



Comparison of Danielson Framework for Teaching 2013/2022

Created by Gina Sierra of West40 ISC#2

Danielson 2013	Danielson 2022
Domain 1: Planning and Preparation ● 1A: Demonstrating Knowledge of Content and Pedagogy ○ Content Knowledge ○ Prerequisite relationships ○ Content Pedagogy ● 1B: Demonstrating Knowledge of Students ○ Child Development ○ Learning Process ○ Specials Needs ○ Student Skills, Knowledge, and Proficiency ○ Interests and Cultural heritage ● 1C: Setting Instructional Outcomes ○ Value, Sequence, & Alignment ○ Clarity ○ Balance ○ Suitability for diverse learners ● 1D: Demonstrating Knowledge of Resources ○ Resources for classroom ○ Resources to extend content knowledge and pedagogy ○ Resources for students ● 1E: Designing Coherent Instruction ○ Learning Activities ○ Instructional Materials and Resources ○ Instructional Groups ○ Lesson and Unit Structure ● 1F: Designing Student Assessments ○ Congruence with instructional outcomes ○ Criteria and standards ○ Design of formative assessments ○ Use for planning	Domain 1: Planning and Preparation ● 1A: Applying Knowledge of Content & 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 and Skills ○ Knowledge of Whole Child Development ○ Knowledge of the 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 2: Classroom Environment ● 2A: Creating and Environment of Respect and Rapport ○ Teacher Interaction with Students ○ Student Interaction with Students ● 2B: Establishing a Culture for Learning ○ Importance of Content ○ Expectations for Learning and Achievement ○ Student Pride in Work ● 2C: Managing Classroom Procedures ○ Instructional Groups ○ Transitions ○ Materials and Supplies ○ Non-Instructional Duties ○ Supervision of Volunteers and	Domain 2: Learning Environments ● 2A: Cultivating Respectful and Affirming Environments ○ Positive Relationships ○ Sense of Belonging ○ Cultural Responsiveness ○ Positive Conflict Resolution ● 2B: Fostering a Culture for Learning ○ Purpose and Motivation ○ Dispositions for Learning ○ Student Agency and Pride in Work ○ Support and Perseverance ● 2C: Maintaining Purposeful Environments ○ Productive Collaboration ○ Student Autonomy and Responsibility ○ Equitable Access to Resources and



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Paraprofessionals ● 2D: Managing Student Behavior ○ Expectations ○ Monitoring Behavior ○ Response to Misbehavior ● 2E: Organizing Physical Space ○ Safety and Accessibility ○ Arrangement of furniture and Resources	Supports ○ Non-Instructional Tasks ● 2D: Supporting Positive Student Behavior ○ Expectations for the Learning Community ○ Modeling and Teaching Habits of Character ○ Self-Monitoring and Collective Responsibility ● 2E: Organizing Spaces for Learning ○ Safety and Accessibility ○ Design for Learning and Development ○ Co-Creation and Shared Ownership
Domain 3: Instruction ● 3A: Communicating with Students ○ Expectations for Learning ○ Directions and procedures ○ Explanations of Content ○ Use of Oral and Written Language ● 3B: Using Questioning and Discussion Techniques ○ Quality of Questions ○ Discussion Techniques ○ Student Participation ● 3C: Engaging Students in Learning ○ Activities and Assignments ○ Student Groups ○ Instructional Materials and Resources ○ Structure and Pacing ● 3D: Using Assessment in Instruction ○ Assessment Criteria ○ Monitoring of Student Learning ○ Feedback to Students ○ Student Self-Assessment and Monitoring ● 3E: Demonstrating Flexibility and Responsiveness ○ Lesson Adjustments ○ Response to Students ○ Persistence	Domain 3: Learning Experiences ● 3A: Communicating About Purpose and Content ○ Purpose for Learning and Criteria for Success ○ Specific Expectations ○ Explanations of Content ○ Use of Academic Language ● 3B: Using Questioning and Discussion Techniques ○ Critical Thinking and Deeper Learning ○ Reasoning and Reflection ○ Student Participation ● 3C: Engaging Students in Learning ○ Rich Learning Experiences ○ Collaboration and Teamwork ○ Use of Instructional Materials and Resources ○ Opportunities for Thinking and Reflection ● 3D: Using Assessment for Learning ○ Clear Standards for Success ○ Monitoring Student Understanding ○ Timely, Constructive Feedback ● 3E: Responding Flexibly to Student Needs ○ Evidence-Based Adjustments ○ Receptiveness and Responsiveness ○ Determination and Persistence
Domain 4: Professional Responsibilities ● 4A: Reflecting on Teaching ○ Accuracy ○ Use in Future Teaching ● 4B: Maintaining Accurate Records ○ Student Completion of Assignments ○ Student Progress in Learning ○ Non-Instructional Records ● 4C: Communicating with Families ○ About Instructional Program ○ About Individual Students ○ Engagement of Families in Instructional	Domain 4: Principled Teaching ● 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



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Program ● 4D: Participating in a Professional Community ○ Relationships with Colleagues ○ Participation in School Projects ○ Involvement in Culture of professional Inquiry ○ Service to School ● 4E: Growing and Developing Professionally ○ Enhancement of Content Knowledge and Pedagogy Skill ○ Receptivity to Feedback from Colleagues ○ Service to Profession ● 4F: Showing Professionalism ○ Integrity/Ethical Conduct ○ Service to Students ○ Advocacy ○ Decision-Making ○ Compliance with School/District Regulations	○ Instructional Program ○ Engagement in Learning Experiences ● 4D: Contributing to School Community and 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 in Schools ○ Acting with Care, Honesty & Integrity ○ Ethical Decision-Making ○ Advocacy
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