


YEAR A 	FALL	WINTER	SPRING
THE DANIELSON FRAMEWORK FOR TEACHING	CLUSTER 1: CLARITY & ACCURACY	CLUSTER 3: CLASSROOM MANAGEMENT	CLUSTER 5: SUCCESSFUL LEARNING
	<p><b>LEARNING OUTCOMES</b> are clear and ambitious, reflect important content knowledge, and contribute to the social, emotional, and intellectual development of students.</p> <p><b>SUCCESS CRITERIA &amp; ACTIVITIES</b> are clear, aligned to the outcomes, and used consistently to engage all students in the intellectual work of learning</p> <p><b>PRESENTATION &amp; EXPLANATION</b> of the content are rich and nuanced, bringing even difficult concepts to life for students.</p>	<p><b>ROUTINES &amp; PROCEDURES</b> create efficiency and clarity to support joyful, productive engagement in learning activities.</p> <p><b>COLLECTIVE RESPONSIBILITY</b> is shown by all members of the classroom community through monitoring of the standards of conduct, execution of procedures and routines, and productive contributions to learning.</p> <p><b>PHYSICAL ENVIRONMENT</b> is supportive of learning and appropriate for the social, emotional, and academic needs of all students.</p>	<p><b>ASSESSMENT</b>, both of learning and for learning, occurs frequently and through a variety of means; it is aligned to outcomes and success criteria.</p> <p><b>FEEDBACK TO STUDENTS</b> is provided by the teacher, other students, and the activities and tasks themselves; it advances learning and informs necessary modifications and additional supports.</p> <p><b>ANALYSIS &amp; REFLECTION</b> are a consistent aspect of learning; the teacher and students themselves assume responsibility for student learning.</p>
A	In what ways do your learning outcomes challenge students to think critically?	In what ways is your classroom well run and organized?	In what ways do you ensure learning by all students?
B	In what ways are learning outcomes reflective of the standards of the discipline and appropriate to the students' levels of knowledge and skill?	How are classroom routines/procedures clear and carried out efficiently to prevent loss of instructional time?	What are some ways you monitor student understanding through specifically designed questions or assessment strategies?
C	What examples do you see of congruence between the activities and instructional outcomes?	How do students themselves take an active role in ensuring a productive classroom?	What are some examples of students monitoring their own learning and providing constructive feedback to classmates?
D	What might be some ways to adapt lessons to meet the needs of all students?	In what ways do students not only adhere to behavior expectations, but also play an active part in setting the tone for maintaining those standards?	How do you make strategic modifications to your lessons or leverage other sources of support based on student learning and progress?
E	How does your deep understanding of the content support intellectual work by students during lessons?	How does the physical environment in your classroom support learning and engagement?	When you reflect on a lesson or unit, what are some ways you demonstrate awareness of your success in promoting student engagement and learning?