


YEAR B 	FALL	WINTER	SPRING
THE DANIELSON FRAMEWORK FOR TEACHING	CLUSTER 2: LEARNING ENVIRONMENT	CLUSTER 4: INTELLECTUAL ENGAGEMENT	CLUSTER 6: PROFESSIONALISM
	<p>CARING & RESPECT are consistently shown between teacher and students and among students.</p> <p>INTELLECTUAL CHALLENGE is evidenced by high expectations, high levels of cognitive energy, and risk taking.</p> <p>SUPPORT & PERSISTENCE are demonstrated in the classroom environment; students persevere through challenges in their quest for mastery.</p>	<p>LESSON STRUCTURE & FLOW allow for and support intellectual engagement and productive struggle; students are given time to think, develop ideas, and reflect on their learning.</p> <p>IMPORTANT LEARNING occurs through well-designed activities, questions, and discussion; students view the content as worthwhile and interesting.</p> <p>STUDENT DISCOURSE demonstrates higher-order thinking, reasoning skills, and the ability to engage thoughtfully and respectfully with others' thinking and ideas.</p>	<p>CONTINUOUS PROFESSIONAL LEARNING and improvement are valued and consistently demonstrated through an inquiry- based, growth-focused, and results-oriented approach to professional engagement.</p> <p>COLLABORATION with colleagues occurs frequently, involves active engagement, and is characterized by commitment and trust.</p> <p>HONESTY & INTEGRITY are consistently evident in the teacher's work and in interactions with colleagues, families, community members, and students.</p>
A	In what ways do classroom interactions demonstrate genuine caring and a safe, respectful, supportive, and challenging learning environment?	How do the structure and flow of lessons support the development of ideas and opportunities for students to engage in thoughtful discussion and reflection?	How do you support a strong school culture and a climate of trust for staff, students, and families?
B	How do you convey high expectations for student learning and encourage hard work and perseverance?	In what ways do instructional activities and questions explored promote intellectual engagement and energy in your classroom?	In what ways do you collaborate with colleagues to advance student learning?
C	In what ways do you create a classroom that is safe for risk taking?	In what ways are students asked to explain their thinking, construct arguments, and question the thinking of others?	How do you maintain accurate records of student work completion and academic progress?
D	How do students take ownership of their work and demonstrate a commitment to mastering challenging content?	How do you create the conditions for students to take responsibility for their own learning?	How do you engage with families as partners in their child's education?
E	How do you establish environments that recognize and value students' identities as well as their social, emotional, and intellectual needs?	How do activities invite students to grapple with challenging content and solve problems in their collaborative and individual work?	How do you demonstrate commitment to ongoing professional development?