FOCUS AREAS

1 Clarity & Accuracy
   - Learning Outcomes
   - Tasks & Activities
   - Presentations & Explanations

2 Learning Environment
   - Caring & Respect
   - Intellectual Challenge
   - Support & Persistence

3 Classroom Management
   - Routines & Procedures
   - Collective Responsibility
   - Physical Environment

4 Intellectual Engagement
   - Lesson Structure & Flow
   - Rich Learning Tasks
   - Student Discourse

5 Successful Learning
   - Assessment
   - Feedback to Students
   - Analysis & Reflection

6 Professionalism
   - Continuous Professional Learning
   - Collaboration
   - Honesty & Integrity

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### THE FRAMEWORK CLUSTERS

#### CLUSTER 1: CLARITY & ACCURACY

- **LEARNING OUTCOMES** are clear and ambitious, reflecting important content knowledge, and are suitable to the range of students in the class.
- **TASKS & ACTIVITIES** are clear, aligned to the outcomes, and consistently engage all students in the intellectual work of learning.
- **PRESENTATIONS & EXPLANATIONS** of the content are accurate, rich, and nuanced, bringing even difficult concepts to life for students.
  - In what ways do the learning outcomes challenge students to think critically?
  - In what ways are learning outcomes reflective of the standards of the discipline and appropriate to the students’ levels of knowledge and skill?
  - What examples do you see of congruence between the activities and instructional outcomes?
  - How do the tasks engage students in high-level learning in the discipline?
  - How does teachers’ deep understanding of the content support intellectual work by students during lessons?

### CLUSTER 2: LEARNING ENVIRONMENT

- **CARING & RESPECT** are consistently shown between teacher and students and among students.
- **INTELLECTUAL CHALLENGE** is evidenced by high expectations, high levels of cognitive energy, and risk taking.
- **SUPPORT & PERSISTENCE** are demonstrated in the classroom environment; students persevere through challenges in their quest for mastery.
  - In what ways do classroom interactions demonstrate genuine caring and a safe, respectful, supportive, and challenging learning environment?
  - How do teachers convey high expectations for student learning and encourage hard work and perseverance?
  - In what ways do teachers create classrooms that are safe for risk taking?
  - How do students take ownership of their work and demonstrate a commitment to mastering challenging content?
  - How do teachers establish environments that recognize and value students’ identities as well as their social, emotional, and intellectual needs?

### CLUSTER 3: CLASSROOM MANAGEMENT

- **ROUTINES & PROCEDURES** create efficiency and clarity to support joyful, productive engagement in learning activities.
- **COLLECTIVE RESPONSIBILITY** 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.
- **PHYSICAL ENVIRONMENT** is supportive of learning and appropriate for the social, emotional, and academic needs of all students.
  - In what ways are classrooms well run and organized?
  - How might classroom routines and procedures be clearer or carried out more efficiently to prevent loss of instructional time?
  - How might students themselves take a more active role in ensuring a productive classroom?
  - In what ways do students not only understand and comply with standards of conduct but also play an active part in setting the tone for maintaining those standards?
  - How does the physical environment in classrooms support learning and engagement?

### CLUSTER 4: INTELLECTUAL ENGAGEMENT

- **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.
- **RICH LEARNING TASKS** are designed to engage students in deep intellectual work, with cognitive demand suitable for different students.
- **STUDENT DISCOURSE** invites higher-order thinking, reasoning skills, and the ability to engage thoughtfully and respectfully with others’ thinking and ideas.
  - How do the structure and flow of lessons support the development of ideas and opportunities for students to engage in thoughtful discussion and reflection?
  - In what ways do instructional activities and questions explored promote intellectual engagement and energy in classrooms?
  - In what ways are students asked to explain their thinking, construct arguments, and question the thinking of others?
  - How do teachers create the conditions for students to take responsibility for their own learning?
  - How do activities invite students to grapple with challenging content and solve problems in their collaborative and individual work?

### CLUSTER 5: SUCCESSFUL LEARNING

- **ASSESSMENT**, both of learning and for learning, occurs frequently and through a variety of means; it is aligned to outcomes and success criteria.
- **FEEDBACK TO STUDENTS** is provided by the teacher, other students, and the activities and tasks themselves; it advances learning and informs necessary modifications and additional supports.
- **ANALYSIS & REFLECTION** are a consistent aspect of learning; the teacher and students themselves assume responsibility for student learning.
  - In what ways do teachers ensure learning by all students?
  - What are some ways teachers monitor student understanding through specifically designed questions or assessment strategies?
  - What are some examples of students monitoring their own learning and providing constructive feedback to classmates?
  - How can teachers make strategic modifications to their lessons or leverage other sources of support based on student learning and progress?
  - When teachers reflect on a lesson or unit, what are some ways they demonstrate awareness of their success in promoting student engagement and learning?

### CLUSTER 6: PROFESSIONALISM

- **CONTINUOUS PROFESSIONAL LEARNING** and improvement are valued and consistently demonstrated through an inquiry-based, growth-focused, and results-oriented approach to professional engagement.
- **COLLABORATION** with colleagues occurs frequently, involves active engagement, and is characterized by commitment and trust.
- **HONESTY & INTEGRITY** are consistently evident in the teacher’s work and in interactions with colleagues, families, community members, and students.
  - How do teachers engage with the professional community (within the school and beyond) and demonstrate their commitment to ongoing professional learning?
  - In what ways do teachers collaborate productively with one another?
  - How can teachers be supported to contribute to the intellectual life of the school?
  - What might be some ways the teacher engages in professional learning and takes a leadership role in the school to promote the welfare of students?
  - How do teachers support a strong school culture and a climate of trust for staff, students, and families?