

## Link to Danielson Components

<b>Components in the Danielson Framework</b>	<b>Corresponding Components in the State of Iowa Standards and Criteria</b>
1a. Demonstrating knowledge of content and pedagogy	<p>2a. Understands and uses key concepts, underlying themes, relationships, and different perspectives related to the content area.</p> <p>2c. Relates ideas and information within and across content areas.</p> <p>2b. Uses knowledge of student development to make learning experiences in the content area meaningful and accessible for every student.</p> <p>7c. Applies research, knowledge, and skills from professional development opportunities to improve practice.</p>
1b. Demonstrating knowledge of students	<p>2b. Uses knowledge of student development to make learning experiences in the content area meaningful and accessible for every student.</p> <p>3c. Uses student’s developmental needs, background, and interests in planning for instruction.</p> <p>4e. Connects students’ prior knowledge, life experiences, and interests in the instructional process.</p>
1c. Selecting instructional outcomes	<p>1b. Implements strategies supporting student, building, and district goals.</p> <p>3b. Sets and communicates high expectations for social, behavioral, and academic success of all students.</p> <p>3c. Uses student’s developmental needs, background, and interests in planning for instruction.</p> <p>3d. Selects strategies to engage all students in learning.</p> <p>5a. Aligns classroom assessment with instruction.</p>
1d. Demonstrating knowledge of resources	<p>3e. Uses available resources, including technologies, in the development and sequencing of instruction.</p>
1e. Designing coherent instruction	<p>2d. Understands and uses instructional strategies that are appropriate to the content area.</p> <p>3d. Selects strategies to engage all students in learning.</p> <p>3e. Uses available resources, including technologies, in the development and sequencing of instruction.</p> <p>4b. Uses research-based instructional strategies that address the full range of cognitive levels.</p> <p>4c. Demonstrates flexibility and responsiveness in adjusting instruction to meet student needs.</p> <p>4f. Uses available resources, including technologies, in the delivery of instruction.</p>

<b>Components in the Framework</b>	<b>Corresponding Components in the Standards</b>
1f. Designing Student Assessments	1c. Uses student performance data as a guide for decision making. 3a. Uses student’s achievement data, local standards, and the district curriculum in planning for instruction. 4b. Uses research-based instructional strategies that address the full range of cognitive levels. 5a. Aligns classroom assessment with instruction. 5b. Communicates assessment criteria and standards to all students and parents. 5c. Understands and uses the results of multiple assessments to guide planning and instruction. 5d. Guides students in goal setting and assessing their own learning.
2a. Creating an environment of respect and rapport	1e. Creates an environment of mutual respect, rapport, and fairness. 6a. Creates a learning community that encourages positive social interaction, active engagement, and self-regulation for every student. 6e. Creates a safe and purposeful learning environment. 8d. Demonstrates an understanding of and respect for all learners and staff.
2b. Establishing a culture for learning	1d. Accepts and demonstrates responsibility for creating a classroom culture that supports the learning of every student. 3b. Sets and communicates high expectations for social, behavioral, and academic success of all students. 3d. Selects strategies to engage all students in learning. 5d. Guides students in goal setting and assessing their own learning. 6a. Creates a learning community that encourages positive social interaction, active engagement, and self-regulation for every student. 6c. Develops and implements classroom procedures and routines that support high expectations for learning. 6e. Creates a safe and purposeful learning environment.
2c. Managing classroom procedures	6c. Develops and implements classroom procedures and routines that support high expectations for learning. 6d. Uses instructional time effectively to maximize student achievement.

<b>Components in the Framework</b>	<b>Corresponding Components in the Standards</b>
2d. Managing student behavior	3b. Sets and communicates high expectations for social, behavioral, and academic success of all students. 6b. Establishes, communicates, models and maintains standards of responsible student behavior.
2e. Organizing physical space	6e. Creates a safe and purposeful learning environment.
3a. Communicating with students	1g. Communicates with students, families, colleagues, and communities effectively and accurately. 3b. Sets and communicates high expectations for social, behavioral, and academic success of all students. 5b. Communicates assessment criteria and standards to all students and parents.
3b. Using questioning and discussion techniques	1e. Creates an environment of mutual respect, rapport, and fairness. 4a. Aligns classroom instruction with local standards and district curriculum. 6a. Creates a learning community that encourages positive social interaction, active engagement, and self-regulation for every student.
3c. Engaging students in learning	1b. Implements strategies supporting student, building, and district goals. 2a. Understands and uses key concepts, underlying themes, relationships, and different perspectives related to the content area. 3d. Selects strategies to engage all students in learning. 4c. Demonstrates flexibility and responsiveness in adjusting instruction to meet student needs. 4d. Engages students in varied experiences that meet diverse needs and promote social, emotional, and academic growth. 4e. Connects students' prior knowledge, life experiences, and interests in the instructional process. 4f. Uses available resources, including technologies, in the delivery of instruction.
3d. Using assessment in instruction	1a. Provides evidence of student learning to students, families, and staff. 5e. Provides substantive, timely, and constructive feedback to students and parents.

<b>Components in the Framework</b>	<b>Corresponding Components in the Standards</b>
3e. Demonstrating flexibility and responsiveness	1d. Accepts and demonstrates responsibility for creating a classroom culture that supports the learning of every student. 4a. Aligns classroom instruction with local standards and district curriculum. 4c. Demonstrates flexibility and responsiveness in adjusting instruction to meet student needs. 5c. Understands and uses the results of multiple assessments to guide planning and instruction.
4a. Reflecting on teaching	3a. Uses student’s achievement data, local standards, and the district curriculum in planning for instruction. 5c. Understands and uses the results of multiple assessments to guide planning and instruction. 7a. Demonstrates habits and skills of continuous inquiry and learning.
4b. Maintaining accurate records	1g. Communicates with students, families, colleagues, and communities effectively and accurately. 3a. Uses student’s achievement data, local standards, and the district curriculum in planning for instruction. 5e. Provides substantive, timely, and constructive feedback to students and parents.
4c. Communicating with families	1a. Provides evidence of student learning to students, families, and staff. 1g. Communicates with students, families, colleagues, and communities effectively and accurately. 5b. Communicates assessment criteria and standards to all students and parents. 5e. Provides substantive, timely, and constructive feedback to students and parents. 8e. Collaborates with students, families, colleagues, and communities to enhance student learning.
4d. Participating in a professional community	1b. Implements strategies supporting student, building, and district goals. 5f. Works with other staff and building and district leadership in analysis of student progress. 7b. Works collaboratively to improve professional practice and student learning. 8c. Contributes to efforts to achieve district and building goals. 8d. Demonstrates an understanding of and respect for all learners and staff. 8e. Collaborates with students, families, colleagues, and communities to enhance student learning.

<b>Components in the Framework</b>	<b>Corresponding Components in the Standards</b>
4e. Growing and developing professionally	7a. Demonstrates habits and skills of continuous inquiry and learning. 7b. Works collaboratively to improve professional practice and student learning. 7c. Applies research, knowledge, and skills from professional development opportunities to improve practice. 7d. Establishes and implements professional development plans based upon the teacher needs aligned to the Iowa Teaching Standards and district/building student achievement goals. 8c. Contributes to efforts to achieve district and building goals.
4f. Showing professionalism	5f. Works with other staff and building and district leadership in analysis of student progress. 7b. Works collaboratively to improve professional practice and student learning. 8d. Demonstrates an understanding of and respect for all learners and staff.