

DISTRICT 742's DANIELSON COMPONENTS 2007-2008

DOMAIN 2: THE CLASSROOM ENVIRONMENT

COMPONENT 2B- Establishing a Culture for Learning

Rationale: Everyone is engaged in pursuits of value. High pride is taken in work. There are high expectations for all students and the environment is safe for risk taking. Everyone is cognitively busy.

Documentation: Student work is shown, positive and engaging interactions among teachers and students, students reveal in their conversations that they value learning and hard work.

ELEMENT	Unsatisfactory	Basic	Proficient	Distinguished
Importance of Content	<u>Teacher:</u> Negative attitude <u>Student:</u> Negative attitude	<u>Teacher:</u> Lack of conviction about content and importance of work <u>Student:</u> Minimal "buy-in"	<u>Teacher:</u> Genuine enthusiasm <u>Student:</u> Demonstrates consistent commitment to content's value	<u>Teacher:</u> Teacher wants and expects students to be engaged, be curious and pay attention to detail <u>Student:</u> Actively involved, curious, and shows attention to detail
Student Pride in Work	<u>Student:</u> Little or no pride in work. Working only to "get done"	<u>Student:</u> Invest little energy to do quality work	<u>Teacher:</u> Insistence of high quality work <u>Student:</u> Students accept the teacher's insistence of high quality work and demonstrates	<u>Student:</u> Takes obvious pride in work and initiates improvements on their own. Help peers and wants high quality work displayed
Expectations for Learning/Achievement	<u>Teacher:</u> Modest expectations conveyed	<u>Teacher:</u> Inconsistent expectations conveyed	<u>Teacher:</u> High expectations conveyed	<u>Teacher & Student:</u> Collaboratively established HIGH expectations

DOMAIN 3: INSTRUCTION

COMPONENT 3B- Using Questioning and Discussion Techniques

Rationale: Students reflect on their own understanding and consider new possibilities. Teachers probe student's answers, frame highly cognitively challenging questions and ALL students are engaged, ALL voices are heard.

Documentation: Listening to types of responses and questions, teacher as facilitator and strategies used to involve students

ELEMENT	Unsatisfactory	Basic	Proficient	Distinguished
Quality of Questions	<u>Teacher:</u> Poor quality questions	<u>Teacher:</u> Combination of low and high quality questions with some inviting response	<u>Teacher:</u> Most questions are high quality. Adequate time is given for response	<u>Teacher:</u> Uniformly high quality, adequate time for response. <u>Student:</u> Formulate many of the questions
Discussion Techniques	<u>Teacher:</u> Mediating all questions and answers	<u>Teacher:</u> Makes some attempts to engage students in discussion	<u>Teacher:</u> True discussion happens with teacher, when appropriate, stepping to the side	<u>Student:</u> Takes responsibility for discussion, initiating topics and making unsolicited contributions
Student Participation	<u>Student:</u> Only a few participate	<u>Teacher:</u> Attempts to engage all students but with limited success	<u>Teacher:</u> Engages all students	<u>Student:</u> Ensure that all voices are heard in discussion

DOMAIN 3: INSTRUCTION

COMPONENT 3C: Engaging Students in Learning (not the same as time on task)

Rationale: Intellectual involvement with content, minds on vs hands on, depth rather than breadth, student choice, relevant and authentic instruction, defined structure of lesson.

Documentation: Questioning of students, student's questions, work samples

ELEMENT	Unsatisfactory	Basic	Proficient	Distinguished
Representation of Content	<u>Teacher:</u> Inappropriate and unclear	<u>Teacher:</u> Inconsistent	<u>Teacher:</u> Appropriate and links with student knowledge	<u>Teacher:</u> Appropriate and links with knowledge <u>Students:</u> Contribute to representation of content
Activities and Assignments	<u>Teacher:</u> Inappropriate for age or background <u>Student:</u> No mental engagement	<u>Teacher:</u> Some activities are inappropriate <u>Students:</u> Sometimes engaged	<u>Teacher:</u> Most activities are appropriate <u>Students:</u> Almost all engaged	<u>Student:</u> All engaged and initiate or adapt activities to enhance understanding
Grouping of Students	<u>Teacher:</u> Inappropriate groups	<u>Teacher:</u> Partially appropriate groups	<u>Teacher:</u> Productive and appropriate groups	<u>Teacher:</u> Productive and appropriate groups <u>Student:</u> Initiate to influence groups
Instructional Materials and Resources	<u>Teacher:</u> Materials unsuitable to goals <u>Students:</u> No engagement	<u>Teacher:</u> Materials partially suitable <u>Student:</u> Moderate engagement	<u>Teacher:</u> Materials are suitable <u>Student:</u> Students are engaged	<u>Teacher:</u> Materials are suitable <u>Student:</u> Initiate choice, adaptation or creation of materials
Structure and Pacing	<u>Teacher:</u> No structure, pacing is slow	<u>Teacher:</u> Some structure but not maintained, pacing is inconsistent	<u>Teacher:</u> Clearly defined structure, pacing consistent	<u>Teacher:</u> Structure is highly coherent and pacing is appropriate for all