

What it looks like in practice

Eight routines from UK, US and international-school voices on X between 17 Sep 2024 and 17 Sep 2026. Each row is a claim, labelled reported practice, practitioner claim or objection. The evidence column is a fetched page or a named paper, not the post. UK and US stay on the row. The live article already names the four domains, the four levels and a five-step self-assessment. These rows add the post-observation evidence pack, the Distinguished-as-learner-led fight, and the international-school cut from 22 components to three.

ROUTINE	TEACHER MOVE	WHAT YOU WOULD NOTICE	WHAT THE EVIDENCE SAYS	REPORTED BY
Walk in with 1b evidence ● reported practice	US: after a 40-minute observation marks 1b down as “not observed”, take a seating chart with pictures into the post-conference. Offer to talk any named learner: prior knowledge, scaffold, home contact.	A grades 5 to 8 STEM teacher with a chart on the table, not a year-long binder. The mark moves only when the evidence is in the room.	A classroom claim, not a trial. Knowledge of learners sits in Domain 1, which a visit cannot see. The article already lists 1b. This row is the one-page pack teachers actually walk in with. No evidence-binder posts were found in either listen.	“I handed a seating chart with pictures and said, ‘Point to any student, I’ll tell you about them.’” @AmberBHaven · 12 Jul 2026 · US
Three live competencies, not 22 ● reported practice	International school: adopt the Framework, then pick three competencies as the school’s north star. Do not switch the whole 22-component rubric on at once.	Lead learners naming a handful of live components. No 22-row checklist on the staffroom wall.	Mark Hillman, Director of Teaching and Learning, Georgetown International Academy, Guyana, TIE Online, 15 Jan 2025 (fetched). The school selected three interrelated competencies after finding 22 overwhelming. No classroom teacher at that school posted the cut in this window. Vendor promo of the same story is flagged separately.	“At first, the four domains and twenty-two competencies of the Framework for Teaching seemed overwhelming and too broad to apply to our context” Mark Hillman · 15 Jan 2025 · International
Do not spend the year on 1 and 4 ● practitioner claim	UK: if the framework is used at high stakes, refuse to let planning folders and professionalism paperwork soak up the improvement plan. Put the live work on Domain 2 and Domain 3, the parts a lesson can show.	A school development plan that names questioning, discussion and feedback, not a Domain 4 concert-attendance list.	Dylan Wiliam, UK researcher, not a classroom teacher. His 10 Apr 2025 post says the schedule is the best validated one he knows, and that it still captures only a slice of teacher quality. That 10 to 30 per cent figure is his calculation, not a trial we fetched. High-stakes use is his objection, not a finding that Domains 2 and 3 are easy.	“They’re not just useless; they are counterproductive, because in high-stakes settings they incentivize teachers to work on the things that are the easiest to improve (e.g., Danielson FFT domains 1 and 4)” @dylanwiliam · 27 Sep 2025 · UK
Distinguished if learners write the rules ● reported practice	US pre-conference: when asked whether learners help make class rules, a no is accepted, then the assistant principal offers Distinguished if they are part of the process.	The book open at the Distinguished column. A teacher-led room being coached toward learner-written rules to move the box.	Wisconsin DPI, 2022 FFT teacher overview (fetched): from 2024-25 the state uses the 2022 edition; “The rubric language shifts learning from teacher-driven to student-driven as you move from the basic level to the distinguished level.” Distinguished 3b in that PDF: learners formulate questions and initiate discussion. That is policy language, not a classroom trial. The article already defines Distinguished as learner ownership. This row is the pre-conference bargain.	“Just had my pre-conference and when asked if students collaborate on making class rules,I said "no". AP said if they are part of the process, I could be "Distinguished".” @yeprounsaidit · 28 Sep 2025 · US
Teacher-led sequence scored Basic ● objection	US: teach a direct-instruction lesson with gradual release. The write-up still lands at Basic because the lesson is “too teacher centered”.	A tight, teacher-led sequence that the class can follow. The form still wants learner-run groups.	The live US fight, not a trial. @MrZachG · 27 Sep 2025 · US describes a teacher-led lesson that would be penalised if the principal follows the Distinguished box. Replies disagree about whether that box can ever describe a teacher-led room. Direct instruction is not scored as excellent on the 2022 Distinguished descriptors we fetched from Wisconsin DPI.	“This is where the Danielson Framework just doesn’t work at all. You have a lesson with direct instruction with gradual release and you’re rated BASIC? Too ‘teacher centered’.” @didier_paul · 3 Apr 2025 · US
Optional 3b questioning PD ● reported practice	US: run optional staff PD on questioning and discussion plans, named against 3b, 3c and 3d. Photograph the board, not a scored form.	A maths room with “Designing Questions and Discussion Plans” on the board. Chairs up. Staff talking about questions, not filling 22 boxes.	Leader practice, not a classroom teacher’s observation write-up. No teacher in this window posted a scored 3b form. Component 2b (culture for learning) returned no posts. The article already explains 3b. This row is the PD middle leaders actually run. Photo redrawn as our diagram, not republished.	“This optional PD focused on how to utilize questioning strategies to create more student-centered & student-driven lessons & the strong impact these strategies have on 3B, 3C, & 3D in the Danielson Framework for Teaching.” @Principal_DBES · 30 Oct 2025 · US

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One component, mapped to how learning works ● reported practice	US: take one FFT component at a time. Map it to a science-of-learning move (retrieval, spacing). Do not wait for a 22-component project to finish.	A 1a card on disciplinary expertise, not a full binder. Twenty-one still to go, treated as a project, not as “too many”.	Classroom teachers in this window did not object that 22 components is too many. Amber uses 22 as a science-of-learning project. Official language is 22 components, not “sub-domains”. Tom Sherrington is credited in the post; we do not copy the photographed card.	“@teacherhead inspired me to dive into the FFT (Danielson Framework For Teaching), connect it to the SoL, and provide practical implementation ideas.” @AmberBHaven · 25 Jun 2025 · US
Read the class before you read the score ● practitioner claim	UK: before treating a Distinguished or Basic rating as a verdict on the teacher, ask who is in the room. A top set and a bottom set will not look the same on the same rubric.	The same teacher looking stronger with higher prior attainment. An EAL teacher whose exit scores moved with the school, not with a sudden leap in skill.	Steinberg and Garrett (2016), <i>Educational Evaluation and Policy Analysis</i> 38(2), 293 to 317, DOI 10.3102/0162373715616249 (Crossref and abstract fetched): “The context in which teachers work, most notably, the incoming academic performance of their students, plays a critical role in determining teachers’ measured performance.” William’s “over six times” figure is his claim on 16 Dec 2025; we did not fetch the paper’s tables, so the multiplier stays his. @genkimachina, same day, is an EAL teacher’s own career numbers, not a trial.	“teachers teaching students in the top 20% of achievement were over six times as likely to get a top rating on the Danielson Framework for Teaching as those teaching students in the bottom 20%” @dylanwiliam · 16 Dec 2025 · UK
KS3, KS4 and Post-16: not found on X in this listen.				

Every quote is verbatim from a named account or a fetched page. A tweet is a claim. @dylanwiliam is a UK researcher, not a classroom teacher. @AmberBHaven is a US grades 5 to 8 STEM teacher in the listen notes. @Principal_DBES is a US middle-school principal. Country of @yepronsaidit and @didier_paul is taken from the US listen. The Guyana row is international, not UK or US. Nothing here is a trial of the routine.