



Comparison of Danielson Framework for Teaching 2013/2022

Created by Gina Sierra of West40 ISC#2

Danielson 2013	Danielson 2022
<p>Domain 1: Planning and Preparation</p> <ul style="list-style-type: none"> ● 1A: Demonstrating Knowledge of Content and Pedagogy <ul style="list-style-type: none"> ○ Content Knowledge ○ Prerequisite relationships ○ Content Pedagogy ● 1B: Demonstrating Knowledge of Students <ul style="list-style-type: none"> ○ Child Development ○ Learning Process ○ Specials Needs ○ Student Skills, Knowledge, and Proficiency ○ Interests and Cultural heritage ● 1C: Setting Instructional Outcomes <ul style="list-style-type: none"> ○ Value, Sequence, & Alignment ○ Clarity ○ Balance ○ Suitability for diverse learners ● 1D: Demonstrating Knowledge of Resources <ul style="list-style-type: none"> ○ Resources for classroom ○ Resources to extend content knowledge and pedagogy ○ Resources for students ● 1E: Designing Coherent Instruction <ul style="list-style-type: none"> ○ Learning Activities ○ Instructional Materials and Resources ○ Instructional Groups ○ Lesson and Unit Structure ● 1F: Designing Student Assessments <ul style="list-style-type: none"> ○ Congruence with instructional outcomes ○ Criteria and standards ○ Design of formative assessments ○ Use for planning 	<p>Domain 1: Planning and Preparation</p> <ul style="list-style-type: none"> ● 1A: Applying Knowledge of Content & Pedagogy <ul style="list-style-type: none"> ○ Disciplinary Expertise ○ Pedagogical Content Knowledge ○ Knowledge of Interdisciplinary Relationships and Skills ● 1B: Knowing and Valuing Students <ul style="list-style-type: none"> ○ 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 <ul style="list-style-type: none"> ○ Value and Relevance ○ Alignment to Grade-Level Standards ○ Clarity of Purpose ○ Integration of Multiple Aspects of Student Development ● 1D: Using Resources Effectively <ul style="list-style-type: none"> ○ Instructional Materials ○ Technology and Digital Resources ○ Supports for Students ● 1E: Planning Coherent Instruction <ul style="list-style-type: none"> ○ Tasks and Activities ○ Flexible Learning ○ Student Collaboration ● 1F: Designing and Analyzing Assessments <ul style="list-style-type: none"> ○ Congruence with Instructional Outcomes ○ Criteria and Standards ○ Planning formative assessments ○ Analysis and application
<p>Domain 2: Classroom Environment</p> <ul style="list-style-type: none"> ● 2A: Creating and Environment of Respect and Rapport <ul style="list-style-type: none"> ○ Teacher Interaction with Students ○ Student Interaction with Students ● 2B: Establishing a Culture for Learning <ul style="list-style-type: none"> ○ Importance of Content ○ Expectations for Learning and Achievement ○ Student Pride in Work ● 2C: Managing Classroom Procedures <ul style="list-style-type: none"> ○ Instructional Groups ○ Transitions ○ Materials and Supplies ○ Non-Instructional Duties ○ Supervision of Volunteers and Paraprofessionals 	<p>Domain 2: Learning Environments</p> <ul style="list-style-type: none"> ● 2A: Cultivating Respectful and Affirming Environments <ul style="list-style-type: none"> ○ Positive Relationships ○ Sense of Belonging ○ Cultural Responsiveness ○ Positive Conflict Resolution ● 2B: Fostering a Culture for Learning <ul style="list-style-type: none"> ○ Purpose and Motivation ○ Dispositions for Learning ○ Student Agency and Pride in Work ○ Support and Perseverance ● 2C: Maintaining Purposeful Environments <ul style="list-style-type: none"> ○ Productive Collaboration ○ Student Autonomy and Responsibility ○ Equitable Access to Resources and Supports



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<ul style="list-style-type: none"> ● 2D: Managing Student Behavior <ul style="list-style-type: none"> ○ Expectations ○ Monitoring Behavior ○ Response to Misbehavior ● 2E: Organizing Physical Space <ul style="list-style-type: none"> ○ Safety and Accessibility ○ Arrangement of furniture and Resources 	<ul style="list-style-type: none"> ○ Non-Instructional Tasks ● 2D: Supporting Positive Student Behavior <ul style="list-style-type: none"> ○ Expectations for the Learning Community ○ Modeling and Teaching Habits of Character ○ Self-Monitoring and Collective Responsibility ● 2E: Organizing Spaces for Learning <ul style="list-style-type: none"> ○ Safety and Accessibility ○ Design for Learning and Development ○ Co-Creation and Shared Ownership
<p>Domain 3: Instruction</p> <ul style="list-style-type: none"> ● 3A: Communicating with Students <ul style="list-style-type: none"> ○ Expectations for Learning ○ Directions and procedures ○ Explanations of Content ○ Use of Oral and Written Language ● 3B: Using Questioning and Discussion Techniques <ul style="list-style-type: none"> ○ Quality of Questions ○ Discussion Techniques ○ Student Participation ● 3C: Engaging Students in Learning <ul style="list-style-type: none"> ○ Activities and Assignments ○ Student Groups ○ Instructional Materials and Resources ○ Structure and Pacing ● 3D: Using Assessment in Instruction <ul style="list-style-type: none"> ○ Assessment Criteria ○ Monitoring of Student Learning ○ Feedback to Students ○ Student Self-Assessment and Monitoring ● 3E: Demonstrating Flexibility and Responsiveness <ul style="list-style-type: none"> ○ Lesson Adjustments ○ Response to Students ○ Persistence 	<p>Domain 3: Learning Experiences</p> <ul style="list-style-type: none"> ● 3A: Communicating About Purpose and Content <ul style="list-style-type: none"> ○ Purpose for Learning and Criteria for Success ○ Specific Expectations ○ Explanations of Content ○ Use of Academic Language ● 3B: Using Questioning and Discussion Techniques <ul style="list-style-type: none"> ○ Critical Thinking and Deeper Learning ○ Reasoning and Reflection ○ Student Participation ● 3C: Engaging Students in Learning <ul style="list-style-type: none"> ○ Rich Learning Experiences ○ Collaboration and Teamwork ○ Use of Instructional Materials and Resources ○ Opportunities for Thinking and Reflection ● 3D: Using Assessment for Learning <ul style="list-style-type: none"> ○ Clear Standards for Success ○ Monitoring Student Understanding ○ Timely, Constructive Feedback ● 3E: Responding Flexibly to Student Needs <ul style="list-style-type: none"> ○ Evidence-Based Adjustments ○ Receptiveness and Responsiveness ○ Determination and Persistence
<p>Domain 4: Professional Responsibilities</p> <ul style="list-style-type: none"> ● 4A: Reflecting on Teaching <ul style="list-style-type: none"> ○ Accuracy ○ Use in Future Teaching ● 4B: Maintaining Accurate Records <ul style="list-style-type: none"> ○ Student Completion of Assignments ○ Student Progress in Learning ○ Non-Instructional Records ● 4C: Communicating with Families <ul style="list-style-type: none"> ○ About Instructional Program ○ About Individual Students ○ Engagement of Families in Instructional Program 	<p>Domain 4: Principled Teaching</p> <ul style="list-style-type: none"> ● 4A: Engaging in Reflective Practice <ul style="list-style-type: none"> ○ Self-Assessment of Teaching ○ Analysis and Discovery ○ Application and Continuous Improvement ● 4B: Documenting Student Progress <ul style="list-style-type: none"> ○ Student Progress Toward Mastery ○ Shared Ownership ○ Maintaining Reliable Records ● 4C: Engaging Families and Communities <ul style="list-style-type: none"> ○ Respect and Cultural Competence ○ Community Values ○ Instructional Program



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<ul style="list-style-type: none">● 4D: Participating in a Professional Community<ul style="list-style-type: none">○ Relationships with Colleagues○ Participation in School Projects○ Involvement in Culture of professional Inquiry○ Service to School● 4E: Growing and Developing Professionally<ul style="list-style-type: none">○ Enhancement of Content Knowledge and Pedagogy Skill○ Receptivity to Feedback from Colleagues○ Service to Profession● 4F: Showing Professionalism<ul style="list-style-type: none">○ Integrity/Ethical Conduct○ Service to Students○ Advocacy○ Decision-Making○ Compliance with School/District Regulations	<ul style="list-style-type: none">○ Engagement in Learning Experiences● 4D: Contributing to School Community and Culture<ul style="list-style-type: none">○ Relational Trust and Collaborative Spirit○ Culture of Inquiry and Innovation○ Service to the School● 4E: Growing and Developing Professionally<ul style="list-style-type: none">○ Curiosity and Autonomy○ Developing Cultural Competence○ Enhancing Knowledge and Skills○ Seeking and Acting on Feedback● 4F: Acting in Service in Schools<ul style="list-style-type: none">○ Acting with Care○ Ethical Decision-Making○ Advocacy
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