

# Danielson Framework- Example Artifacts/Elements

**Domain 1- Planning and Preparation and Domain 4- Professional Responsibilities**

Domain 1- Planning and Preparation and Domain 4- Professional Responsibilities are considered “unobservable” domains. Evidence for rating these domains is gathered through artifacts and professional conversations. It is important to note that a single evidence source may be used to demonstrate performance in more than one component (e.g. a lesson or unit plan, a meeting agenda, evidence of completion of a course). This list is not intended to be exhaustive but rather, offer an overview of how evidence is gathered for the unobservable domains.

**Domain 1- Planning and Preparation**

**1a: Demonstrating Knowledge of Content and Pedagogy**

* Knowledge of Content Standards Within and Across Grade Levels
* Knowledge of Disciplinary Literacy
* Knowledge of Prerequisite Relationships
* Knowledge of Content-Related Pedagogy

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| **1a- Example Artifacts/Elements** |
| Unit plan that includes both formative and summative assessments and is standards aligned |
| Evidence of strategies that support student mastery of standards (GRR, Close Reading) |
| Use of primary source document not included with textbook |
| Agenda or notes from a content-related PD session |
| Development of units of study aligned to standards- demonstrates knowledge of standards |
| Certificate of completion for Teachscape learn modules related to component 1a |
| Flexible planning using standards across grade-levels based on student data |
| Peer mentoring around planning aligned to standards within the content area |
| Completion of classes or workshops in or outside the district |

**1b: Demonstrating Knowledge of Students**

* Knowledge of Child and Adolescent Development
* Knowledge of the Learning Process
* Knowledge of Students’ Skills, Knowledge, and Language Proficiency
* Knowledge of Students’ Interests and Cultural Heritage
* Knowledge of Students’ Special Needs and Appropriate Accommodations/Modifications

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| **1b Example Artifacts/Elements** |
| Student interest inventory |
| Teacher plans collaboratively with CC teacher supporting students with an IEP |
| Teacher plans using culturally and linguistically relevant practices based on knowledge of students |
| Teacher’s chart of family information |
| Teacher’s journal of student interests, strengths and challenges |
| Teacher incorporates knowledge of student interests into lessons and units (e.g. math questions about baseball on opening day) |
| Teacher’s list of students’ IEP modifications |

## 1c: Selecting Instructional Outcomes

* + Sequence and Alignment-Outcomes represent significant learning within the discipline
	+ Clarity-Outcomes refer to what students will learn not what they will do
	+ Balance- Outcomes reflect different types of learning such as knowledge, conceptual understanding and thinking skills

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| **1c Example Artifacts/Elements** |
| Lesson/unit plans identify what students will learn not just what they do (activities) |
| Unit plan that include standards-based objectives |
| Measurement of the outcome is identified in the lesson or unit plan- assessment of learning is clear |
| Outcomes represent learning that is essential in the content area |
| Differentiated Instructional Plans based on groups or individual students |
| Unit plans that include opportunities for connections within/across disciplines (e.g. Using evidence to support a claim) |

## 1d: Demonstrating Knowledge of Resources

* Materials align with learning outcomes
* Materials that further teacher professional knowledge are available
* Resources for students are appropriately challenging

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| **1d-Example Artifacts/Elements** |
| Lesson and/or unit plans identify materials and resources |
| Teacher can discuss rationale for selecting resources for the lesson or unit |
| Teacher uses a wide variety of materials to support students’ particular learning needs |
| Teacher is able to integrate resources beyond the textbook to support student learning needs |

## 1e: Designing Coherent Instruction

* Learning activities are designed to engage students and advance them through the content
* Instructional materials and resources aid instruction and are appropriate to the learning needs of students
* Instructional groups are intentionally organized to support learning
* Lesson and unit structure is clear and sequenced to advance student learning

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| **1e-Example Artifacts/Elements** |
| Unit or lesson plans include a coherent instructional outcomes, activities, materials, methods and student groupings that all work together |
| The plan includes a coherent set of activities that progress from simple to more complex |
| Learning activities have reasonable time allocations |
| Activities promote the appropriate level of cognitive demand on students |
| Teacher understands and can discuss the rationale for student grouping |
| The lesson plan fits within the overall unit plan as well as learning goals for the year |
| The lesson/unit allows for student choice |

