed and modified as needed by members of the learning community to address the needs of individuals and create collaborative joyful spaces for all to learn and grow.

Essential Elements of Cultural Proficiency - Reflection Guide

Fulfills TD&E state statute as outlined in the Standards of Effective Practice

DOMAIN 3 LEARNING EXPERIENCES (*crosswalk connections between Tools and Danielson rubric)

Intentional Application of The Tools of Cultural Proficiency for reflection. Consider which areas are a strength and are a focus.				
Assessing Cultural Knowledge	Value Diversity	Manage The Dynamics of Difference	Adapting to Diversity	Institutionalizing Cultural Knowledge
Focus building consciousness on how the learning experience positively or negatively impacts students' learning. Recognizes that instruction is often shaped by internalized assumptions and norms of the dominant culture impacting the learning experience. *(3a, 3e)	Collectively value what students bring to the learning environment. Values learning experiences where students are able to co-create learning and take initiative in meaning making. *(3b, 3e)	Create conditions that normalize critical thinking & students taking initiative in the learning experience. Pay attention to which students are putting their voices and ideas into the learning space, and lift voices & ideas that are not normally heard. *(3b, 3d)	Commit to leveraging instruction that is responsive and builds students' skills, leverages strengths, talents, and passions. Resist using instructional techniques that perpetuate oppression & false narratives about culture & student capacity or identity. *(3c, 3d)	Create learning conditions that foster well-being, inclusion, and belonging by valuing and incorporating all students' voices and ideas, ensuring they actively and meaningfully engage in the learning experience.
Danielson Framework For Teaching - Elements of Success (Teachers / Students Might)				
Teacher is able to speak to their own culture's influence on the learning task. Teacher is able to speak about each student's culture & how each learns best compared to their own. (p105) Content knowledge is scaffolded and presented in multiple, engaging ways with frequent, integrated checks for student understanding. (Danielson 40) Teachers and students are constantly monitoring learning and making use of specific strategies to elicit evidence of understanding. (Danielson 46)	Student's voices are included in the lesson. The teacher constantly monitors their language, using non-judgemental & positive language to describe each learner. Instructional strategies include collaboration, plans include strategies to build a positive community of learners. (121-25) Learning experiences and environments are extensions of the community and uphold its values, creating a shared vision of student success. (Danielson 58) When appropriate, teachers use their expertise to alter or replace pre-planned activities based on students' understanding, questions, and interests. (Danielson 48) Students demonstrate curiosity and engage one another through questions and dialog, challenging each other's thinking with respect and humility. (Danielson 42)	Power is shared in the classroom. Diverse perspectives are sought out, welcomed, and expected. Disagreements are acknowledged. The teacher strives to understand what differences are causing conflict, and uses collaborative strategies to manage and/ or solve them. (131-42) Teachers are committed to efficacy, even when students encounter difficulty in learning, and pursue alternative approaches when necessary to help students be successful. (Danielson 48) Safety for each student is prioritized as social threats are acknowledged and minimized. (Rock) Hierarchies are flattened, and each student's status within the group is fostered. (Rock)	Teacher reflects on biases, prejudices, & stereotypes and then ... - Selects inclusive materials - Uses inclusive language - Adapts instructional strategies - Watches for subtle student responses - Facilitates healthy conversations among learners- (Courageous conversations) - Asking questions designed to help learners explore new ideas and adapt new ways of thinking - Makes decisions with the intention of being culturally proficient (144-57) Teachers and students monitor learning and making use of specific strategies to elicit evidence of understanding. (Danielson 46)	Culturally proficient instructors learn and teach about other cultures, including the culture of the organization, and learn and teach about how people experience those cultures (160) Culturally proficient instructors examine their own biases, exceptions and view of other cultures. They know that they must be aware of any limitations they have developed so that they can put these limitations aside when working with learners who differ from them. (161) Individual lessons, activities, and tasks, as well as instructional pathways, have multiple and effective opportunities to think, reflect, and consolidate understanding. (Danielson 44) Students demonstrate agency and critical thinking in completion of tasks that require high levels of intellectual engagement. (Danielson 44) Collaborative goals, the characteristics of high-quality work, and the criteria established as evidence of success are clear to students and those supporting them. (Danielson 46)
What observers might ask				
What do you know about the learning styles of your students? (p102) What do you know about your students' cultural background & experiences & how this affects their learning?(p102) Under what conditions do your students learn best? (p102) What would your students say if they could describe the best way to teach them? (p102) How do you respond as a learner when you are asked to do the same task, in the same way, within the same period, using the materials as other members of the group? (p102) In what ways might you use assessment design and assessment data to adjust your instructional strategies? (37) How might students connect to the purpose and value of learning to grow both academically and personally? (Danielson 40)	What is the nature of the diversity in your classroom? (pg 118) What instructional moves have you had success with collaboration? How might this help you think about what it might look/feel like to ask students to co-create a learning experience? When you think about your students, what skills do they already have that would help them be successful with a lesson / unit about (insert topic)?	What is a situation in your classroom in which critical thinking and/or collaboration was used to manage (conflict/ learning dilemma, when a student feels stuck, etc)? (pg 143) What have been some situations in your classroom when you have used collaborative teaching strategies? What benefit have you seen for the learners in these situations? (pg 143) Describe what you think about when students are sharing in small and larger groups. What instructional changes, if any, do you make in each of these situations? What examples can you think of in your classroom that provide an entry point for students who may not normally share ideas, contribute to the whole or small group activities? How do you show your students that you believe in them? (Rock) How are rubrics, standards, and questions used for students to self-assess? (Rock)	What is an example of something you did to adapt to the needs of your students? (pg 148) How are students responding to instruction that leverages (skill building, strengths, talents, and passions) (pg156) What examples can you think of when you adapted or failed to adapt to the needs of some learners? What happened? What would you change if you could redo the lesson, unit etc? (pg 148) If you were the coach, what questions would you ask right now about (responsive, adapting) instruction? (p149) What might be another narrative that could be true about (student name/group) capacity to learn? How do the instructional materials chosen for this lesson support equitable access to the content? (Danielson 45) In what ways did you adjust learning experiences based on real-time evidence and students' individual and specific needs? (Danielson 49)	When you were a student in (insert grade/content), what kinds of experiences and information would you have wanted included in a unit design? (pg 159) Focus on a learner in your classroom who is from a culture about which you know little. What questions do you have about how this student learns best? What do you know about the student's cultural values regarding learning? What would you like to know from this learner about their experiences in the classroom, in your school, or in our system? (p163) Which groups of learners in your classroom are not performing as well as they should be? What are some words you would use to describe this group of students? How does this list of words compare with the sentiment of our system's core values? What meaning does this have for you? (p164)
Domain of the Danielson rubric meets the MN Standards of Effective Practice in these areas: 1. Student Learning 3A, 3B, 3C, 3D, 3E 3: Assessment 3D 5.Instructional Strategies 3A, 3B, 3C, 3D, 3E, 6.Professional Responsibilities 3E Coaching Questions Adapted from <i>Culturally proficient coaching: Supporting educators to create equitable schools</i> . Lindsey, R. B., Martinez, R., Lindsey, D. B., & Myatt, K. (2020) Corwin.				

