**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 name  Calm, respectful voice  Unconditional positive regard  Identify and validate student emotions  Group 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’ lives  Strengths-based mindset  Set high expectations and provide scaffolds  Make learning fun |  |  |
| **2c: Maintaining Purposeful Environments**  *Productive collaboration*  *Student autonomy and responsibility*  *Equitable access to resources and supports*  *Non-instructional tasks*  Teach transitions  Teach and reinforce routines/procedures  Predictable 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 actions  Teach student self-regulation.  Incorporate brain breaks.  Consistent expectations and consequences  Logical/natural consequences  Avoid 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/accommodations  Recognize struggles and reteach |  |  |

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

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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**: