DANIELSON FRAMEWORK FOR TEACHING
SAMPLES OF ARTIFACTS

DOMAIN #1: PLANNING AND PREPARATION

Includes comprehensive understanding of the content to be taught, knowledge of the student’s backgrounds, and designing instruction and assessment

<table>
<thead>
<tr>
<th>Framework Guidelines</th>
<th>Artifacts/Actions to Illustrate Proficiency</th>
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</table>
| **1a – Demonstrating knowledge of content and pedagogy**  
  • Content knowledge  
  • Prerequisite relationships  
  • Content Pedagogy | Artifacts should show that the teacher is remaining up-to-date with current pedagogical practice.  
  • List of content-area course taken to advance content/pedagogical knowledge  
  • List of workshops attended related to teacher’s content/pedagogical area/district initiative  
  • Lists of presentations made at conference/meetings pertaining to content-related material  
  • Lists of websites visited/used that pertain to content-related material/district initiatives/Common Core/State Standards  
  • List of content-related/pedagogical webinars that teacher participated in (include dates and certificates of completion, if provided)  
  • List of free online courses that teacher took to advance content/pedagogical knowledge  
  • List of courses taught at upper-level institutions  
  • Examples of student work that show relevant, meaningful comments made by the teacher, comments that illustrate the teacher’s content/pedagogical strengths.  
  • Summer reading lists and summer preparation  
  • Lesson plans incorporating best practices  
  • Sharing new knowledge with peers. |
| **1b – Demonstrating knowledge of students**  
  • Child development  
  • Learning process  
  • Special needs  
  • Student skills, knowledge, and proficiency  
  • Interests & cultural heritage | • Lists of accommodations made for individual students  
  • Lists of modifications made for students with IEP’s/504’s  
  • Examples of differentiation in the classroom – i.e.- different handouts/exercise/assignments geared for specific learning groups  
  • Examples of instructional scaffolding in the classroom  
  • Examples of communication with families  
  • Progress monitoring logs  
  • Instructional grouping techniques  
  • Student profile worksheets  
  • Inventories, surveys and communication to families are used to gather information about students at the beginning of the year. |
| 1c – Setting Instructional outcomes | - Lesson plans (units) aligned to curriculum guides/common core/state standards  
- Instructional outcomes are listed on the board prior to class instruction  
- Examples of activities/units that display a spectrum of outcomes (basic understanding/comprehension; high-level thinking; communication, etc.)  
- Assessments that show outcomes are being achieved in your classroom  
- Standards are posted in the classroom |
|-------------------------------------|--------------------------------------------------------------------------------------------------|
| - Value, sequence, and alignment  
- Clarity  
- Balance  
- Suitability for diverse learners |  |

| 1d – Demonstrating knowledge of resources | - Examples of diverse resources used in classroom (print and electronic)  
- Lists of speakers used in your classes  
- Supplemental materials you provide or recommend for your students – after-school tutoring, supplemental coursework, websites, etc.  
- Explanations of how you use aides and specialists in your classes  
- Professional journals you regularly read and consult  
- Blogs/Wikis  
- Web quests  
- Virtual field trip/field trips  
- Project-based learning  
- Interactive Technology  
- Demonstration of School/Community Resources (library, speakers, etc.)  
- Classroom budget money is spent on substantive education resources (technology vs. borders, construction paper)  
- Use of grant money – applying for grants |
|----------------------------------------|--------------------------------------------------------------------------------------------------|
| - For classroom  
- To extend content knowledge  
- For Students |  |

| 1e – Designing coherent instruction | - Unit plans that exhibit  
1) Coherence (methods, materials, assessments all work together)  
2) Variety of instructional activities and methods  
3) Problem based learning  
4) Student choice  
5) Higher order thinking activities  
6) Progression of complexity  
7) Curriculum mapping  
8) Teacher and student reflection of lessons, learning, or feedback  
9) Disaggregation of student performance on summative, formative, or classroom assessments  
10) Daily topics and activities that reflect organization and sequencing, and variety of materials and groups.  
11) Description of students, instructional objectives assessments, activating, cognitive, and summarizing strategies, materials and potential misunderstandings  
12) Grouping patterns with students focus – teacher leads large group, students work in small groups, teacher works with small groups, students works alone, students lead presentations or assume other leadership roles within a structured lesson, etc. |
1f – Designing student assessments
- Congruence with outcomes
- Criteria and standards
- Formative assessments
- Use for planning

