

1c

**SETTING INSTRUCTIONAL OUTCOMES - *Danielson 2013***

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

1e

**DESIGNING COHERENT INSTRUCTION - *Danielson 2013***

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

2b

ESTABLISHING A CULTURE FOR LEARNING - *Danielson 2013*

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

2c

MANAGING CLASSROOM PROCEDURES - *Danielson 2013*

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

2d

MANAGING STUDENT BEHAVIOR - *Danielson 2013*

CRITICAL ATTRIBUTES

**FAILING - 0**

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

**NEEDS IMPROVEMENT - 1**

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

**PROFICIENT - 2**

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

**DISTINGUISHED - 3**

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

3a

**COMMUNICATING WITH STUDENTS - *Danielson 2013***

	<b>FAILING - 0</b>	<b>NEEDS IMPROVEMENT - 1</b>	<b>PROFICIENT - 2</b>	<b>DISTINGUISHED - 3</b>
<b>CRITICAL ATTRIBUTES</b>	<ul style="list-style-type: none"> <li>• At no time during the lesson does the teacher convey to students what they will be learning.</li> <li>• Students indicate through body language or questions that they don't understand the content being presented.</li> <li>• The teacher makes a serious content error that will affect students' understanding of the lesson.</li> <li>• Students indicate through their questions that they are confused about the learning task.</li> <li>• The teacher's communications include errors of vocabulary or usage or imprecise use of academic language.</li> <li>• The teacher's vocabulary is inappropriate to the age or culture of the students.</li> </ul>	<ul style="list-style-type: none"> <li>• The teacher provides little elaboration or explanation about what the students will be learning.</li> <li>• The teacher's explanation of the content consists of a monologue, with minimal participation or intellectual engagement by students.</li> <li>• The teacher makes no serious content errors but may make minor ones.</li> <li>• The teacher's explanations of content are purely procedural, with no indication of how students can think strategically.</li> <li>• The teacher must clarify the learning task so students can complete it.</li> <li>• The teacher's vocabulary and usage are correct but unimaginative.</li> <li>• When the teacher attempts to explain academic vocabulary, it is only partially successful.</li> <li>• The teacher's vocabulary is too advanced, or too juvenile, for students.</li> </ul>	<ul style="list-style-type: none"> <li>• The teacher states clearly, at some point during the lesson, what the students will be learning.</li> <li>• The teacher's explanation of content is clear and invites student participation and thinking.</li> <li>• The teacher makes no content errors.</li> <li>• The teacher describes specific strategies students might use, inviting students to interpret them in the context of what they're learning.</li> <li>• Students engage with the learning task, indicating that they understand what they are to do.</li> <li>• If appropriate, the teacher models the process to be followed in the task.</li> <li>• The teacher's vocabulary and usage are correct and entirely suited to the lesson, including, where appropriate, explanations of academic vocabulary.</li> <li>• The teacher's vocabulary is appropriate to students' ages and levels of development.</li> </ul>	<ul style="list-style-type: none"> <li>• If asked, students are able to explain what they are learning and where it fits into the larger curriculum context.</li> <li>• The teacher explains content clearly and imaginatively, using metaphors and analogies to bring content to life.</li> <li>• The teacher points out possible areas for misunderstanding.</li> <li>• The teacher invites students to explain the content to their classmates.</li> <li>• Students suggest other strategies they might use in approaching a challenge or analysis.</li> <li>• The teacher uses rich language, offering brief vocabulary lessons where appropriate, both for general vocabulary and for the discipline.</li> <li>• Students use academic language correctly.</li> </ul>

3b

USING QUESTIONING AND DISCUSSION TECHNIQUES - *Danielson 2013*

CRITICAL ATTRIBUTES

**FAILING - 0**

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

**NEEDS IMPROVEMENT - 1**

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

**PROFICIENT - 2**

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

**DISTINGUISHED - 3**

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

3c

ENGAGING STUDENTS IN LEARNING - *Danielson 2013*

CRITICAL ATTRIBUTES

**FAILING - 0**

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

**NEEDS IMPROVEMENT - 1**

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

**PROFICIENT - 2**

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

**DISTINGUISHED - 3**

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

# THE SCHOOL DISTRICT OF PHILADELPHIA      DOMAIN 4- PROFESSIONAL RESPONSIBILITIES

4a

## REFLECTING ON TEACHING - *Danielson 2013*

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

4c

## COMMUNICATING WITH FAMILIES - *Danielson 2013*

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

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

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

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

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

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

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

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

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

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

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

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



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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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