

SpringBoard Crosswalk to Danielson’s Framework for Teaching

ASSESSMENT	
SpringBoard Look For Indicator	Danielson Domain Component
Students understand the criteria and expectations by which their work will be evaluated.	3a – Communicating with Students 3d – Using Assessment in Instruction
Students understand the purpose of the lesson and its connection to the Embedded Assessment.	1f – Designing Student Assessments 3a – Communicating with Students 3c – Engaging Students in the Learning
Exemplars of student work are displayed and frequently rotated.	2b- Establishing a Culture for Learning
Multiple types of formative assessments provide consistent checks for student understanding.	1f – Designing Student Assessments 3d – Using Assessment in Instruction
Data from assessments inform instruction.	1b – Demonstrating Knowledge of Students 1f – Designing Student Assessments 3d – Using Assessment in Instruction 3e – Demonstrating Flexibility and Responsiveness

CONTENT	
Exemplar	Danielson Domain Component
Essential questions are an explicit part of unit instruction, setting the context for learning.	1c - Setting Instructional Outcomes 1e - Designing Coherent Instruction 3a - Communicating with Students
Designated unit activities are taught so that students are required to use critical and creative thinking.	1a - Demonstrating Knowledge of Pedagogy 1e - Designing Coherent Instruction 3b - Using Questioning and Discussion 3c - Engaging Students in the Learning
Springboard consumable texts show evidence of consistent use such as: <ul style="list-style-type: none"> • Marked Texts • Annotated Passages • Written Responses • Notes 	2b - Establishing a Culture for Learning 3c - Engaging Students in the Learning 3d - Using Assessment in Instruction
Academic vocabulary is consistently used in students' written and oral responses.	2b - Establishing a Culture for Learning 3a - Communicating with Students 3c - Engaging Students in the Learning
Content explicitly prepares students for the rigor of Advanced Placement exam and performance expectations of Common Core State Standards or College and Career Readiness Standards.	1a - Demonstrating Knowledge of Content and Pedagogy 1e - Designing Coherent Instruction 3c - Engaging Students in the Learning

COGNITIVE ENGAGEMENT	
Exemplar	District Observation Tool
Students actively draw upon prior knowledge and use that knowledge to connect with lesson goals.	2a – Creating an Environment of Respect and Rapport 3a – Communicating with Students 3c – Engaging Students in the Learning
Students know when, why, and how to use strategies, free of teacher support when appropriate.	2b – Establishing a Culture for Learning 3c – Engaging Students in the Learning
Student activities move strategically through multiple levels of cognition.	1a – Demonstrating Knowledge of Content and Pedagogy 1e – Designing Coherent Instruction 3c – Engaging Students in the Learning
Student collaboration occurs within structured processes to meet goals of lessons.	2a- Creating an Environment of Respect and Rapport 3b – Using Questioning and Discussion Techniques 3c -Engaging Students in the Learning
Students understand expectations for individual accountability within collaborative activities.	2a- Creating an Environment of Respect and Rapport 2c – Managing Classroom Procedures 3a – Communicating with Students 3d – Using Assessment in Instruction

INSTRUCTION	
Exemplar	District Observation Tool
Purpose statements are an active part of classroom dialogue.	1c – Setting Instructional Outcomes
Strategic adjustments are made to the lesson to provide additional support for students.	3e – Demonstrating Flexibility and Responsiveness
Learning strategies are used as a way of facilitating understanding of the material.	1a – Demonstrating Knowledge of Content and Pedagogy 3d - Using Assessment in Instruction
A variety of grouping practices/strategies are used to advance learning and support student outcomes.	1a – Demonstrating Knowledge of Content and Pedagogy 1b – Knowledge of Student
Instructional questions scaffold toward higher complexity with adequate wait time for student responses.	3b – Using Questioning and Discussion
Modeling, guided practice, and independent practice are aligned to performance expectations of assessments.	1a – Demonstrating Knowledge of Content and Pedagogy 1e - Designing Coherent Instruction 3a – Communicating with Students 3c – Engaging Students in the Learning