

Danielson Framework for Teaching
Component 3c – Engaging Students in Learning

Unsatisfactory – Level 1

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 had no clearly defined structure, or the **pace of the lesson is too slow or rushed**.

Basic – Level 2

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 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 a considerable amount of “down time.”

Proficient – Level 3

The learning tasks and activities are fully aligned with the instructional outcomes and are designed to **challenge student thinking**, inviting students to make their learning 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 students the time needed to be intellectually engaged.

Distinguished – Level 4

Virtually all students are intellectually engaged throughout the lesson 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 to reflect upon their learning and to consolidate their understanding**.

1 – Preparation	Unsatisfactory	Basic	Proficient	Distinguished
1A - Knowledge of Content and Pedagogy	Content errors, little or no understanding of pedagogy	Familiar with concepts, limited range of approaches	Solid knowledge, wide range of approaches	Extensive knowledge, ability to anticipate misconceptions
1B – Knowledge of Students	Minimal knowledge of students	Generally accurate knowledge	Purposefully acquires knowledge	Systematically acquires knowledge
1C – Setting Instructional Outcomes	Low expectations for students, lack of rigor	Mixture of low expectations and rigor; some reflect important learning	High expectations, related to big ideas	Allow students to take educational risks
1D – Knowledge of Resources	Uses only school-provided materials	Some awareness of resources beyond the school	Resources are supplemented by materials to further learning	Facilitates student contact with resources outside of the classroom
1E – Designing Coherent Instruction	Activities boring, not well aligned to instructional goals	Some activities aligned, progression is uneven	Most activities aligned, organized progression	Activities designed to engage students in high-level cognitive activity
1F – Designing Student Assessment	Assessment not congruent with instructional goals	Partially congruent, criteria unclear	All outcomes assessable, criteria clear	Proficient + student contribution to development of assessment

2 – Environment	Unsatisfactory	Basic	Proficient	Distinguished
2A – Creating an Environment of Respect and Rapport	Negative interactions, inappropriate and insensitive	Generally appropriate, may be inconsistent, uneven teacher response to misbehavior	Friendly, professional, appropriate to ages and cultures, respectful	Highly respectful, genuine caring, all students feel valued, comfortable taking intellectual risks
2B – Established a Culture for Learning	Low expectations for students, high expectations for only one or two	Little commitment to learning by teacher or students	Learning is valued by all, students understand their role as learners	Students assume responsibility for high quality
2C – Managing Classroom Procedures	Much instructional time lost to inefficient routines	Some time lost, inconsistencies, lead to disruption of learning	Effective routines and procedures, students require minimal guidance	Seamless routines, students take initiative in learning
2D – Managing Student Behavior	No clear standards of conduct, or students challenge them	Standards established, implementation is inconsistent with uneven results	Student behavior is appropriate, teacher response to misbehavior is consistent	Students active in monitoring their own behavior, respectfully hold each other accountable
2E – Organizing Physical Space	Classroom is unsafe	Classroom is safe, learning accessible	Students have equal access	Students contribute to adaptations of classroom

3 – Instruction	Unsatisfactory	Basic	Proficient	Distinguished
3A – Communicating with Students	Teacher's explanations contain major errors	Teacher explains with limited success, directions must be clarified	Purpose of the lesson is clearly communicated, explanations accurate	Purpose clearly communicated, students contribute to extensions
3B – Using Questioning and Discussion Techniques	Low challenge, questions posed in rapid succession	Teacher's questions designed to engage students, with limited success	Questions designed to promote student thinking, teacher creates genuine discussion	Students formulate many questions, initiate topics, challenge each other's thinking
3C – Engaging Students in Learning	Learning tasks poorly aligned with outcomes, no clearly defined structures	Learning tasks partially aligned with outcomes, pacing may not provide students time to engage	Full alignment, students' thinking challenged, clearly defined structure, pacing appropriate	Full intellectual engagement, well-designed activities, students reflecting on learning
3D – Using Assessment in Instruction	Students unaware of assessment criteria, no effort to understand student misconceptions	Students partially aware of assessment criteria, student progress monitored with single method	Students aware of assessment criteria, feedback is accurate and specific	Variety of forms of feedback, students self-assess, monitor learning toward goals
3E – Demonstrating Flexibility and Responsiveness	Teacher ignores student questions, blames students for their own lack of success	Teacher accepts responsibility for success of students, but has limited strategies to use	Teacher successfully accommodates students' questions and interests, broad repertoire of strategies	Teacher seizes opportunities to enhance student learning, extensive repertoire of strategies

4 – Professionalism	Unsatisfactory	Basic	Proficient	Distinguished
4A – Reflecting on Teaching	Teacher doesn't know whether a lesson was effective	Generally accurate reflection of lesson's effectiveness, teacher offers some suggestions for improvement	Accurate assessment of effectiveness, specific suggestions for improvement	Thoughtful, accurate reflection, citing specific examples, weighing the relative strengths of each
4B – Maintaining Accurate Records	System for maintenance of information is nonexistent or in disarray	System is rudimentary or partially effective. Non-instructional records adequate but inefficient	System for maintenance of instructional non-instructional records is effective	System is fully effective, students contribute to maintenance of records
4C – Communicating with Families	Teacher provides little info to families, rarely responds to parental concerns	Sporadic attempts to communicate with families	Frequent and appropriate information to families	Frequent communication, engages family in instructional program
4D – Participating in a Professional Community	Negativity, avoids contributing to profession	Cordial relationships with colleagues, participates when asked	Mutual support, teacher volunteers to participate	Teacher takes leadership roles in promoting inquiry
4E – Growing and Developing Professionally	No engagement in professional development, resists feedback	Limited PD, accepts some feedback on performance	Seeks out PD opportunities, accepts feedback	Seeks out PD, solicits feedback, initiates activities to contribute
4F – Showing Professionalism	Dishonesty, self-serving	Honest, but inconsistent	High standards for honesty/confidentiality	Challenges negative attitudes