








Personalized Learning + Danielson Framework for Teaching Crosswalk Tool


The Danielson Framework for Teaching is the way that we currently support teacher development. The Core Four of Personalized Learning is the vehicle to bring those domains to life. The result is a unified district vision for teacher support with aligned strategies and resources.

| Charlotte Danielson Framework for Teaching | Ed Elements Personalized Learning CORE 4 | Look Fors + Resources |
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| Domain 1: Planning and Preparation | | |
| 1a: Demonstrating Knowledge of Content and Pedagogy <ul style="list-style-type: none"> • Knowledge of content • Knowledge of prerequisite relationships • Knowledge of content-related pedagogy | <u>Targeted Instruction</u>  | <ul style="list-style-type: none"> • Clear Lesson Goals • Questioning to Check for Understanding • Summarize New Learning In A Graphical Way • Plenty of Practice • Provide Your Students With Feedback • Be Flexible About How Long It Takes to Learn • Teach Strategies Not Just Content |
| 1b: Demonstrating Knowledge of Students <ul style="list-style-type: none"> • Knowledge of characteristics of age group • Knowledge of students' varied approaches of learning • Knowledge of students' skills and knowledge • Knowledge of students' interests and cultural heritage | <u>Targeted Instruction</u>  | <ul style="list-style-type: none"> • Using data to plan instruction • Choice in assessment, assignments • Differentiated instruction based on knowledge of students • Lesson resources & discourse connect the scholar experiences and interests • Personalized Instruction - based on students learning style |
| 1c: Setting Instructional Outcomes <ul style="list-style-type: none"> • Meaningful and targeted | <u>Targeted Instruction</u> | <ul style="list-style-type: none"> • Lesson and activity reflect the objective • Students working in groups and are assigned roles |





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| <ul style="list-style-type: none">objectives• Instructional outcomes reflect appropriate grade-level standards• Clarity on WHY behind learning• Integration of academics and SEL |  | <ul style="list-style-type: none">• Enrichment AND interventions• Scholars are able to articulate the grade level standards.• Scholars are able to articulate why they are learning what they are learning and how it is applicable beyond the context of the lesson |
| <p>1d: Demonstrating Knowledge of Resources</p> <ul style="list-style-type: none">• Utilize HQIM to ensure differentiation and access to rigorous content and support specific to student needs• Technology supports personalized instruction• Provide additional resources that make content and curriculum materials accessible to students and address individual needs | <p><u>Flexible Path and Pace</u></p>  | <ul style="list-style-type: none">• Use of technology to enhance student learning: teacher and students.• Different students may use different materials for the same task• Leveraging the resources in the school building and community• Varied texts (and types of texts) aligned to students interests, culture and academic needs• Use of outside resources• Teacher and scholars share a log of resources they continually update• Students identify resources that they can use to support their learning |
| <p>1e: Designing Coherent Instruction</p> <ul style="list-style-type: none">• Tasks and activities are specifically matched to learning outcomes• Multiple strategies and approaches are tailored to individual student needs• Student groups are organized thoughtfully to maximize opportunities and build on students' strengths | <p><u>Targeted Instruction</u></p>  | <ul style="list-style-type: none">• Lesson Objective is clear and students are aware of the Content and Language Objective.• Bell to Bell instruction• Alignment between objective, activity and assessment• Opportunities for different learning experiences, whole group, small group, partner, independent• Students are using their preferred strategy/ tools to show their understanding of the skill• Rigor is present in each lesson for ALL learners |






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| <p>1f: Designing Student Assessments</p> <ul style="list-style-type: none"> • Aligned assessments provide accurate, clear evidence and allow for the analysis of student understanding • Formative assessments monitor student progress + make needed adjustments, and support students to monitor their own learning • Assessment data to direct planning and to support individualized student instruction | <p><u>Reflection and Goal Setting</u></p>  | <ul style="list-style-type: none"> • Students track their own learning and progress. • Authentic, real world applications are evident • Feedback to students guide next steps, i.e. teaching or re-teaching • Students can articulate how they are being assessed and how they are progressing • Continual formative assessment in a variety of forms. |
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Domain 2: The Classroom Environment