- A variety of formative/summative assessments connected to classroom instruction/outcomes
- Rubrics used to evaluate student work
- Examples of student assessments with teacher comments
- Student developed rubrics
- Student portfolios with reflection
- Vary assessment techniques meeting all learning styles
- Scoring systems/rubrics establishing measurable criteria are communicated up front
- Feedback to students guide next steps, i.e. teaching or re-teaching

**DOMAIN #2 – THE CLASSROOM ENVIRONMENT**

Includes comprehensive understanding of the content to be taught, knowledge of the student’s backgrounds, and designing instruction and assessment.

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| **2a – Create an environment of respect and rapport**  
  - Teacher interaction with students  
  - Student interaction with students and paraprofessionals | **To be observed during classroom observation**  
  - Teacher has positive, meaningful interaction with students  
  - Students have positive, meaningful interaction with each other  
  - Students feel comfortable in the classroom, with the instructor and with each other  
  - Teacher provides opportunities for students to get to know and accept each other (TRIBES?) |

| **2b – Establishing a culture of learning**  
  - Importance of content  
  - Expectations for learning and behavior  
  - Student pride in work | **To be observed during classroom observation**  
  - Students are actively engaged and care about what they are doing (not going through the motions)  
  - Teacher encourages high level thinking/has high expectations  
  - Classroom displays student work  
  - Classroom has visual aids that enhance the learning process  
  - Evidence must be in the classroom – the look of the room, student work displayed (scored and rated with written feedback); nature of the interactions and the tone of conversations with and among students reflect they are interested in and value learning and hard work |
| 2c – Managing classroom procedures | • Center/workshop rotation charts  
• Written classroom procedures  
  *To be observed during classroom observation*  
• Classroom rules are posed and students are aware and follow them  
• Teacher makes effective use of class time (bell to bell teaching)  
• Small groups work efficiently and students take initiative within those groups/groups are monitored by teacher  
• Teacher has clear plan for non-instructional tasks – passing out paper, taking attendance, bathroom passes, etc.  
• Teacher makes effective use of aides/paraprofessionals  
• Copies of documents used to establish management procedures  
• Teacher explains, re-teachers and implements procedures  
• Procedures are posted in the classroom, communicates in writing to students and families early in the year. |
| --- | --- |
| • Instructional groups  
• Transitions  
• Materials and supplies  
• Non-instructional duties  
• Supervision of volunteers |  |
| 2d – Managing student behavior | • Logs of parent contacts pertaining to student behavior  
• Documents indicating expectations and consequences for behavior  
• Explanation of classroom management system  
• Data on behavioral intervention plans  
  *To be observed during classroom observation*  
• Students are actively engaged in the class  
• Students are monitored and know the rules of the class  
• Students monitor their own behavior  
• Rules are clearly and consistently applies (no favoritism is evident)  
• Teacher is always aware of what is going on and uses this awareness to influence student behavior through redirection and proximity  
• Teacher encourages students to monitor their own behavior  
• Student behavior reflects what teachers have done to establish and maintain standards |
| • Expectations  
• Monitoring behavior  
• Response to misbehavior |  |
| 2e – Organizing physical space | • Classrooms are organized for effective teaching  
• Classroom is safe (cords, computers, heavy objects, etc. are secure)  
• Diagrams/photos/videos of classroom  
• Furniture arrangement is appropriate for large and small group activity  
• Safety is evident – no bags, trash, clothing, etc.; aisles between desks, tables, etc. provide good traffic flow; school-wide procedures for emergency exiting or lockdown are provided.  
• Materials are accessible – teaching aids, boards, charts, projectors/computers are skillfully positioned and utilized  
• Transparencies/TV/board work/Powerpoints, posters, etc. are neat and clear for reading; high quality presentations and videos are evident and content appropriate  
• Appropriate use of technology is evident  
• Students are involved in supporting an organized, safe classroom through assisting with transitions, equipment, materials and supplies |
| • Safety and accessibly  
• Arrangement of furniture and resources |  |
## DOMAIN #3 – INSTRUCTION

Is concerned with the teacher’s skill in engaging students in learning the content, and includes the wide range of instructional strategies that enable students to learn.