TD&E/Q Comp observation evaluation tool - 2022 Danielson Rubric

DOMAIN 3 LEARNING EXPERIENCES

	Unsatisfactory	Basic	Proficient	Distinguished
3a Communicating about Purpose & Content	Communication about purpose and content is unclear or confusing and hinders student learning.	Communication about purpose and content is mostly clear and accurate; it partially supports learning.	Communication about purpose and content is accurate and clear to students; it supports their active engagement in learning experiences and models effective use of language.	Communication about purpose and content is rich, nuanced and relevant to students inviting them to think critically and contribute intellectually, it encourages curiosity and supports student autonomy.
3b Using Questioning and Discussion Techniques	Questioning and discussion are absent, low-level, or do not support learning and development.	Questioning and discussion, primarily framed and led by the teacher, are used to support student learning and development.	Questioning and discussion, framed or led by the teacher and students, effectively support critical thinking, reasoning, and reflection.	Students intentionally use questions and discussions to develop their own thinking, reasoning skills, and habits of reflection.
3c Engaging Students in Learning	Learning experiences do not require active intellectual engagement by students.	Learning experiences partially engage students intellectually; the activities require students to do some thinking.	Learning experiences support curiosity and exploration and encourage higher-order thinking; students engage in multiple ways and represent their ideas and responses through multiple means.	Students take initiative to increase the challenge or complexity of learning experiences and make suggestions for modifications that increase meaning and relevance.
3d Using Assessment for Learning	Formative assessment is not used during instruction or is not aligned to the instructional purpose of the lesson.	Formative assessment partially supports student learning and development.	The teacher and students use formative assessments to elicit evidence of understanding, analyze progress, and provide constructive feedback.	Students take initiative to analyze their own progress against a clear standard in order to achieve the outcomes and identify new opportunities and challenges.
3e Responding Flexibly to Student Needs	The teacher makes no adjustments to learning experiences, even when warranted, and is not responsive to student needs.	The teacher makes some adjustments to learning experiences and is responsive to student needs with partial success.	The teacher's adjustments and responsiveness lead students to deeper understanding and new learning experiences.	Based on self-monitoring and reflection, students voice their needs, ask questions, and make suggestions that lead to adjustments and modifications or spark new learning opportunities.

Essential Elements of Cultural Proficiency - Reflection Guide

Fulfills TD&E state statute as outlined in the Standards of Effective Practice

DOMAIN 4 PRINCIPLED TEACHING (*crosswalk connections between Tools and Danielson rubric)

Intentional Application of The Tools of Cultural Proficiency for reflection. Consider which areas are a strength and are a focus.				
Assessing Cultural Knowledge	Value Diversity	Manages The Dynamics of Difference	Adapting to Diversity	Institutionalizing Cultural Knowledge
Acknowledge that educational practices have the potential to affect individuals and communities in both positive and negative ways. Build awareness of how both individual and collective actions either support or hinder the academic and personal success of each student. *(4a, 4c, 4d, 4e)	Value feedback that strengthens capacity to build students' strengths, talents & strong identity as a learner. Values the opportunity to lead by example and engage with colleagues in holding ourselves and one another accountable to practices that uphold and respect the intrinsic value of every student, peer, and community member. *(4b, 4c, 4d, 4f)	Navigate the creation of conditions that normalize critical feedback & capacity building with our colleagues and community. Recognize that responsive instruction is a dynamic and essential process to ensure the academic and personal success of every student. *(4b, 4e, 4f)	Normalize and model professional practice and instruction that develops strengths, talents & positive cultural identities for students and colleagues. Monitors student progress toward mastery & their own attainment of learning, believing the narrative that all students can learn at high levels. *(4b, 4e, 4f)	Establish norms, parameters and monitor agreements creating a culture that supports talent development of students, colleagues & community members. Create conditions and pathways that respond to professional practice that harms students and the community. *(4b, 4c, 4d)
Danielson Framework For Teaching - Elements of Success (Teachers / Students Might)				
Reflection includes ways that the instructional design & strategies impacted each culture involved positively and negatively; and leads to adjustments in planning for the future. (Lindsey) Teachers use multiple sources of evidence to analyze their practice. (Danielson 54) Based on their self-assessment, teachers consider alternative approaches or perspectives, question their own ideas or beliefs, and learn new ways to further advance student learning. (Danielson 54) Teachers seek knowledge regarding the students and community they serve and apply findings to their practice and development of the school culture. (Danielson 62)	The teacher engages students’ families and communities in a respectful and culturally responsive manner, making information readily available and inviting participation in the intellectual life of the classroom. The teacher affirms the student's values and cultural backgrounds. (Danielson 59) The teacher engages families in co-creating elements of the learning community that reflect the values of the larger community.	Teachers use evidence from activities and assessments to identify the impact of different elements of practice on student learning and evaluating the success of learning experiences. (Danielson 54) Established structures and processes keep families informed about the instructional program and provide opportunities for input and feedback. (Danielson 58) Teachers make wise decisions that are in the best interest of their students and their families. (Danielson 64)	There is a clear system for tracking progress toward mastery and the teacher communicates understandable and useful information to students and the people who support them. Teachers demonstrate commitment to the success of all students by planning, practicing, and trying new approaches to enhance their teaching based on their assessment and analysis. (Danielson 54) Teachers identify personal and professional growth areas and independently seek opportunities to develop and refine their knowledge. (Danielson 62)	The teacher models ethical behavior in documentation, family engagement, contributing to the school community, and acting in service of students. The values of the community inform and shape the vision for student success? Teachers take initiative in contributing to and leading events, programs or activities that further the culture of learning in the school and bring the values of the school to life through modeling and positive action. (Danielson 61) Teacher regularly and actively participates in and contributes thoughtfully to professional inquiry. (Danielson 61) Teachers are active advocates for students, their families and colleagues and lead in taking action on their behalf (Danielson 64)
What an observer may ask				
What evidence was used to analyze the effectiveness of the lesson? (Danielson 54) To what extent have you analyzed your own beliefs, values, & practices on student learning in order to enhance student success for each? (Danielson 55)	In what ways have you interacted with families and the local community? (Danielson 56) How is the vision for student success shaped and informed by the values of the community? (Danielson 58) What might be some evidence indicating you work to respect cultural differences and work to develop and demonstrate cultural competence? (Danielson 62)	In what ways do you work to ensure that the decisions you make are in the best interest of each student, their families, and colleagues? (Danielson 64) How do you identify opportunities for growth to help you better meet the needs of students? (Danielson 62) What are some ways that you are committed to seeking and utilizing high-quality feedback? (Danielson 62)	In what ways do you communicate your system for tracking progress towards mastery to the student and the people who support them? (Danielson 56-57) How do you connect to a student's lived experiences to tailor and deepen engagement in learning experiences? (Danielson 58)	In what ways do you engage in leading events, programs or activities that further the culture of learning in the school? In what ways do you participate in and contribute to professional inquiry in the school community? (Danielson 61)
Domain of the Danielson rubric meets the MN Standards of Effective Practice in these areas: 3. Assessment 4B 6. Professional Responsibilities 4A, 4B, 4C, 4D, 4E 7. Collaboration & Leadership 4C, 4D, 8. Racial Consciousness & Reflection 4A 4C, 4F,				