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| <p>2a: Creating and Environment of Respect and Rapport</p> <ul style="list-style-type: none"> • Interactions that demonstrate caring and respect for each member of the community. • Co-create a community that reflects collective identity as well as each individual. • Cultural Responsiveness • Competent approach to conflict resolution | <p><u>Reflection and Goal Setting</u></p>  | <ul style="list-style-type: none"> • Respectful, responsive & caring interactions (T-S, S-S) • Student choice based on interest and/or commonality • Show learning in multiple ways- i.e. different approaches, languages, strategies etc. • Student voices valued |
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| <p>2b: Establishing a Culture for Learning</p> <ul style="list-style-type: none"> • Collective dedication to both content mastery and personal growth • Teachers model and support student success and their social, emotional and academic growth • Students make informed choices • Support and Perseverance | <p><u>Flexible Path and Pace</u></p>  | <ul style="list-style-type: none"> • Content is differentiated and scaffolded based on student needs • Personal growth (see the "whole" scholar) • Scholar autonomy, agency, and empowerment • Collaboration, conferring, and connection |
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| <p>2c: Managing Classroom Procedures</p> <ul style="list-style-type: none"> • Collaboration is reinforced so that students can work purposefully and cooperatively in groups • Routines support student assumption of responsibility • Resources and supports equitably for the benefit of all students • Teachers efficiently complete non-instructional tasks. | <p><u>Collaboration and Creativity</u></p>  | <ul style="list-style-type: none"> • Working in groups-choice in roles • Established norms & routines • Feedback loop-T-S also S-T & S-S • Scholars identities represented, heard, and celebrated • Student centered & ownership |
| <p>2d: Managing Student Behavior</p> <ul style="list-style-type: none"> • Students play role in establishing and maintaining classroom expectations • Teachers model habits that promote learning, ethical behavior and citizenship • Students monitor their own behavior | <p><u>Reflection and Goal Setting</u></p>  | <ul style="list-style-type: none"> • Anchor charts-collaboratively created • Equal opportunities to contribute to learning and outcomes • Scholar leaders and supporters • Responsibility & accountability • Empathy, respect & acceptance |
| <p>2e: Organizing Physical Space</p> <ul style="list-style-type: none"> • Learning space is safe and accessible • Learning space supports learning activities • Students play role in design and adjustment of the learning space | <p><u>Collaboration and Creativity</u></p>  | <ul style="list-style-type: none"> • Accepting & Inclusive environment • Accommodations, modifications, adaptability and flexibility • Scholar voice, choice, representation & ownership • Student created learning walls • Safe enough to try environment |

Domain 3: Instruction


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| <p>3a: Communicating with Students</p> | <p><u>Reflection and Goal</u></p> | <ul style="list-style-type: none"> • Teacher models the process <ul style="list-style-type: none"> ◦ The teacher points |
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| <ul style="list-style-type: none"> • Teachers communicate the goals and objectives • Student actions are clearly articulated and reinforced. • Content is scaffolded in multiple ways • Academic language is used | <p style="text-align: center;"><u>Setting</u></p>  | <ul style="list-style-type: none"> ○ out possible areas for misunderstanding. ○ The teacher invites students to explain the content to the class, or to classmates. ○ Teacher uses rich language, offering brief vocabulary lessons where appropriate. |
| <p>3b: Using Questioning and Discussion Techniques</p> <ul style="list-style-type: none"> • Questions and discussions require critical thinking • Questions and discussions challenge students to reason and reflect on learning • Students demonstrate curiosity and engage one another | <p style="text-align: center;"><u>Collaboration and Creativity</u></p>  | <ul style="list-style-type: none"> • Students initiate higher-order questions. • Students extend the discussion, enriching it. • Students invite comments from their classmates during a discussion. • Students working in small groups or pairs, assigned roles or choose their own roles • Norms established for the groups |
| <p>3c: Engaging Students in Learning</p> <ul style="list-style-type: none"> • Students demonstrate agency and critical thinking in completion of tasks • Student collaboration is a key component of learning and engagement • Instructional materials and resources are used effectively • Lessons have multiple opportunities to think, reflect and consolidate understanding | <p style="text-align: center;"><u>Targeted Instruction</u></p>  | <ul style="list-style-type: none"> • Virtually all students are highly engaged in the lesson / Content is differentiated based on student-need, or the way students access the content is differentiated based on their needs • Students suggest modifications to the grouping patterns used. Students working in groups and choice their own roles and norms • Learning is student driven because of student ability to make independent choices / Students have extensive choice in how they complete tasks. • Students suggest modifications or additions to the materials being used. • Students have an opportunity for reflection and closure on the lesson to consolidate their understanding. Students have |