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| 3a – Communicating with students  
  • Expectations for learning  
  • Directions and procedures  
  • Explanations of content  
  • Uses of oral and written language | • A sampling of assignments that clearly show that you expect from the students is clearly evident; communication is clear and effective  
• Electronic communication with students (e-mail, Canvas, Edmodo, etc.)  
• Class websites are updated regularly  
• Gradebooks are updated regularly  
  *To be observed during classroom observation*  
• Teachings facilitate strong classroom discussion  
• Students take initiative in classroom discussion  
• Teacher explains to students the purpose of particular assignment/activity/learning  
• Clear directions and explanations (oral and written)  
• Vivid, expressive language is used to enhance student experience  
• Language is audible, legible; correct usage, spelling etc. is apparent  
• Teacher carefully chooses words, using rich vocabulary for student to model |

| 3b – Using questioning and discussion techniques  
  • Quality of questions  
  • Discussion techniques  
  • Student participation | • If the teacher’s formal observation is not “heavy on questioning/discussion, teacher should provide a sampling of activities that exhibit his/her ability to develop/implement effective questions in varying group settings (whole class/small group/differentiated settings, etc.)  
• Video and audio of small and large group instruction  
  *To be observed during classroom observation*  
• All questioning/discussion activities are at a high level and consistent with the learning objectives of the lesson/unit  
• Students are grouped appropriately to achieve the most learning form the questioning/discussion  
• Instructional materials (technology/handouts/speakers/etc.) are used effectively to promote effective questioning/discussion  
• Students take an active role in the questioning/discussion  
• Essential question is posted for each lesson; question is asked by teacher and answered by students throughout the lesson  
• Questions engage students in an exploration of content, are not rapid fire, low level, recitation of facts.  
• “Think time” is allowed before responses  
• ALL Students are engage in discussion not just a few; students often take the initiative  
• Teacher stays of topic, uses follow-up, rephrases and applies what students contribute or pose. |
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<thead>
<tr>
<th>3C – Engaging students in learning</th>
<th>3d – Using assessments in instruction</th>
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<tbody>
<tr>
<td>• Activities and assignments</td>
<td>SIMILAR TO DOMAIN 1f</td>
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<tr>
<td>• Student groups</td>
<td>• Samples of diagnostic tests</td>
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<tr>
<td>• Instructional materials and</td>
<td>• Examples of pre-test/post test</td>
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<td>resources</td>
<td>• Examples of formative/summative</td>
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<td>• Structure and pacing</td>
<td>assessments</td>
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<td>• Examples of feedback given to the</td>
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<td></td>
<td>students</td>
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<td>• Examples of rubrics</td>
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<td>• Exit tickets</td>
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<td>• Student growth objectives</td>
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<td></td>
<td>• Student created assessments</td>
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<td>• Teacher and peer comments of student work</td>
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<td></td>
<td>• Teachers uses body language such as</td>
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<td></td>
<td>nods, quizzical looks, etc. to</td>
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<td></td>
<td>encourage students</td>
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<td></td>
<td>• Effective feedback that is specific,</td>
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<td>descriptive, understandable;</td>
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<td>Feedback SI NOT praise, grades,</td>
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<td>encouragement or criticism</td>
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<td>• Comments give students information</td>
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<td>the need to adjust the way they</td>
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<td>are going to get better at it or</td>
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<td>solve a problem; it provides the</td>
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<td>time to thing and reflect;</td>
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<td>performance is related to</td>
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<td>standards</td>
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<td>• All feedback is provided in a</td>
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<td>timely fashion, “on the spot” or</td>
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<td>on work products, as needed to</td>
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<td>support learning.</td>
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**DOMAIN #4 – PROFESSIONAL RESPONSIBILITIES**

Addresses a teacher’s additional professional responsibilities, included self-assessment and reflect, communication with parents, participating in ongoing professional development, and contributing to the school and district environment.