TD&E/Q Comp observation evaluation tool - 2022 Danielson Rubric

DOMAIN 4 PRINCIPLED TEACHING

	Unsatisfactory	Basic	Proficient	Distinguished
4a Engaging in Reflective Practice	The teacher does not appear to engage in reflective practice, does not know whether students achieved the outcomes, or misjudges the success of instruction.	The teacher's reflective practice leads to some accurate assessment of student success of instruction but does not follow through with analysis and changes to practice.	The teacher's reflective practice, based on consideration of evidence of student learning and development, leads to an accurate assessment of the success of instruction and results in specific changes and adjustments.	The teacher consistently engages in reflective practice that leads to a thorough & accurate assessment of the success of instruction, exploration of new ideas & approaches & ongoing changes to practices & mindsets focused on supporting students who need it most.
4b Documenting student progress	There is no system for documenting student progress, the system is ineffective and inefficient, or it does not provide relevant information to students and those who support them.	The teacher documents some aspects of student progress, in a manner that is accessible to students and families.	The teacher documents & celebrates student progress toward mastery, focusing on the attainment of learning & developmental goals; students & those who support them engage in reflection on their progress.	Students monitor progress toward mastery & their own attainment of learning & development goals; they analyze & discuss their progress with the teacher & those who support them.
4c Engaging Families and Communities	The teacher does not engage students' families or the community, engages them infrequently, or does so disrespectfully.	The teacher makes some efforts to engage families and communities and does so in a respectful manner.	The teacher engages students' families and communities in a respectful and culturally responsive manner, making information readily available and inviting participation in the intellectual life of the classroom.	The teacher's frequent & ongoing engagement of families & communities demonstrates a clear value for the role they play in student learning and is focused on forging partnerships that further the academic & personal success of each & every student.
4d Contributing to school community and culture	The teacher is not an active member of the school community or contributes negatively to the culture of learning and values of the school.	The teacher makes some contributions to the school culture, supporting professional learning and upholding the values of the school.	The teacher takes initiative in contributing to & leading events, programs, or activities that further the culture of learning in the school and brings the values of the school to life through modeling & positive action.	The teacher takes a leadership role in defining, modeling, & holding self & peers accountable to the values & intellectual life of the school, leading with an emphasis on meeting the needs of students & families.
4e Growing and Developing Professionally	The teacher does not engage in professional inquiry or learning focused on developing knowledge, skills, and mindsets, or does so reluctantly.	The teacher engages in professional inquiry and learning focused on developing knowledge, skills, and mindsets individually and with colleagues that is often determined or directed by others.	The teacher directs their own professional inquiry and learning in collaboration with colleagues & demonstrates curiosity & energy for professional conversations & growth focused on developing knowledge, skills, & mindsets.	The teacher appropriately exercises autonomy to direct professional learning for themselves & their peers, taking a leadership role in the school, setting direction, & supporting colleagues to engage in inquiry and innovation.
4f Acting in Service of Students	The teacher acts unethically and does not understand the needs of students or make decisions in their best interest.	The teacher acts ethically and attempts to make deliberate decisions in the best interest of students, families, and colleagues.	The teacher models high standards of ethical practice and wise decision making on behalf of students, families, and colleagues.	The teacher is a leader in the school in defining and upholding high standards of ethical practice and modeling wise decision-making that honors the inherent worth and dignity of each and every student and prioritizes their needs.

Supporting Documents

 Crosswalk of Danielson & MN Stds of Effective Practice

 Crosswalk of Danielson & EP Mission & Vision & SEP

[Standards of Effective Practice](#)

 Updated CP Framework in Color 24-25.pdf

specialized roles rubric



EDEN PRAIRIE



OBSERVATION PROCESS

Process Approved by Q Comp Steering Committee 2025

Specialized Roles rubric (updated 2026)

Counselor, Nurse, Social Worker, Psychologists, Leads, Speech Language Pathologists, Occupational Therapists

Essential Elements of Cultural Proficiency - Reflection Guide

Fulfills TD&E state statute as outlined in the Standards of Effective Practice

DOMAIN 1 PLANNING & PREPARATION (*crosswalk connections between Tools and Danielson rubric)

