Southwestern Union Conference Danielson Aligned Teacher Evaluation Framework

Criterion 1	Criterion 2	Criterion 3
Centering instruction on high expectations for student achievement.	Demonstrating effective teaching practices.	Recognizing individual student learning needs and developing strategies to address those needs.
Domain 2: Classroom Environment **2b:** Establish a Culture for learning	***Domain 3: Instruction*** **3a:** Using questioning and discussion techniques	***Domain 1: Planning and Preparation*** **1b:** Demonstrating knowledge of students
Domain 3: Instruction **3a:** Communicating with students **3c:** Engaging students in learning	***Domain 4: Professional Responsibilities*** **4a:** Reflecting on teaching	***Domain 3: Instruction*** **3e:** Demonstrating flexibility and responsiveness
Domain 5: Faith and Learning **5a:** Potential, perseverance, higher level-thinking *Education pp. 18 - 19*	***Domain 5: Faith and Learning*** **5b:** Wisdom, diligence, and faithful service *Luke 12:48*	***Domain 5: Faith and Learning*** **5c:** Redemption and restoration *2 Corinthians 5:17, Jeremiah 30:17*
Domain 5: Faith and Learning **5c:** Demonstrate Christ-like behavior *Galatians 5:22 – 23, Matthew 7:12*		**Student Growth** **SG 3.1** Establish student growth goals **SG 3.2** Achievement of growth goals

Criterion 4	Criterion 5	Criterion 6
Providing clear and intentional focus on subject matter content and curriculum.	Fostering and managing a safe, positive learning environment.	Using multiple student data elements to modify instruction and improve student learning.
Domain 1: Planning and Preparation **1a:** Demonstrating knowledge of content and pedagogy	***Domain 2: Classroom Environment*** **2a:** Creating an environment of respect and rapport	***Domain 1: Planning and Preparation*** **1f:** Designing student assessments
1c: Demonstrating knowledge of content and pedagogy	**2c:** Managing classroom procedures	***Domain 3: Instruction*** **3d:** Using assessment in instruction
1d: Demonstrating knowledge of resources	**2d:** Managing student behavior	***Domain 4: Professional Responsibilities*** **4b:** Maintaining accurate records
1e: Designing coherent instruction	**2e:** Organizing physical space	***Domain 5: Faith and Learning*** **5c:** Stewardship and individual care *Proverbs 27:23*
Domain 5: Faith and Learning **5b:** Wisdom, clarity, and preparation *Proverbs 4:7*	***Domain 5: Faith and Learning*** **5c:** Peace protection and nurturing care *Proverbs 22:6*	**Student Growth** **SG 6.1** Establish student growth goals **SG 6.2** Achievement of growth goals

Criterion 7	Criterion 8	
Communicating and collaborating with parents and the school community.	Exhibiting collaborative and collegial practices focused on improving instructional practice and student learning.	
Domain 4: Professional Responsibilities **4c:** Communicating with families	***Domain 4: Professional Responsibilities*** **4d:** Participating in a professional community	**Student Growth** **SG 8.1** Establish student team growth goals
Domain 5: Faith and Learning **5b:** Witnessing and service *Ecclesiastes 12:9 - 10*	**4e:** Growing and developing professionally **4f:** Showing professionalism	
	Domain 5: Faith and Learning **5a:** Teamwork, shared wisdom, and mutual encouragement *Hebrews 10:24 - 25*	

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Domain 1: Planning and Preparation

1a. Demonstrating knowledge of content and pedagogy
- Knowledge of content and the structure of discipline
- Knowledge of prerequisite relationships
- Knowledge of content-related pedagogy

1b. Demonstrating knowledge of students
- Knowledge of child and adolescent development
- Knowledge of the learning process
- Knowledge of students' skills, knowledge, and language proficiency
- Knowledge of students interests and cultural heritage
- Knowledge of students' special needs

1c. Setting instructional outcomes
- Value, sequence, and alignment
- Clarity
- Balance
- Suitability for diverse learners

1d. Demonstrating knowledge of resources
- Resources for classroom use
- Resources to extend content knowledge and pedagogy
- Resources for students

1e. Designing coherent instruction
- Learning activities
- Instructional materials and resources
- Instructional groups
- Lesson and unit structure

1f. Designing student assessments
- Congruence with instructional outcomes
- Criteria and standards
- Design of formative assessments
- Use for planning

Domain 2: Classroom Environment

2a. Creating an environment of respect and rapport
- Teacher interaction with students, including both words and actions

2b. Establishing a culture for learning
- Importance of the content and of learning
- Expectations for learning and achievement
- Student pride in work

2c. Managing classroom procedures
- Management of instructional groups
- Management of transitions
- Management of materials and supplies
- Performance of non-instructional duties
- Supervision of volunteers and paraprofessionals

2d. Managing student behavior
- Expectations
- Monitoring student behavior
- Response to student misbehavior

2e. Organizing physical space
- Safety and accessibility
- Arrangement of furniture and use of physical resources

Domain 4: Professional Responsibilities

4a. Maintaining accurate records
- Reflecting on teaching
- Accuracy
- Use in future teaching

4b. Maintaining accurate records
- Student completion of assignments
- Student progress in learning
- Non-instructional records

4c. Communicating with families
- Information about the instructional program
- Information about individual students
- Engagement of families in the instructional program

4d. Participating in a professional community
- Relationship with colleagues
- Involvement in a culture of professional inquiry
- Service to school
- Participation in school and district projects

4e. Growing and developing professionally

Domain 3: Instruction

3a. Communicating with students
- Expectations for learning
- Directions for activities
- Explanations of content
- Use of oral and written language

3b. Using questioning and discussion techniques
- Quality of questions / prompts
- Discussion techniques
- Student participation

3c. Engaging students in learning
- Activities and assignments
- Grouping of students
- Instructional materials and resources
- Structure and pacing

3d. Using assessment in instruction
- Assessment criteria
- Monitoring of student learning
- Feedback to students
- Student self-assessment and monitoring of progress

• Enhancement of content knowledge and pedagogical skill • Receptivity to feedback from colleagues • Service to profession 4f. Showing professionalism • Integrity and ethical conduct • Service to students • Advocacy • Decision-making • Compliance with school and conference regulations	3e. Demonstrating flexibility and responsiveness • Lesson adjustment • Response to students • Persistence
Domain 5: Faith and Learning	
5a. Integrating the worldview • Shared vision • Perseverance • Higher-level thinking • Peace, protection, and nurturing care 5b. Communicating the worldview • Wisdom • Clarity and preparation • Mutual encouragement • Shared vision 5c. Demonstrating Christ-like behavior • Stewardship and individual care • Teamwork • Service • Redemption and restoration	