Danielson Domain 1: Planning and Preparation

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| What it looks like…. | What it does NOT look like…. |
| * You understand the goals for learning * Team cooperation/collaboration * Planning for YOUR learners * Making connections clear for students (within and across content) * Understanding how the content builds on itself * Looking at students as individuals * Customized! * Taking into account student interests and culture * Planning for confidence * Exhibition “like” learning * Authentic * Extensive knowledge * Natural connections within/amongst the disciplines * Knowledge beyond the content * Use of protocols; using appropriate approaches * Authentic integration of the arts * Reflection and adaption * Positive interactions between teacher and student * Differentiation in the lesson plans (ex. Small group) * Anecdotal records * Instruction has a flow * Fluidity; instruction builds * Thoughtfully designed instruction * Student interests are valued * High expectations and rigor * Matching assessments to outcomes * Opportunities for different types of learning for different types of learners * Student choice * Individualized instruction * Student feedback/what students need to move forward * Students aren’t afraid to make mistakes * Interdisciplinary instruction/ Transdisciplinary * Enduring Understandings * Using resources to meet student need * Constant reflection * Long term goals * Comfort and respect level within a classroom * Students are a part of instruction (their personal interests) * Experts in the classroom * Objectives * Long term planning * Assessments match outcomes * See it, find it, hear it * Variety * Student choice * Unpacking * Integration (when appropriate) * High expectations for learners * Rigor… * Students learning based on prior knowledge * Highly differentiated for their skills * Building on understanding * Teachers and students making connections * Student engagement * Student leadership * Deep understanding of prerequisite skills/what needs mastered * A culture in the classroom; classroom culture * Purposeful groupings * Flexible groupings * Anecdotal records * Knowing something about students beyond the classroom * Students as individuals * What, so what, now what * Diverse learning and diverse outcomes * Different types of learning * Coordinating skills and application * Using external resources * Outside of comfort zone * Awareness of resources * Variety of resources * Working with people on various teams/using other teachers as content experts * Learning makes sense * Progressive * Students engaged * Big idea * Connections * More than one pathway * Using rubrics to assess and guide instruction * Plan for the assessment * Evidence that you are using the assessment * Assessment of learning vs assessment for learning * Reflective * Purposeful * Meaningful use of resources * Meaningful professional conversation * Collaborating with colleagues about ideas * Teaching kids how to use resources appropriately * Small things that build to a big picture * Highly intellectual engagement * Students are involved in the planning/students have input * Students are challenged * “all hangs together” * Looking at developing multiple skills * Using rubrics * Holding students accountable and kids know what they’re accountable for * Rubrics keep the standards clear * Not getting lost in the activity * Assessment linked to the outcome * Evident that assessment was used to guide instruction * Differentiation * Connected * Student engagement * Purposeful * Appropriate tools and using them wisely * Teacher defending choice * Matching tools and assessment to students * Rubrics and conferences * Goal setting * Students involved in goal setting * Best practices * Teacher ownership * Awareness and use of multiple resources * Student choice * Assessment drives future instruction * Varied and purposeful groupings * Significant cognitive challenges * Student ownership and contribution * Meaningful and interconnected * Lessons have a clearly defined structure and are organized with their progression * Coherent!! | * 20 page lesson plans * The SAME lesson every year- not recognizing your students * Showing NO interest in student lives * Possessing information but doing nothing with it * Processed food … “packaged” * Uniform * Flashy, false * Forced * Reusing all of our old files * Teacher centered * Uniform * Ignoring student individuality * One size fits all * Teaching “siloed” outcomes * Not attempting to “look like” another teacher * Outcomes don’t look like activities * Everyone doing the same worksheet * “I don’t have enough time…” * Closed mind * Snapshot * One size fits all * Cultural insensitivity * Random choices * Not purposeful * Crafts/activities that are not connected to outcomes * Objectives are not a “to do” list * Not a “one size fits all” * Blowing smoke * Forced * Uniform * Teaching of isolated skills * All teacher talk/teacher centered * Focused only on grade level curriculum * Same thing as I used last year * Cookie cutter approach * Knowing students within academics only * Labeling * Closed classroom to current and global events * Teaching to the test * Evaluating activities * Pretty ideas on the lesson plan page * All students being assessed in the same way * All students being assessed on the same skills * Isolation * Staying in your classroom or just your team * Unit guides only * HM only * Going through the motions * Un-thoughtful * Nifty activities * Snapshot lessons * Fluff * Chaos * Testing for testing’s sake * Benchmarks * Murky standards * Not “hanging together” * Measuring the wrong thing * Using technology for technology’s sake * Nifty activities * Throwing kids into resources * Teaching only in the classroom/isolation * Individual lessons with no connections * Same groups of Students always together * Disengaged, bored students * Just teaching to one objective * Benchmark * No adaptations * Just having an exit ticket * A list of data * Throwing the assessment in the drawer and not using it to guide instruction * Specific time line or frame (pre determined) * Activities that do not match the outcomes * One pathway, one method, one skill * A program * Worksheets * One way of solving * Only one right answer or pathway * Benchmarks * Assessment only gathers information * Snapshot instruction * Isolation * Teacher ownership (sole)…teacher centered |