Intentional Application of the Tools of Cultural Proficiency for reflection. Consider which areas are a strength and are a focus.				
Assessing Cultural Knowledge	Value Diversity	Manage The Dynamics of Difference	Adapting to Diversity	Institutionalizing Cultural Knowledge
Builds an awareness of self by examining if planning and preparation practices resulted in high levels of learning for students and the prioritization of all students being able to meet the intended outcome. Develops planning practices that strengthens content and pedagogical knowledge, MN State standards the integration of American Indian Culture. *(1a, 1d, 1e)	Places high value on planning and preparation that ensures unique student needs are met. Sees planning opportunities as a way to grow professional knowledge of content & pedagogy Planning acknowledges and is influenced by students' identities and cultures. *(1a, 1b, 1d, 1e, 1f)	Manage time & commitment to plan and prepare for units, lessons, and assessments. Manages the dynamics of students' diverse strengths and needs through careful planning, providing rigorous and appropriately tailored instruction that fosters intellectual engagement for all learners. *(1b, 1c, 1e, 1f)	Develop inclusive planning practices that support being prepared for units, lessons and assessments and reflect a conscious effort to include the strengths and cultural identities of students. Seeks out and accepts new ways to plan and prepare if current practices are not resulting in high levels of learning for all students. *(1b, 1c, 1d, 1f)	Share planning and preparation practices that result in high levels of learning for all students and the wellbeing of the instructor. Create conditions for planning and preparation that builds instructional innovation for yourself and your colleagues.
Danielson Framework For Teaching - Elements of Success (Teachers / Students Might)				
Show awareness of personal instructional style and the intersections of how culture impacts instructional moves. Adults consider if instruction reflects personal bias towards learning styles that are most comfortable for themselves vs the students. Analyzes assessment data to inform instructional decision-making.	The teacher recognizes and appreciates students' unique cultural identities, designing culturally responsive and affirming learning experiences with them in mind. (Danielson 13) In lessons planned or adapted, the teacher uses knowledge of learning differences to design experiences that are engaging and successful. (Danielson 13)	In lessons planned or adapted, the teacher uses knowledge of learning differences to design experiences that are engaging and successful. (Danielson 13) Teacher plans and prepares to use high quality materials & resources (both physical and digital) creating personalized instructional experience meeting students needs at different developmental and mastery levels. (Danielson 16)	In lessons and units planned or adapted, instructional strategies and representations of content are chosen wisely and explicitly for their suitability to the content and their ability to foster high - levels of intellectual engagement, skill development and critical thinking. (Danielson 11) Planning and preparation includes a focus on creating instructional outcomes that integrate academic and social-emotional development to complement and build on one another. (Danielson 13)	Takes leadership roles and shares planning practices with colleagues in PLC and or Department gatherings. Lesson planning includes a focus on creating instructional outcomes that clearly define what will be learned, why it is important, and how students will develop and demonstrate mastery of content and skills. (Danielson 13)
What an observer might ask...				
How do you approach planning for instruction? Do you find yourself in a proactive place or do you feel more reactive when it comes to planning or preparing for each day/week/year? When you plan and prepare for your students, what steps do you take to ensure the work is aligned to the MN State standards and the integration of American Indian Culture requirements? How do you become aware of and knowledgeable about how the learners in your classroom learn best? How does this impact your planning? (106) Being mindful of your personal preferences & learning style, in what ways do you plan to reach learners from other cultures, and with other learning styles? In what ways is assessment data used to adjust instruction and support student agency? (Danielson 20)	In what ways does monitoring student progress get used when planning and preparing? What guides your planning and preparing most? What do you think of first when you begin planning / preparation? e.g progress monitoring student progress, assessments, grades, classroom climate etc. Thinking about your current classroom, do you and your learners have different views on a specific value? Do your passions / interests differ regarding the topic? Do your ideas differ about how a lesson should be presented? As you think about this, how might this impact your planning for the upcoming lesson? What matters most? (129) In what ways are student's identities and cultures incorporated and reflected in the learning plan? (Danielson 12) In what ways do instructional outcomes reflect the most relevant and valuable learning for students? (Danielson 14)	Do you recall an experience when the learners reacted positively/negatively to your instruction? How did that impact your planning and preparation practice? (108) When planning for instruction, how do you prepare for potential conflicts that might occur. For example: common misunderstandings, differing viewpoints or bias, difficult concepts, different personality or learning styles, etc. How do you plan thoughtfully organized instructional groups that will build on student's strengths, encourage dialogue, and foster collaboration? (Danielson 18) In what ways do you incorporate multiple strategies & approaches to lessons tailored to the needs of various students to support their success? (Danielson 19) How might you effectively use instructional materials to meet the needs of individual students and enhance intellectual engagement? (Danielson 16) What are some ways you provide resources and supports for students that increase accessibility and promote student agency? (Danielson 16)	When you have evidence that students were not successful what is a planning and preparing practice to leverage to adapt to your students needs? In what ways do you change lessons or unit design based on your understanding of students' prior knowledge and experience to support individual learning? (Danielson 12) In what ways have you adapted a lesson or unit design to represent students' identities and cultures so it is reflected in learning experiences and environments? (Danielson 12) In what ways do technology and digital resources enhance personalization, connection, exploration, and intellectual engagement? (Danielson 16)	When you were a student in (insert grade/content), what kinds of experiences and information would you have wanted included in a unit design? (pg 159) In what ways do you share information about students or planning practices with your colleagues? In what ways do you help students make connections between disciplines or develop cross-disciplinary skills? (Danielson 10) How do your plans and presentations of content reflect understanding of prerequisite relationships among topics and concepts within the discipline? (Danielson 10) What are some ways you present content and utilize discipline-specific learning strategies to support deeper understanding? (Danielson 10) How do you ensure you complete non-instructional tasks so that you can maximize instructional time? (Danielson 30)
This Domain of the Danielson rubric meets the MN Standards of Effective Practice in these areas: 1.Student Learning IB, 2: Learning Environments 1B, 1D, 3: Assessment 1C, 1F 4: Planning for Instruction 1A, 1C, 1E 5: Instructional Strategies 1D, 1E, 1F 8: Racial Consciousness & Reflection 1B (SEP components not addressed: Standards 6 & 7)				

TD&E/Q Comp observation evaluation tool - Specialized Roles Rubric

DOMAIN 1 PLANNING & PREPARATION

	Unsatisfactory	Basic	Proficient	Distinguished
1a Applying Knowledge of Specialized Content and Service Delivery	Lacks understanding of role-specific content or uses outdated practices.	Demonstrates general knowledge but lacks a nuanced understanding.	Demonstrates accurate, current knowledge and applies appropriate practices.	Expert-level knowledge; leads learning or mentors others in best practices.
1b Knowing and Valuing Students/ Colleagues	Plans don't reflect student needs or contexts.	Acknowledges student needs, but planning lacks individualization.	Uses data and context to inform targeted supports.	Anticipates and adapts to student/colleague needs; plans for diverse access and impact.
1c Establishing Meaningful, Measurable Goals	Goals are vague, not aligned with student or system needs.	Goals are somewhat measurable but limited in relevance.	Goals are clear, aligned with plans or IEPs, and measurable.	Goals reflect student/colleague voice, system priorities, and long-term progress.
1d Using Resources Effectively	Rarely uses resources or relies on outdated tools.	Uses limited internal resources.	Selects and applies high-quality, relevant tools and resources.	Leverages diverse resources and connects students/families/staff to extended supports.
1e Planning Services and Supports	Plans are disjointed and not aligned with student goals.	Plans exist but may lack coherence or adaptability. Plans may be more reactive than proactive.	Plans are equitable, proactive, evidence-based, and collaborative.	Plans are innovative, proactive, and designed for sustainability and equity.
1f Designing Assessments/ Analyzing Data	Inconsistently uses assessment tools or collects data that is misaligned with goals or services. Inconsistently uses data to plan or adjust support.	Collects assessment data, but tools may lack clarity, consistency, or alignment with goals. Results are sometimes analyzed to inform reflection.	Develops/ implements assessments aligned to service outcomes. Utilizes data to inform planning, monitor progress, and engage in reflective conversations.	Designs or adapts flexible assessments. Utilizes data proactively to inform next steps and collaborates with staff to co-analyze progress.

