Teaching Learning Succeeding

Power Slides ^{SM} and the Danielson Framework for Teaching

This document shows the connection between the elements of the Power Slide format and four critical components of the 26 components from the Danielson Framework for teaching. Please use the following key to aid in your understanding.

Connections between the Framework and Learning Targets are in red.
Connections between the Framework and essential agenda items are in blue.
Connections between the Framework and the Check, In, Out Process are in green.

Domain 1: Planning and Preparation

Component	Unsatisfactory (PDE= Failing)	Basic (PDE= Unsatisfactory)	Proficient	Distinguished
1e. Designing Coherent Instruction	Learning activities are poorly aligned with the instructional outcomes, do not follow an organized progression, are not designed to engage students in active intellectual activity, and have unrealistic time allocations. Instructional groups are not suitable to the activities and offer no variety.	Some of the learning activities and materials are aligned with the instructional outcomes and represent moderate cognitive challenge, but with no differentiation for different students. Instructional groups partially support the activities, with some variety. The lesson or unit has a recognizable structure; but the progression of activities is uneven, with only some reasonable time allocations.	Most of the learning activities are aligned with the instructional outcomes and follow an organized progression suitable to groups of students. The learning activities have reasonable time allocations; they represent significant cognitive challenge, with some differentiation for different groups of students and varied use of instructional groups.	The sequence of learning activities follow a coherent sequence, is aligned to instructional goals, and is designed to engage students in high-level cognitive activity. These are appropriately differentiated for individual learners. Instructional groups are varied appropriately, with some opportunity for student choice.

TLS Note: When learning targets are crafted prior to the lesson agenda, it allows teachers to ensure that all agenda items connect back to the learning targets.
TLS Note: The agenda items offer students a clear understanding of how the class will be sequenced and how the agenda items connect to their progress toward the day's learning targets.

Domain 1: Planning and Preparation

Component	Unsatisfactory (PDE= Failing)	Basic (PDE= Unsatisfactory)	Proficient	Distinguished
1f: Designing student assessment	Teacher's approach to assessing student learning contains no clear criteria or standards, is poorly aligned with the instructional outcomes, or is inappropriate to many students. Assessment results not used in planning	Teacher's plan for student assessment is partially aligned with the instructional outcomes, without clear criteria, and inappropriate for at least some students. Teacher intends to use assessment results to plan for future instruction for the class as a whole.	Teacher's plan for student assessment is aligned with the instructional outcomes, using clear criteria, and is appropriate to the needs of students. Teacher intends to use assessment results to plan for future instruction for groups of students.	Teacher's plan for student assessment is fully aligned with the instructional outcomes, with clear criteria and standards that show evidence of student contribution in their development. Assessment methodologies may have been adapted for individuals, and the teacher uses assessment results to plan future instruction for individual students.

TLS Note: The Check In, On, and Out process contains formative assessment activities that directly connect to the learning targets for the lesson. The language for both the learning targets and the checks for understanding are written in student-friendly language and explain to the student how they will demonstrate their learning. For the teacher, the Check In, On, Out process allows teachers to assess student progress toward the learning targets and adjust instruction as needed.

Domain 3: Instruction

Component	Unsatisfactory (PDE= Failing)	Basic (PDE= Unsatisfactory)	Proficient	Distinguished
3c. **Engaging Students in Learning**	The learning tasks/activities, materials, and resources are poorly aligned with the instructional outcomes, or require only rote responses, with only one approach possible. The groupings of students are unsuitable to the activities. The lesson has no clearly defined structure, or the pace of the lesson is too slow or rushed.	The learning tasks and activities are partially aligned with the instructional outcomes but require only minimal thinking by students and little opportunity for them to explain their thinking, allowing most students to be passive or merely compliant. The groupings of students are moderately suitable to the activities. The lesson has a recognizable structure; however, the pacing of the lesson may not provide students the time needed to be intellectually engaged or may be so slow that many students have considerable amount of "downtime."	The learning tasks and activities are fully aligned with the instructional outcomes and are designed to challenge student thinking, inviting students to make their thinking visible. This technique results in active intellectual engagement by most students with important and challenging content and with teacher scaffolding to support that engagement. The groupings of students are suitable to the activities. The lesson has a clearly defined structure, and the pacing of the lesson is appropriate, providing most students the time needed to be intellectually engaged.	Virtually all students are intellectually engaged in challenging content through well-designed learning tasks and activities that require complex thinking by students. The teacher provides suitable scaffolding and challenges students to explain their thinking. There is evidence of some student initiation of inquiry and student contributions to the exploration of important content; students may serve as resources for one another. The lesson has a clearly defined structure, and the pacing of the lesson provides students the time needed not only to intellectually engage with and reflect upon their learning but also to consolidate their understanding.

"Student engagement in learning (3c) is the centerpiece of the framework for teaching; all other components contribute to it. When students are engaged in learning, they are not merely "busy," nor are they only "on task." Rather, they are intellectually active in learning important and challenging content. The critical distinction between a classroom in which students are compliant and busy, and one in which they are engaged, is that in the latter students are developing their understanding through what they do." (Danielson, 2011)

TLS Note: The goal of learning targets is to craft "I can.." statements that communicate to students not just what they will learn, but how they will show their learning. Verbs matter. Words such as compare/contrast, list, predict, create, conclude, and design invite students to make their thinking visible. John Hattie refers to this in his work as visible learning.

TLS Note: Mindful planning of agenda items ensures that students are actively intellectually engaged throughout the class period. Additionally, having learning targets clearly written prior to creating the agenda ensures that all class activities are focused on allowing students to practice the learning targets and ensure likelihood of being able to hit those targets by the end of the lesson.

TLS Note: The Check In, On, Out process ensures that students are being given ample opportunities to process their learning and for both students and teachers to compare where students are in their progress toward the learning objective to where they need to be by the end of the lesson. The process creates structure for the lesson and allows teachers to be mindful of how often they are intellectually engaging students in instruction.

Component	Unsatisfactory (PDE= Failing)	Basic (PDE= Unsatisfactory)	Proficient	Distinguished
3d. **Using Assessment In Instruction**	There is little or no assessment or monitoring of student learning; feedback is absent or of poor quality. Students do not appear to be aware of the assessment criteria and do not engage in self-assessment.	Assessment is used sporadically by teacher and/or students to support instruction through some monitoring of progress in learning. Feedback to students is general, students appear to be only partially aware of the assessment criteria used to evaluate their work, and few assess their own work. Questions, prompts, and assessments are rarely used to diagnose evidence of learning.	Assessment is used regularly by teacher and/or students during the lesson through monitoring of learning progress and results in accurate, specific feedback that advances learning. Students appear to be aware of the assessment criteria; some of them engage in self-assessment. Questions, prompts, assessments are used to diagnose evidence of learning.	Assessment is fully integrated into instruction through extensive use of formative assessment. Students appear to be aware of, and there is some evidence that they have contributed to, the assessment criteria. Students self-assess and monitor their progress. A variety of feedback, from both their teacher and their peers, is accurate, specific, and advances learning. Questions, prompts, assessments are used regularly to diagnose evidence of learning by individual students.

TLS Note: The Check In, On, Out process ensures during the planning process that each lesson contains ongoing assessment. Having checks for understanding that directly connect to the learning target allows teachers and students to monitor progress. Mindful interpretation of the results of this data allows teachers to provide feedback to encourage progression toward the learning target.

TLS Note: Having clearly written learning targets in student friendly language using "I Can... " statements make students aware from the beginning how they will demonstrate their learning throughout the lesson. The "I Can.." statements allow students to self-assess their progress toward the learning targets throughout the lesson.