## 1f: Designing Student Assessments

* Congruence with Standards-Based instructional outcomes-assessments match learning expectations
* Levels of Performance and Standards are clearly defined
* Design of Formative Assessments-assessments for learning are planned as a part of the instructional process
* Use for planning- Results of assessment guide future planning

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| **1F-Example Artifacts/Elements** |
| Lesson plans clearly indicate correspondence between assessments and instructional outcomes |
| Unit reflects a variety of performance opportunities for students |
| Formative assessments are planned to inform minute-to-minute decision making during instruction |
| Planning demonstrates that lessons are informed by previous assessment data |
| There is opportunity for students to design and use assessments to measure their own learning |

# Domain 4- Professional Responsibilities

## 4a: Reflecting on Teaching and Learning

* Accuracy of reflection
* Use of reflection in future teaching

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| **4a-Example Artifacts/Elements** |
| Lesson reflections are captured in a journal, blog or specific lesson reflection form |
| Notes from a PCT session where teachers discuss lessons, their efficacy and adjustments |
| Teacher is able to reflect accurately on lesson in post-observation conference and suggest actions for strengthening the lesson and next steps |
| Teacher reflects on individual learners or groups of learners and is able to identify next steps to better meet the needs of those students |

## 4b: Maintaining Accurate Records

* Student completion of assignments
* Tracks student progress in learning both formally and informally
* Non instructional records (e.g. permission slips, collection of field trip monies or monies for school pictures)

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| **4b-Example Artifacts/Elements** |
| Teacher has a system for recording formal and informal assessment results |
| Teacher uses IC grade book and keeps records up to date |
| Teacher can provide records to support claims about student progress |
| Students can easily determine where they are at in terms of their own learning |
| Teacher provides timely accurate reports to students and families relative to the learning progress |

**4c: Communicating with Families**

* Shares information about the instructional program with families
* Provides information about individual progress with families
* Offers opportunities for engagement of families in the instructional program

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| **4C-Example Artifacts/Elements** |
| The teacher regularly communicates with parents about instructional program (e.g. classroom newsletter, school newsletter, blog, email, school website) |
| Teacher has evidence of opportunities for parent participation |
| The teacher communicates with families in a culturally appropriate manner |
| The teachers communications are clear and effective (i.e. parents understand the communications that they receive) |

**4d: Participating in Professional Community**

* Relationships with colleagues
* Involvement in a culture of professional inquiry
* Service to the school
* Participation in school and district projects

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| **4d- Artifacts/Elements** |
| The teacher interacts respectfully and collaboratively with other staff (e.g. SEAs, EAs, clerical and custodial staff) |
| The teacher participates in team or department planning time and is willing to make contributions to further instructional improvement |
| The teacher offers positive support to his or her colleagues (e.g. shares resources and opens classroom to share practice) |
| There is evidence that other teachers in the building look to this teacher for leadership and guidance |
| The teacher volunteers to serve on committees or special projects |

**4e: Growing and Developing Professionally**

* Enhancement of content knowledge and pedagogical skill
* Receptivity of feedback from colleagues
* Service to the profession

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| **4e-Artifacts/Elements** |
| Teacher remains current taking courses or reading professional literature and remaining current on the evolution of thinking regarding instruction |
| Teacher actively pursue networks that provide collegial support and feedback |
| Teacher is active in professional organization(s) in order to enhance personal practice, provide leadership and support colleagues |
| Possible artifacts-PDP, Action plans from committees, classroom action research, articles and newsletters written by the teacher, professional development log (MMSD PD catalog, Your Courses record) |

**4f: Showing Professionalism**

* Integrity and ethical conduct
* Service to students
* Advocacy
* Decision making
* Compliance with school and district regulations

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| **4f-Artifacts and Elements** |
| Teacher frequently reminds participants in meetings that students are the highest priority |
| The teacher respectfully challenges existing practice in order to improve student outcomes |
| Teacher consistently fulfills district requirements, policies and procedures |
| Teacher directly and respectfully confronts differences of opinion and seeks consensus |