Essential Elements of Cultural Proficiency - Reflection Guide

Fulfills TD&E state statute as outlined in the Standards of Effective Practice

DOMAIN 2 LEARNING ENVIRONMENTS (*crosswalk connections between Tools and Danielson rubric)

Intentional Application of the Tools of Cultural Proficiency for reflection. Consider which areas are a strength and are a focus.				
Assessing Cultural Knowledge	Value Diversity	Manage The Dynamics of Difference	Adapting to Diversity	Institutionalizing Cultural Knowledge
Builds an awareness of self by taking time to examine the learning environment often and reflect on how the learning space positively or negatively impacts students feeling safe, valued and connected. Develops opportunities for students to provide feedback in how the learning environment is shaped. *(2a-e)	Sees the learning environment as a critical factor impacting how students learn and build community. Values the design of learning spaces as a way to support and grow student opportunity to build community, strengthen leadership and independence. *(2a-e)	Navigates the dynamics of building a strong learning community with students representing different personalities, lived experiences, cultural backgrounds, learning strengths, interests, talents and passions brought into the learning environment. *(2a-e)	Commit to adjusting the design of a learning environment if the current space and/or routines are not resulting in high levels of learning for all students. Seek out opportunities for students to collaborate and strengthen the classroom community. *(2a-e)	Emphasize that learning environments encompass more than just the physical space; but also a culture that fosters a sense of belonging, opportunities for students to build community, and the ability to collaborate with peers in a safe and inclusive atmosphere. This holistic approach supports the well-being of the entire community. *(2a-e)
Danielson Framework For Teaching - Elements of Success (Teachers / Students Might)				
The teacher assesses their own culture and its impact on the learning environment. Asks students to share their cultural identities and to contribute to the creation of the learning environment. Assesses the organization’s culture and articulates the organization’s cultural expectations for all learners. The teacher understands, appreciates, and respects the various cultures represented in the classroom and proactively design instructional strategies that include all learners. (102-10) Teachers and students co-create a community that reflects their unique collective identity and interests as a class while honoring individual identities. (Danielson 26) The learning space is safe and accessible to all students and is modified if necessary by students or teachers to accommodate individual student needs. (Danielson 34)	The teacher learns from their students. Intentionally focuses on own attitude and behaviors to achieve the goal of valuing all learners in the classroom. Frame conversations about learners that are within their control and honors their student’s differences. (116-29) The learning environment reflects elements of students’ racial and cultural identities while recognizing, addressing, and honoring differences between students’ and teacher’s unique identities. (Danielson 27) The learning space clearly illustrates a high value on the ability to adjust as necessary to support and facilitate learning activities accommodating all students. (Danielson 34)	The teacher assesses the variety of differences present in the classroom, acknowledges their own cultural lens as they assess, assesses the potential for conflict, then works to acquire the skills necessary to manage it. (134) The teacher is intentional about doing things differently as they seek to grow their conflict management skills, negotiate around the best method to solve conflicts, adjust their approach when needed, and collaborate with others, seeking to understand what differences are causing conflict. (131-42) The teacher & students have successfully established and agreed upon classroom expectations (Danielson 33)	Uses data when making adjustments to the learning environment, group creation, and or set up of the classroom space. (144-57) Ways of interacting in the classroom are culturally responsive, and they are supported by teachers’ own cultural competence and understanding of societal dynamics and their impact on learning environments. (Danielson 26) Teachers and students encourage one another to persevere and use strategies to support each other through challenging work. (Danielson 28) Teachers model, encourage, explicitly teach, and reinforce curiosity, critical thinking, reasoning, and reflection to support student success and their social, emotional, and academic growth. (Danielson 28) Students successfully monitor their own behavior, attend to their impact on other students, and support one another. (Danielson 32)	Ways of interacting in the classroom are culturally responsive, and they are supported by teachers’ own cultural competence and understanding of societal dynamics and their impact on learning environments. (Danielson 26) Teachers and students share an overarching dedication to both content mastery and personal growth. (Danielson 28) Routines support student assumption of responsibility and the development of skills, habits, and mindsets that promote student Autonomy. (Danielson 30)
What an observer might ask...				
What do you consider when setting up or changing your classroom environment in terms of how the space supports or inhibits learning for students? Under what conditions do your students learn best? (p102) How might your students describe the most optimal classroom environment for their learning needs? (p102) In what ways might you use assessment data to adjust the learning environment or classroom set up? (Danielson 37)	When students are/are not performing well, what do you think might be some of the strongest factors impacting performance? (122) In what ways might/do you demonstrate a value for learning to your students? Think back to when you were a student in X grade / think back to your most recent experience as a learner... How did you experience the learning environment? What did you value most about that experience? (123) In what way do you create a learning environment that shows caring and respect for student’s identities, race, and cultural background? (Danielson 27) What would be some evidence indicating that the learning space has been designed specifically to suit and support the content and the students? (Danielson 34)	Have you ever thought about your entrance into a classroom? What happens when you walk into the classroom for the first time/each day? Have you ever noticed how the learners respond? (109) What are some ways that you maintain a positive and respectful rapport while addressing and resolving student conflicts? (Danielson 26) In what ways do you incorporate the students in creating the classroom expectations? (Danielson 33) What evidence do you have that the students feel a sense of shared identity while also feeling celebrated as individuals? (Danielson 26)	In what ways might you use information about your students to adjust a learning environment or classroom set up? What information may be helpful? Let’s look at your current group of students. What areas would you identify as a place you are already showing high regard for learners? What area would you like to improve? In what ways do students have a voice in creating the learning space? (Danielson 35) What evidence indicates that students monitor and reflect on their behavior and the impact it has on their classmates and their learning? (Danielson 32)	In what ways do you collaborate or seek feedback from your colleagues about what is the best learning environment for student X? In what ways do you demonstrate cultural competence in creating an inclusive learning environment? (Danielson 26)
This Domain of the Danielson rubric meets the MN Standards of Effective Practice in these areas: 2: Learning Environments 2A,2B,2C,2D,2E 6.Professional Responsibility 2C, 2D 7. Collaboration & Leadership 2B, 2E 8.Racial Consciousness and Reflection 2A Teacher Look-fors adapted from <i>Culturally Proficient Instruction: A Guide For People Who Teach</i> by Nuri-Robins, K., Lindsey, D, Lindsey, R., Terrell, R. (2012) Corwin.				

