

APPENDIX II-37

Danielson Ratings: n/a = Not observed/not applicable 1 = Unsatisfactory 2 = Basic 3 = Proficient 4 = Distinguished		
Observation Indicator – Instruction	Rating	Evidence
[3a] Communicating with Student		
<ul style="list-style-type: none"> Learning Purpose is Clear-Students Know What They Are Learning Absence of Content Errors and Clear Explanations of Concepts Correct and Vivid Vocabulary Student Centered/Honor Students’ Backgrounds Scaffolding Concepts Based on Student Experiences 	<input type="text"/>	
[3b] Using Questioning/Prompts and Discussion		
<ul style="list-style-type: none"> Questions of High Cognitive Challenge, Formulated by Students and Teacher High Levels of Student to Student Participation in Discussions The Diversity of Students is Honored and Solicited in Conversations and Questioning Divergent Student Contributions & Ideas are Explored Equity of Voice is Maintained Positive Learning Communities 	<input type="text"/>	
[3c]: Engaging Students in Learning		
<ul style="list-style-type: none"> High-Level Student Thinking and Reflection Students are Enthusiastic, Highly Motivated and Persistent in Co-Construction of Knowledge Curriculum is Challenging and Relevant to Student Experiences Students Actively “Working,” Suitable Pacing of the Lesson 	<input type="text"/>	
[3d] Using Assessment in Instruction		
<ul style="list-style-type: none"> The Teacher Uses Questions to Elicit Evidence of Student Understanding The Teacher Circulating to Monitor Student Learning and to Offer Feedback Success Criteria/Rubrics 	<input type="text"/>	
[3e] Flexibility and Responsiveness		
<ul style="list-style-type: none"> Incorporation of Students’ Interests, Backgrounds, Questions, and Daily Experiences into a Lesson Instruction Adjusted in Response to Evidence of Student Understanding (or lack of it) Seizes on Teachable Moments Positively Responsive to Diverse Viewpoints Differentiated Opportunities for Learning Multiple Modality Instruct 	<input type="text"/>	
S.P.A.R.K.S		
<ul style="list-style-type: none"> Student Centered –Safe Schemata Positive Learning Communities Academic and Ethnic Identity /Content Integration Rigor through Critical Thinking Integration Knowledge Co-Creation Social Justice-Civic Engagement 		
Feedback		Next Step (Bite Size Action)