

Danielson Focused Learning Walks

Date:

Observer:

Domain 3: **Instruction**

3a: **Communicating with Students**

Elements	Critical Attributes
<p>a. clearly communicates instructional purpose of the lesson, including where it is situated within broader learning</p> <p>b. explains procedures and directions clearly.</p> <p>c. explanation of content is well scaffolded, clear and accurate and connects with students' knowledge and experience.</p> <p>d. During the explanation of content, the teacher invites student intellectual engagement.</p> <p>e. Teacher's spoken and written language is clear and correct and uses vocabulary appropriate to the students' ages and interests.</p>	<p>a. The teacher states clearly, at some point during the lesson, what the students will be learning.</p> <p>b. If appropriate, the teacher models the process to be followed in the task.</p> <p>c. Students engage with the learning task, indicating that they understand what they are to do.</p> <p>d. The teacher makes no content errors.</p> <p>e. explanation of content is clear and invites student participation and thinking.</p> <p>f. vocabulary and usage are correct and completely suited to the lesson.</p> <p>g. teacher's vocabulary is appropriate to the students' ages and levels of development.</p>
<p>Not Observable Clearly Observable</p> <p>○ ————— ○ ————— ○ ————— ○</p> <p>Subject:</p> <p>Grade:</p>	

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Reflection

Communicating with Students would have been more clearly observable if...

What will I do differently in my own practice to communicate with students?

When will I implement the change?

What colleague(s) will I share my commitment and outcomes with?

Unsatisfactory	Basic	Proficient	Distinguished
<p>The instructional purpose of the lesson is unclear to students, and the directions and procedures are confusing. The teacher's explanation of the content contains major errors and does not include any explanation of strategies students might use. The teacher's spoken or written language contains errors of grammar or syntax. The teacher's academic vocabulary is inappropriate, vague, or used incorrectly, leaving students confused.</p>	<p>The teacher's attempt to explain the instructional purpose has only limited success, and/or directions and procedures must be clarified after initial student confusion. The teacher's explanation of the content may contain minor errors; some portions are clear, others difficult to follow. The teacher's explanation does not invite students to engage intellectually or to understand strategies they might use when working independently. The teacher's spoken language is correct but uses vocabulary that is either limited or not fully appropriate to the students' ages or backgrounds. The teacher rarely takes opportunities to explain academic vocabulary.</p>	<p>The instructional purpose of the lesson is clearly communicated to students, including where it is situated within broader learning; directions and procedures are explained clearly and may be modeled. The teacher's explanation of content is scaffolded, clear, and accurate and connects with students' knowledge and experience. During the explanation of content, the teacher focuses, as appropriate, on strategies students can use when working independently and invites student intellectual engagement. The teacher's spoken and written language is clear and correct and is suitable to students' ages and interests. The teacher's use of academic vocabulary is precise and serves to extend student understanding.</p>	<p>The teacher links the instructional purpose of the lesson to the larger curriculum; the directions and procedures are clear and anticipate possible student misunderstanding. The teacher's explanation of content is thorough and clear, developing conceptual understanding through clear scaffolding and connecting with students' interests. Students contribute to extending the content by explaining concepts to their classmates and suggesting strategies that might be used. The teacher's spoken and written language is expressive, and the teacher finds opportunities to extend students' vocabularies, both within the discipline and for more general use. Students contribute to the correct use of academic vocabulary.</p>