TD&E/Q Comp observation evaluation tool - Specialized Roles Rubric

DOMAIN 2 LEARNING ENVIRONMENTS

	Unsatisfactory	Basic	Proficient	Distinguished
2a Cultivating Respectful and Affirming Environments	Interactions are negative or disrespectful.	Interactions are inconsistent in tone or respect.	Maintains respectful, positive rapport with all stakeholders.	Builds trust-centered, inclusive relationships that empower others.
2b Fostering a Culture of Shared Purpose	Does not promote a growth mindset or meaningful engagement.	Encourages compliance more than curiosity or purpose.	Fosters engagement, growth mindset, and confidence.	Cultivates an inspiring, equity-centered culture of commitment and purpose.
2c Maintaining Purposeful Environments	Lacks organization; routines are ineffective or unclear.	Procedures exist but are inconsistently followed.	Clear, efficient procedures support smooth operation.	Students or team members help sustain systems through shared ownership.
2d Supporting Student Behavior and/or Student/Staff Wellness	Responds inconsistently or punitively.	Responds reactively, with limited strategies.	Uses proactive and equitable behavior and wellness support.	Models trauma-informed, culturally responsive behavior supports.
2e Creating Safe, Supportive Environments	Safety and confidentiality are compromised.	Basic attention to safety, but inconsistencies are present.	Maintains a safe, inclusive, and confidential environment.	Leads in fostering an emotionally safe and physically accessible environment.

Essential Elements of Cultural Proficiency - Reflection Guide

Fulfills TD&E state statute as outlined in the Standards of Effective Practice

DOMAIN 3 LEARNING EXPERIENCES (*crosswalk connections between Tools and Danielson rubric)

Intentional Application of The Tools of Cultural Proficiency for reflection. Consider which areas are a strength and are a focus.				
Assessing Cultural Knowledge	Value Diversity	Manage The Dynamics of Difference	Adapting to Diversity	Institutionalizing Cultural Knowledge
Focus building consciousness on how the learning experience positively or negatively impacts students' learning. Recognizes that instruction is often shaped by internalized assumptions and norms of the dominant culture impacting the learning experience. *(3a, 3e)	Collectively value what students bring to the learning environment. Values learning experiences where students are able to co-create learning and take initiative in meaning making. *(3b, 3e)	Create conditions that normalize critical thinking & students taking initiative in the learning experience. Pay attention to which students are putting their voices and ideas into the learning space, and lift voices & ideas that are not normally heard. *(3b, 3d)	Commit to leveraging instruction that is responsive and builds students' skills, leverages strengths, talents, and passions. Resist using instructional techniques that perpetuate oppression & false narratives about culture & student capacity or identity. *(3c, 3d)	Create learning conditions that foster well-being, inclusion, and belonging by valuing and incorporating all students' voices and ideas, ensuring they actively and meaningfully engage in the learning experience.
Danielson Framework For Teaching - Elements of Success (Teachers / Students Might)				
Teacher is able to speak to their own culture's influence on the learning task. Teacher is able to speak about each student's culture & how each learns best compared to their own. (p105) Content knowledge is scaffolded and presented in multiple, engaging ways with frequent, integrated checks for student understanding. (Danielson 40) Teachers and students are constantly monitoring learning and making use of specific strategies to elicit evidence of understanding. (Danielson 46)	Student's voices are included in the lesson. The teacher constantly monitors their language, using non-judgemental & positive language to describe each learner. Instructional strategies include collaboration, plans include strategies to build a positive community of learners. (121-25) Learning experiences and environments are extensions of the community and uphold its values, creating a shared vision of student success. (Danielson 58) When appropriate, teachers use their expertise to alter or replace pre-planned activities based on students' understanding, questions, and interests. (Danielson 48) Students demonstrate curiosity and engage one another through questions and dialog, challenging each other's thinking with respect and humility. (Danielson 42)	Power is shared in the classroom. Diverse perspectives are sought out, welcomed, and expected. Disagreements are acknowledged. The teacher strives to understand what differences are causing conflict, and uses collaborative strategies to manage and/ or solve them. (131-42) Teachers are committed to efficacy, even when students encounter difficulty in learning, and pursue alternative approaches when necessary to help students be successful. (Danielson 48) Safety for each student is prioritized as social threats are acknowledged and minimized. (Rock) Hierarchies are flattened, and each student's status within the group is fostered. (Rock)	Teacher reflects on biases, prejudices, & stereotypes and then ... • Selects inclusive materials • Uses inclusive language • Adapts instructional strategies • Watches for subtle student responses • Facilitates healthy conversations among learners-(Courageous conversations) • Asking questions designed to help learners explore new ideas and adapt new ways of thinking • Makes decisions with the intention of being culturally proficient (144-57) Teachers and students monitor learning and making use of specific strategies to elicit evidence of understanding. (Danielson 46)	Culturally proficient instructors learn and teach about other cultures, including the culture of the organization, and learn and teach about how people experience those cultures (160) Culturally proficient instructors examine their own biases, exceptions and view of other cultures. They know that they must be aware of any limitations they have developed so that they can put these limitations aside when working with learners who differ from them. (161) Individual lessons, activities, and tasks, as well as instructional pathways, have multiple and effective opportunities to think, reflect, and consolidate understanding. (Danielson 44) Students demonstrate agency and critical thinking in completion of tasks that require high levels of intellectual engagement. (Danielson 44) Collaborative goals, the characteristics of high-quality work, and the criteria established as evidence of success are clear to students and those supporting them. (Danielson 46)
What observers might ask				
What do you know about the learning styles of your students? (p102) What do you know about your students' cultural background & experiences & how this affects their learning?(p102) Under what conditions do your students learn best? (p102) What would your students say if they could describe the best way to teach them? (p102) How do you respond as a learner when you are asked to do the same task, in the same way, within the same period, using the materials as other members of the group? (p102) In what ways might you use assessment design and assessment data to adjust your instructional strategies? (37) How might students connect to the purpose and value of learning to grow both academically and personally? (Danielson 40)	What is the nature of the diversity in your classroom? (pg 118) What instructional moves have you had success with collaboration? How might this help you think about what it might look/feel like to ask students to co-create a learning experience? When you think about your students, what skills do they already have that would help them be successful with a lesson / unit about (insert topic)?	What is a situation in your classroom in which critical thinking and/or collaboration was used to manage (conflict/ learning dilemma, when a student feels stuck, etc)? (pg 143) What have been some situations in your classroom when you have used collaborative teaching strategies? What benefit have you seen for the learners in these situations? (pg 143) Describe what you think about when students are sharing in small and larger groups. What instructional changes, if any, do you make in each of these situations? What examples can you think of in your classroom that provide an entry point for students who may not normally share ideas, contribute to the whole or small group activities? How do you show your students that you believe in them? (Rock) How are rubrics, standards, and questions used for students to self-assess? (Rock)	What is an example of something you did to adapt to the needs of your students? (pg 148) How are students responding to instruction that leverages (skill building, strengths, talents, and passions) (pg156) What examples can you think of when you adapted or failed to adapt to the needs of some learners? What happened? What would you change if you could redo the lesson, unit etc? (pg 148) If you were the coach, what questions would you ask right now about (responsive, adapting) instruction? (p149) What might be another narrative that could be true about (student name/group) capacity to learn? How do the instructional materials chosen for this lesson support equitable access to the content? (Danielson 45) In what ways did you adjust learning experiences based on real-time evidence and students' individual and specific needs? (Danielson 49)	When you were a student in (insert grade/content), what kinds of experiences and information would you have wanted included in a unit design? (pg 159) Focus on a learner in your classroom who is from a culture about which you know little. What questions do you have about how this student learns best? What do you know about the student's cultural values regarding learning? What would you like to know from this learner about their experiences in the classroom, in your school, or in our system? (p163) Which groups of learners in your classroom are not performing as well as they should be? What are some words you would use to describe this group of students? How does this list of words compare with the sentiment of our system's core values? What meaning does this have for you? (p164)
Domain of the Danielson rubric meets the MN Standards of Effective Practice in these areas: 1. Student Learning 3A, 3B, 3C, 3D, 3E 3: Assessment 3D 5.Instructional Strategies 3A, 3B, 3C, 3D, 3E, 6.Professional Responsibilities 3E Coaching Questions Adapted from <i>Culturally proficient coaching: Supporting educators to create equitable schools</i> . Lindsey, R. B., Martinez, R., Lindsey, D. B., & Myatt, K. (2020) Corwin.				

TD&E/Q Comp observation evaluation tool - Specialized Roles Rubric

DOMAIN 3 LEARNING EXPERIENCES

	Unsatisfactory	Basic	Proficient	Distinguished
3a Communicating About Purpose and Content	Communication is unclear, disrespectful, or inappropriate for the audience. Fails to maintain confidentiality or cultural awareness.	Communication is generally respectful and age-appropriate, but may lack clarity or consistency. Sometimes overlooks key audiences (e.g., families or colleagues).	Communicates clearly, respectfully, and responsively with all stakeholders. Messages are tailored to the developmental and cultural context of the audience.	Communication builds deep trust and shared understanding. Anticipates needs, adapts delivery modes, and fosters open dialogue across diverse communities.
3b Using Facilitation and Reflective Dialogue Techniques	Rarely uses facilitation or questioning techniques. Limits interaction to directive, one-way communication.	Uses some reflective questions or basic facilitation techniques but with limited engagement or depth.	Engages others through effective coaching, dialogue, or therapeutic conversation. Elicits meaningful reflection and promotes participation.	Masterfully facilitates reflective, transformative dialogue that empowers others. Builds capacity in others to lead or sustain these conversations independently.
3c Engaging Students or Staff in Services and Learning	Services are disengaging, misaligned to goals, or irrelevant to student or staff needs.	Services are somewhat aligned to goals but lack differentiation or engagement strategies.	Services are relevant, participatory, and promote ownership of learning or growth. Practices are individualized and outcomes-focused.	Services are dynamic, deeply personalized, and driven by voice and choice. Engagement is sustained through culturally relevant, strength-based design.
3d Using Data and Assessment to Inform Practice	Does not use data or misinterprets assessment results. Decisions are not evidence-based.	Uses data inconsistently or without a clear link to service adjustments.	Uses qualitative and quantitative data to track progress, make decisions, and revise supports. Collaborates with colleagues to analyze data.	Proactively gathers and synthesizes multiple data sources. Leads teams in data interpretation and designs adaptive systems for ongoing improvement.
3e Adapting Services and Supports Responsively	Rigid in service delivery. Fails to adjust plans based on student or team feedback.	Makes some adjustments when prompted but struggles to adapt in the moment or anticipate needs.	Consistently adapts services in response to data, observations, and stakeholder input. Responds with calm and thoughtfulness to evolving needs.	Demonstrates fluid, proactive responsiveness. Anticipates barriers and adapts in real time. Models flexible problem-solving and supports others in doing the same.

Essential Elements of Cultural Proficiency - Reflection Guide

Fulfills TD&E state statute as outlined in the Standards of Effective Practice

DOMAIN 4 PRINCIPLED TEACHING (*crosswalk connections between Tools and Danielson rubric)