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<td><strong>4a – Reflecting on teaching</strong></td>
<td>• Lesson plans/assignments/unit plans from multiple years that show change/growth/adaptation</td>
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<tr>
<td>• Accuracy</td>
<td>• Written reflection on lesson taught</td>
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<td>• Use in future teaching</td>
<td>• Pre and post tests with explanations</td>
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<td></td>
<td>• Student survey</td>
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<td>• Audio/video tape of class lesson</td>
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<td>• Peer observations</td>
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<td><strong>4b – Maintaining accurate records</strong></td>
<td>• Gradebook maintained</td>
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<td>• Student completion of assignments</td>
<td>• Class website maintained</td>
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<td>• Student progress is learning</td>
<td>• Classroom inventory</td>
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<td>• Non-instruction records</td>
<td>• Student assessment data organized</td>
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<td>• Budgets</td>
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<td>• Progress monitoring</td>
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<td>• Data binder</td>
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<td><strong>4c – Communicating with families</strong></td>
<td>• Classroom newsletters</td>
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<tr>
<td>• About instructional program</td>
<td>• Classroom website</td>
</tr>
<tr>
<td>• About individual students</td>
<td>• List of classroom volunteers</td>
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<tr>
<td>• Engagement of families in instructional program</td>
<td>• List of communication with parents about student progress/success (e-mail/phone/meeting). Keep an accurate log.</td>
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<td>• Examples of assignments geared particularly for families (photo frames, Mother’s Day cards, etc.)</td>
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<td>• Teacher-organized community activates</td>
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<td>• E-mails</td>
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<td>• Parent conferences</td>
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<td>• Conference summaries</td>
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<td>• Class handbook</td>
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<td>• Documents that demonstrate that parents are encouraged to actively assist their child’s education</td>
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<td>• Parental responses to student inventories</td>
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<td><strong>4d – Participating in a professional community</strong></td>
<td>• A list of all committees on which the teacher serves and in what capacity (local, state, national, teacher associations, etc.)</td>
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<tr>
<td>• Relationships with colleagues</td>
<td>• A list of all extra-curricular activities supervised/coached</td>
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<td>• Participation in school projects</td>
<td>• A list of all volunteer work/paid within the school (scheduling, Market Day, book fairs, ticket taker, etc.)</td>
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<tr>
<td>• Involvement in culture of professional inquiry</td>
<td>• A list of all presentations made at the local, state and national level</td>
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<td>• Service to school</td>
<td>• A list of workshops/meetings attended as a representative of the district</td>
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<td>• List of blogs you follow/post/run (education related)</td>
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<td>• Meeting notes</td>
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<td>• Participation in professional organizations supporting academic inquiry</td>
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<td>• Movement beyond one’s own classroom</td>
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</tbody>
</table>
### 4e – Growth and developing professionally
- Enhancement of content knowledge and pedagogical skill
- Service to the profession

See DOMAIN 1a
- Examples of local professional development communities
- Reading current literature
- Best practices website reviews
- Action research
- National Board Certification
- Mentoring
- Supervising student teachers
- Professional organization membership
- Teacher awards
- Coordinate study groups or book clubs (content or practice related)

### 4f – Showing professionalism
- Integrity/ethical conduct
- Service to students
- Advocacy
- Decision-making
- Compliance with school/district regulations

- Be on time
- Dress appropriately
- Be positive
- Help students
- Follow the teacher handbook/board policies
- Professional organization leadership roles
- Leadership roles in the school or in the community
- Helpfulness to students needing extra support/help
- Advocate for underserved students
- Being open-minded and willing to adopt new approaches