

Indian Prairie School District's Framework for Teaching

based upon 2013 Danielson Framework for Teaching Evaluation Instrument

<p>Domain 1 - Planning and Preparation</p> <p>1a: Demonstrating Knowledge of Content and Pedagogy</p> <ul style="list-style-type: none"> Knowledge of content and the structure of the discipline Knowledge of prerequisite relationships Knowledge of content-related pedagogy <p>1b: Demonstrating Knowledge of Students</p> <ul style="list-style-type: none"> Knowledge of child and adolescent development Knowledge of the learning process Knowledge of students' skills, knowledge, and language proficiency Knowledge of students' interests and cultural heritage Knowledge of students' special needs <p>1c: Setting Instructional Outcomes</p> <ul style="list-style-type: none"> Value, sequence, and alignment Clarity Balance Suitability for diverse learners <p>1d: Designing Coherent Instruction</p> <ul style="list-style-type: none"> Learning activities Instructional materials and resources Instructional groups Lesson and unit structure <p>1e: Designing Student Assessments</p> <ul style="list-style-type: none"> Congruence with instructional outcomes Criteria and standards Design of formative assessments Use for planning 	<p>Domain 2 – Classroom Environment</p> <p>2a: Creating an Environment of Respect and Rapport</p> <ul style="list-style-type: none"> Teacher interaction with students Student interactions with other students <p>2b: Establishing a Culture for Learning</p> <ul style="list-style-type: none"> Importance of the content Expectations for learning and achievement Student pride in work <p>2c: Managing Classroom Procedures and Physical Space</p> <ul style="list-style-type: none"> Management of instructional groups Management of transitions Management of materials and supplies Safety and accessibility Arrangement of furniture and use of physical resources Performance of noninstructional duties Supervision of volunteers and paraprofessionals <p>2d: Managing Student Behavior</p> <ul style="list-style-type: none"> Expectations Monitoring of student behavior Response to student misbehavior
<p style="text-align: center;">Reflecting on Professional Practice</p>	
<p>Domain 4 – Professional Responsibilities</p> <p>4a: Reflecting on Teaching</p> <ul style="list-style-type: none"> Accuracy Use in future teaching <p>4b: Maintaining Accurate Records</p> <ul style="list-style-type: none"> Student completion of assignments Student progress in learning Noninstructional records <p>4c: Communicating with Families</p> <ul style="list-style-type: none"> Information about the instructional program Information about individual students Engagement of families in the instructional program <p>4d: Growing Individually and Collectively as a Practitioner</p> <ul style="list-style-type: none"> Relationships with colleagues Involvement in a culture of professional inquiry Enhancement of content knowledge and pedagogical skills Receptivity to feedback from colleagues Service to school, district and the profession <p>4e: Showing Professionalism</p> <ul style="list-style-type: none"> Integrity and ethical conduct Service to students Advocacy Decision making Compliance with school and district regulations 	<p>Domain 3 - Instruction</p> <p>3a: Communicating with Students</p> <ul style="list-style-type: none"> Expectations for learning Directions and procedures Explanations of content Use of oral and written language <p>3b: Using Questioning and Discussion Techniques</p> <ul style="list-style-type: none"> Quality of questions Discussion techniques Student participation <p>3c: Engaging Students in Learning</p> <ul style="list-style-type: none"> Activities and assignments Instructional materials and resources Grouping of students Structure and pacing <p>3d: Using Assessment in Instruction</p> <ul style="list-style-type: none"> Assessment criteria Monitoring of student learning Feedback to students Student self-assessment and monitoring of progress <p>3e: Demonstrating Flexibility and Responsiveness</p> <ul style="list-style-type: none"> Lesson adjustment Response to students Persistence

Common Themes: Equity, Cultural Competence, High Expectations, Developmental Appropriateness, Attention to Individual Students (including those with special needs), Appropriate Use of Technology, Student Assumption of Responsibility