Intentional Application of The Tools of Cultural Proficiency for reflection. Consider which areas are a strength and are a focus.				
Assessing Cultural Knowledge	Value Diversity	Manages The Dynamics of Difference	Adapting to Diversity	Institutionalizing Cultural Knowledge
Acknowledge that educational practices have the potential to affect individuals and communities in both positive and negative ways. Build awareness of how both individual and collective actions either support or hinder the academic and personal success of each student. *(4a, 4c, 4d, 4e)	Value feedback that strengthens capacity to build students' strengths, talents & strong identity as a learner. Values the opportunity to lead by example and engage with colleagues in holding ourselves and one another accountable to practices that uphold and respect the intrinsic value of every student, peer, and community member. *(4b, 4c, 4d, 4f)	Navigate the creation of conditions that normalize critical feedback & capacity building with our colleagues and community. Recognize that responsive instruction is a dynamic and essential process to ensure the academic and personal success of every student. *(4b, 4e, 4f)	Normalize and model professional practice and instruction that develops strengths, talents & positive cultural identities for students and colleagues. Monitors student progress toward mastery & their own attainment of learning, believing the narrative that all students can learn at high levels. *(4b, 4e, 4f)	Establish norms, parameters and monitor agreements creating a culture that supports talent development of students, colleagues & community members. Create conditions and pathways that respond to professional practice that harms students and the community. *(4b, 4c, 4d)
Danielson Framework For Teaching - Elements of Success (Teachers / Students Might)				
Reflection includes ways that the instructional design & strategies impacted each culture involved positively and negatively; and leads to adjustments in planning for the future. (Lindsey) Teachers use multiple sources of evidence to analyze their practice. (Danielson 54) Based on their self-assessment, teachers consider alternative approaches or perspectives, question their own ideas or beliefs, and learn new ways to further advance student learning. (Danielson 54) Teachers seek knowledge regarding the students and community they serve and apply findings to their practice and development of the school culture. (Danielson 62)	The teacher engages students' families and communities in a respectful and culturally responsive manner, making information readily available and inviting participation in the intellectual life of the classroom. The teacher affirms the student's values and cultural backgrounds. (Danielson 59) The teacher engages families in co-creating elements of the learning community that reflect the values of the larger community.	Teachers use evidence from activities and assessments to identify the impact of different elements of practice on student learning and evaluating the success of learning experiences. (Danielson 54) Established structures and processes keep families informed about the instructional program and provide opportunities for input and feedback. (Danielson 58) Teachers make wise decisions that are in the best interest of their students and their families. (Danielson 64)	There is a clear system for tracking progress toward mastery and the teacher communicates understandable and useful information to students and the people who support them. Teachers demonstrate commitment to the success of all students by planning, practicing, and trying new approaches to enhance their teaching based on their assessment and analysis. (Danielson 54) Teachers identify personal and professional growth areas and independently seek opportunities to develop and refine their knowledge. (Danielson 62)	The teacher models ethical behavior in documentation, family engagement, contributing to the school community, and acting in service of students. The values of the community inform and shape the vision for student success? Teachers take initiative in contributing to and leading events, programs or activities that further the culture of learning in the school and bring the values of the school to life through modeling and positive action. (Danielson 61) Teacher regularly and actively participates in and contributes thoughtfully to professional inquiry. (Danielson 61) Teachers are active advocates for students, their families and colleagues and lead in taking action on their behalf (Danielson 64)
What an observer may ask				
What evidence was used to analyze the effectiveness of the lesson? (Danielson 54) To what extent have you analyzed your own beliefs, values, & practices on student learning in order to enhance student success for each? (Danielson 55)	In what ways have you interacted with families and the local community? (Danielson 56) How is the vision for student success shaped and informed by the values of the community? (Danielson 58) What might be some evidence indicating you work to respect cultural differences and work to develop and demonstrate cultural competence? (Danielson 62)	In what ways do you work to ensure that the decisions you make are in the best interest of each student, their families, and colleagues? (Danielson 64) How do you identify opportunities for growth to help you better meet the needs of students? (Danielson 62) What are some ways that you are committed to seeking and utilizing high-quality feedback? (Danielson 62)	In what ways do you communicate your system for tracking progress towards mastery to the student and the people who support them? (Danielson 56-57) How do you connect to a student's lived experiences to tailor and deepen engagement in learning experiences? (Danielson 58)	In what ways do you engage in leading events, programs or activities that further the culture of learning in the school? In what ways do you participate in and contribute to professional inquiry in the school community? (Danielson 61)
Domain of the Danielson rubric meets the MN Standards of Effective Practice in these areas: 3. Assessment 4B 6. Professional Responsibilities 4A, 4B, 4C, 4D, 4E 7. Collaboration & Leadership 4C, 4D, 8. Racial Consciousness & Reflection 4A 4C, 4F,				

TD&E/Q Comp observation evaluation tool - Specialized Roles Rubric

DOMAIN 4 PRINCIPLED TEACHING

	Unsatisfactory	Basic	Proficient	Distinguished
4a Engaging in Reflective Practice	Avoids reflection or blames others.	Reflects occasionally, but inconsistently acts on feedback.	Engages in honest reflection and adjusts practices.	Models vulnerability, uses reflection to inspire growth in self and others.
4b Documenting student progress	Records are incomplete or disorganized.	Records are mostly complete but inconsistently maintained.	Records are accurate, confidential, and support planning.	Records are exemplary, support systems change, and enhance service continuity.
4c Engaging Families and Communities	Rarely engages families/staff. Communication is one-way, infrequent, or inappropriate in tone or content.	Interacts with families/staff only when required. Communication may be inconsistent, generic, or focused on deficits.	Establishes respectful, consistent communication with families/staff. Proactively supports them in a positive and inclusive manner.	Fosters deep, culturally responsive, two-way partnerships with families/staff. Actively honors their voices and builds systems to support equitable access.
4d Contributing to school community and culture	Rarely collaborates or shares expertise. May resist participation in school-wide initiatives or remain isolated from the professional community. Dismisses others' contributions or avoids team engagement.	Participates in collaborative activities when prompted but rarely initiates or extends collaboration. Contributions are generally limited to assigned duties.	Actively collaborates with colleagues, shares strategies and expertise. Demonstrates openness to feedback and supports others' growth across roles.	Serves as a connector and culture-builder. Contributes to systems that foster growth, equity, and shared purpose. Uplifts and amplifies others' expertise and voice.
4e Growing and Developing Professionally	Avoids or resists professional learning. Does not engage in equity-focused reflection or action.	Participates in required professional learning but rarely applies new learning to practice. Engagement in advocacy is minimal or reactive.	Seeks out learning opportunities, applies/shares new knowledge, and engages in self-reflection. Advocates for student-centered, inclusive practices.	Leads professional learning and models reflective practice. Advocates for systemic equity. Mentors others and shares learning across teams.
4f Acting in Service of Students	Acts unethically or fails to consider the best interests of students and staff. Decisions are made without regard to students' or team members' holistic needs, dignity, or well-being.	Demonstrates ethical behavior and attempts to consider student and staff needs, but decisions may be inconsistent or reactive. Advocacy is occasional and limited in scope.	Acts ethically and makes intentional, equitable, and informed decisions that prioritize the needs and dignity of students and families.	Models high standards of ethical practice and wise decision-making. Consistently centers student dignity, voice, and need. Actively works for equity.

- Supporting Documents
-  Crosswalk of Danielson & MN Stds of Effective Practice
 -  Crosswalk of Danielson & EP Mission & Vision & SEP
 - [Standards of Effective Practice](#)
 -  Updated CP Framework in Color 24-25.pdf