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| | | choice in the way they reflect. |
| <p>3d: Using Assessment in Instruction</p> <ul style="list-style-type: none"> • Clear standards for success • Teachers and students are constantly monitoring learning • High-quality feedback comes from many sources | <p><u>Reflection and Goal Setting</u></p>  | <ul style="list-style-type: none"> • Students have a method of setting their own goals. • Students have a way to record progress or tracking of a goal • Students can make connections between choice and goal. • Teachers provide opportunities for students to reflect on their learning. • Reflections include student to student feedback |
| <p>3e: Demonstrating Flexibility and Responsiveness</p> <ul style="list-style-type: none"> • Teachers use their expertise to enhance lessons • Teachers are open to capitalize on unexpected student questions and actions. • Teachers are committed to efficacy in the classroom | <p><u>Collaboration & Creativity</u></p>  | <ul style="list-style-type: none"> • Teacher is using checks for understanding to form groupings. • Content is differentiated based on student need • Students' content is based on their needs. • Students choose their own roles and norms in group work • Students make individual choices on their learning path. • Students preserve and seek support from peers and teachers. |

Domain 4: Professional Responsibilities

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| <p>4a: Reflecting on Teaching</p> <ul style="list-style-type: none"> • Teachers use evidence to evaluate the success of learning experiences • Teachers self-assess their own teaching practices • Teachers demonstrate commitment to exploring new approaches to enhance their teaching | <p><u>Targeted Instruction</u></p>  | <ul style="list-style-type: none"> • Self assessment of the lesson and goal setting for next steps • Analyze data and determine effectiveness of the lesson, who was successful, and who needs more support. • Create a plan for next steps around grouping, student goals, and instruction. |
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| <p>4b Maintaining Accurate Records</p> <ul style="list-style-type: none">• Teacher documents student progress• Students utilize resources to monitor their progress• Teacher consistently gathers, updates and shares data that is accurate, accessible and clear to students and families | <p><u>Targeted Instruction</u></p>  | <ul style="list-style-type: none">• Data collection review and analysis (collaborative inquiry approach)• Creating a partnership with students to reflect and review their data and set goals |
| <p>4c Communicating with Families</p> <ul style="list-style-type: none">• Teachers interact with families and community in respectful ways• Learning experiences and environments are extensions of the community and uphold its values• Established structures and processes keep families informed• Teachers connect to student's out of school learning | <p><u>Collaboration and Creativity</u></p>  | <ul style="list-style-type: none">• Teacher establishing communication resources• Advocating for Families• Teacher communicating with families in a culturally sensitive manner.• Teachers engage families about the instructional programs. |
| <p>4d Participating in a Professional Community</p> <ul style="list-style-type: none">• Teachers develop strong relationships• Teachers model school values• Teachers extend their influence beyond their classrooms | <p><u>Collaboration and Creativity</u></p>  | <ul style="list-style-type: none">• The teacher takes a leadership role in promoting activities related to professional inquiry.• Leads professional developments/mentors colleagues.• Supports school and district activities. |
| <p>4e Growing and Developing Professionally</p> <ul style="list-style-type: none">• Teachers identify personal and professional growth areas and seek development opportunities• Teachers seek knowledge regarding the students and | <p><u>Targeted Instruction</u></p> | <ul style="list-style-type: none">• Teacher contributes to and participates in a learning community that supports its members efforts to improve pedagogical practices.• The teacher seeks regular opportunities for continued professional development, including initiating action |



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| <p>the community they serve</p> <ul style="list-style-type: none">• Teachers deepen knowledge and exchange new learning with colleagues• Teachers receive and provide feedback |  | <p>research.</p> |
| <p>4f Showing Professionalism</p> <ul style="list-style-type: none">• Teachers model care, honest and integrity• Teachers make wise decisions that are in the best interest of students• Teachers are active advocates for students, their families and colleagues | <p><u>Collaboration and Creativity</u></p>  | <ul style="list-style-type: none">• The teacher is sought out by colleagues and students for advice on matters of ethical conduct.• The teacher takes a leadership role regarding district regulations. |