

Indian Prairie School District's Framework for Teaching- Instructional Specialists

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 Colleagues and Adult Learners</p> <ul style="list-style-type: none"> Knowledge of the learning process Knowledge of skills and content Knowledge of student and colleague needs <p>1c: Setting Instructional Goals</p> <ul style="list-style-type: none"> Value, sequence, and alignment Clarity Balance Suitability for diverse learners <p>1d: Designing Coherent Instruction with Resources</p> <ul style="list-style-type: none"> Learning activities Instructional materials and resources Instructional groups Lesson and unit structure <p>1e: Designing An Evaluative Plan</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"> Interaction with students/colleagues Facilitation of interactions among students/colleagues <p>2b: Establishing a Culture for Instructional Improvement</p> <ul style="list-style-type: none"> Importance of the content Expectations for learning and achievement <p>2c: Managing 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 <p>2d: Managing Behavior and Expectations</p> <ul style="list-style-type: none"> Expectations Monitoring of participant behavior Response to unprofessionalism
<p>Reflecting on Professional Practice</p>	
<p>Domain 4 – Professional Responsibilities</p> <p>4a: Reflecting on Practice</p> <ul style="list-style-type: none"> Accuracy Use in future teaching <p>4b: Maintaining Accurate Records</p> <ul style="list-style-type: none"> Completion of assignments Progress in learning Non-instructional records <p>4c: Communicating with Staff</p> <ul style="list-style-type: none"> Information about the instructional program Response to concerns Engagement of colleagues in the program <p>4d: Growing Individually and Collaboratively 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 and colleagues Advocacy Decision making Compliance with school and district regulations 	<p>Domain 3 – Instruction</p> <p>3a: Communicating with Staff</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 Ensure participation <p>3c: Engaging in Learning</p> <ul style="list-style-type: none"> Activities and assignments Instructional materials and resources Grouping of participants Structure and pacing <p>3d: Using Assessment in Instruction</p> <ul style="list-style-type: none"> Assessment criteria Monitoring of participants' learning Feedback to participants Participant self-assessment and monitoring of progress <p>3e: Demonstrating Flexibility and Responsiveness</p> <ul style="list-style-type: none"> Lesson adjustment Response to participants 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