**Performance Levels:** *These scores have been developed by the Council of Teacher Education and are based on the Danielson 2022 framework scores.*

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| **N/A = Not Observed** | **1 = Needs Improvement** | **2 = Novice** | **3 =Intermediate** |  |  |

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| **Domain 2:** **Learning Environments** | **Performance** **Level**  | **Evidence** | **Strengths** | **Next Steps** |
| **2a: Cultivating Respectful and Affirming Environments***Positive relationships**Sense of belonging**Cultural responsiveness**Positive conflict resolution*Greets students by nameCalm, respectful voiceUnconditional positive regardIdentify and validate student emotionsGroup meetings (circles)Flexible grouping |  |  |  |  |
| **2b: Fostering a Culture for Learning***Purpose and motivation**Dispositions for learning**Student agency and pride in work**Support and perseverance*Know about and make connections to students’ livesStrengths-based mindsetSet high expectations and provide scaffoldsMake learning fun |  |  |
| **2c: Maintaining Purposeful Environments***Productive collaboration**Student autonomy and responsibility**Equitable access to resources and supports**Non-instructional tasks*Teach transitionsTeach and reinforce routines/proceduresPredictable schedule-posted |  |  |
| **2d: Supporting Positive Student Behavior***Setting expectations**Expectations for the learning community**Modeling and teaching habits of character**Self-monitoring and the collective responsibility*Teacher self-regulation-words and actionsTeach student self-regulation.Incorporate brain breaks.Consistent expectations and consequencesLogical/natural consequencesAvoid public shaming |  |  |
| **2e: Organizing Spaces for Learning***Safety and accessibility* *Design for learning and development**Co-creation and shared ownership* |  |  |
| **Domain 3:****Learning Experiences** | **Performance** **Level**  | **Evidence** | **Strengths** | **Next Steps** |
| **3a: Communicating About Purpose and Content***Purpose for learning and criteria for success**Specific expectations**Explanation of content**Use of academic language* |  |  |  |  |
| **3b: Using Questioning and Discussion Techniques***Critical thinking and deeper learning**Reasoning and reflection**Student participation*Provide options for student participation |  |  |
| **3c: Engaging Students in Learning***Rich learning experiences**Collaboration and teamwork**Use of instructional materials and resources**Opportunities for thinking and reflection*Differentiation |  |  |
| **3d: Using Assessment for learning***Clear standards for success**Monitoring student understanding**Timely, constructive feedback\*Provide choices for acquiring and demonstrating knowledge (UDL) |  |  |
| **3e: Responding Flexibly to Student Needs***Evidence-based adjustments**Receptiveness and responsiveness**Determination and persistence*Provide appropriate scaffolds/accommodationsRecognize struggles and reteach |  |  |

**Feedback in Domains 1 and 4 is optional**

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| **N/A = Not Observed** | **1 = Needs Improvement** | **2 = Novice** | **3 =Intermediate** |  |  |

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| **Domain 1:****Planning and Preparation** | **Performance****Level**  | **Evidence** | **Strengths** | **Next Steps** |
| **1a: Applying Knowledge of Content and Pedagogy***Disciplinary expertise**Pedagogical content knowledge**Knowledge of interdisciplinary relationships and skills* |  |  |  |  |
| **1b: Knowing and Valuing Students***Respect for students’ identities**Understanding of students’ current knowledge & skills**Knowledge of whole child development**Knowledge of learning process and learning differences* |  |  |
| **1c: Setting Instructional Outcomes***Value and relevance**Alignment to grade-level standards**Clarity of purpose**Integration of multiple aspects of student development* |  |  |
| 1d: Using Resources Effectively*Instructional materials**Technology and digital resources**Supports for students* |  |  |
| 1e: Planning Coherent Instruction*Tasks and activities**Flexible learning**Student collaboration**Structure and flow* |  |  |
| **1f: Designing and Analyzing Assessments***Congruence with instructional outcomes**Criteria and standards**Planning formative assessments**Analysis and application* |  |  |
| **Domain 4:** **Professional Responsibilities** | **Performance Level** | **Evidence** | **Strengths** | **Next Steps** |
| **4a: Engaging in Reflective Practice***Self-assessment of teaching**Analysis and discovery**Application and continuous improvement* |  |  |  |  |
| **4b: Documenting Student Progress***Student progress toward mastery**Shared ownership**Maintaining reliable records* |  |  |
| **4c: Engaging families and communities***Respect and cultural competence**Community Values**Instructional program**Engagement in learning experiences* |  |  |
| **4d: Contributing to School Community & Culture***Relational trust and collaborative spirit**Culture of inquiry and innovation**Service to the school* |  |  |
| **4e: Growing and Developing Professionally***Curiosity and autonomy**Developing cultural competence**Enhancing knowledge and skills**Seeking and acting on feedback* |  |  |
| **4f: Acting in Service of Students***Acting with care, honesty, and integrity**Ethical decision-making**Advocacy* |  |  |

**NOTES/LESSON TRANSCRIPT**: