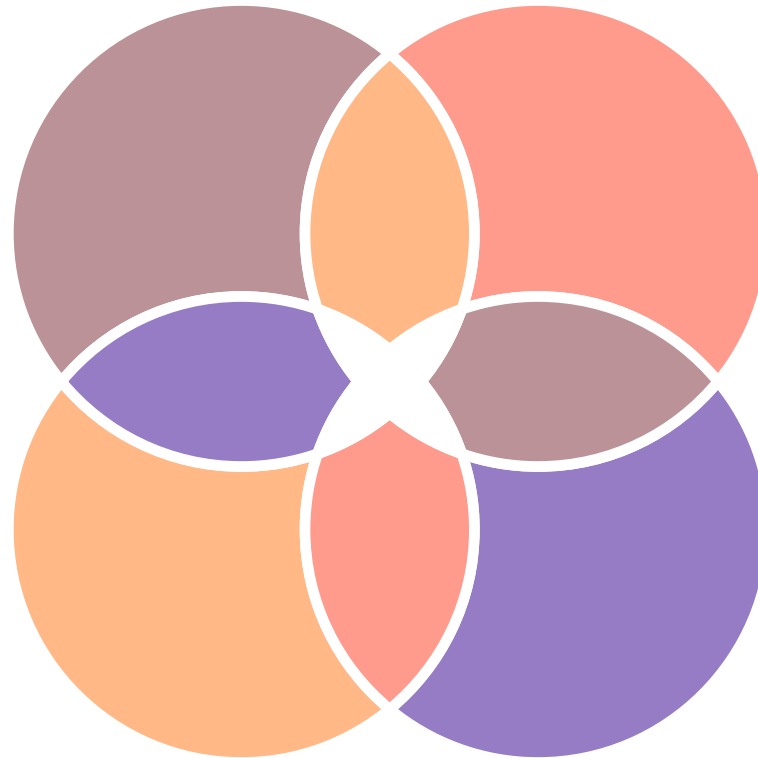


Crosswalk between Universal Design for Learning (UDL) and the Danielson Framework for Teaching (FfT)



Danielson FfT/UDL Crosswalk

Purpose

We are all learners. In fact, we believe that educators are life-long learners who persistently strive to hone their craft. We also believe that effective teaching leads to expert learning. Both the Universal Design for Learning framework (UDL) and the Danielson Framework for Teaching (FfT) offer guidance to educators on how to support ALL their students in becoming expert learners.

The Crosswalk between the UDL and Danielson FfT frameworks grew out of a need among UDL experts in the field. As teachers strengthen their practices by infusing the principles of UDL in their work, their performance within the Danielson FfT will improve. The purpose of this Crosswalk, therefore, is to offer an instrument that explicitly provides teachers with the critical connections they need to enhance their planning, instruction, and professional practice.

This Crosswalk was developed through a collaborative project that included the following partners: Baltimore County Public Schools (MD), CAST, Danielson Group, Howard County Public Schools (MD), Lakeview Public Schools (St. Clair Shores, MI), and Towson University (MD).

Universal Design for Learning

The graphic is titled "Universal Design for Learning Guidelines" and features three brain icons at the top, each representing a different guideline. The first brain is green and labeled "Provide Multiple Means of Engagement". The second is purple and labeled "Provide Multiple Means of Representation". The third is blue and labeled "Provide Multiple Means of Action & Expression". Below each brain icon is a list of specific strategies. The "Engagement" section includes strategies for self-regulation, sustaining effort and persistence, and recruiting interest. The "Representation" section includes strategies for comprehension, language/mathematical expressions/symbols, perception, and physical action. The "Action & Expression" section includes strategies for executive functions, expression and communication, and physical action.

Universal Design for Learning Guidelines

Provide Multiple Means of Engagement <i>Purposeful, motivated learners</i>	Provide Multiple Means of Representation <i>Resourceful, knowledgeable learners</i>	Provide Multiple Means of Action & Expression <i>Strategic, goal-directed learners</i>
Provide options for self-regulation <ul style="list-style-type: none">+ Promote expectations and beliefs that optimize motivation+ Facilitate personal coping skills and strategies+ Develop self-assessment and reflection	Provide options for comprehension <ul style="list-style-type: none">+ Activate or supply background knowledge+ Highlight patterns, critical features, big ideas, and relationships+ Guide information processing, visualization, and manipulation+ Maximize transfer and generalization	Provide options for executive functions <ul style="list-style-type: none">+ Guide appropriate goal-setting+ Support planning and strategy development+ Enhance capacity for monitoring progress
Provide options for sustaining effort and persistence <ul style="list-style-type: none">+ Heighten salience of goals and objectives+ Vary demands and resources to optimize challenge+ Foster collaboration and community+ Increase mastery-oriented feedback	Provide options for language, mathematical expressions, and symbols <ul style="list-style-type: none">+ Clarify vocabulary and symbols+ Clarify syntax and structure+ Support decoding of text, mathematical notation, and symbols+ Promote understanding across languages+ Illustrate through multiple media	Provide options for expression and communication <ul style="list-style-type: none">+ Use multiple media for communication+ Use multiple tools for construction and composition+ Build fluencies with graduated levels of support for practice and performance
Provide options for recruiting interest <ul style="list-style-type: none">+ Optimize individual choice and autonomy+ Optimize relevance, value, and authenticity+ Minimize threats and distractions	Provide options for perception <ul style="list-style-type: none">+ Offer ways of customizing the display of information+ Offer alternatives for auditory information+ Offer alternatives for visual information	Provide options for physical action <ul style="list-style-type: none">+ Vary the methods for response and navigation+ Optimize access to tools and assistive technologies

Source: Meyer, Rose & Gordon (2014). © CAST. Used with permission.

Universal Design for Learning (UDL) is a framework for teaching and learning that offers all individuals equal opportunities to learn (Hall, Meyer & Rose, 2012). The UDL framework, defined in the Higher Education Opportunity Act of 2008 as a “scientifically valid framework for guiding educational practice,” is derived from research on neurodiversity and the learning sciences (Ralabate, 2011). Educators who utilize the UDL framework accept learner variability as a strength to be leveraged, not a challenge to be overcome. Instead of focusing on intrinsic learner deficits or challenges, this framework offers guidance to educators about those areas where they can expect learners to vary naturally, allowing them to plan for this variability in advance (Rose & Meyer, 2002).

The ultimate goal of applying UDL to instruction is to help all learners to develop into *expert learners*—learners who can assess their own learning needs, monitor their own progress, and regulate and sustain their interests, effort, and persistence during learning tasks (CAST, 2012). By utilizing UDL framework, educators design learning experiences that provide the opportunity for all learners to have access to, participate in, and progress in the general education curriculum.

Danielson FfT/UDL Crosswalk

According to Rose and Meyer (2002), UDL is based on three broad principles, which are aligned with three networks in the brain that are involved in the learning processes:

1. Multiple means for representing information to students (corresponding to the recognition network),
2. Multiple means for action and expression by students (corresponding to the strategic network), and
3. Multiple means for engagement of students (corresponding to the affective network).

Using the UDL Principles, educators offer options for how information is presented, how students respond or demonstrate their knowledge and skills, and how students are engaged in learning. Associated with each principle are a series of guidelines and checkpoints to help educators design instruction to meet the needs of students with the natural variability that exists in all classrooms (CAST, 2011).

Charlotte Danielson’s Framework for Teaching

The Framework for Teaching identifies those aspects of a teacher’s responsibilities and teaching practice that have been documented through empirical studies and theoretical research as promoting improved student learning. The Framework seeks to define what teachers know and do in the exercise of their professional practice. It provides a definition of quality teaching practices and ensures a common language to talk about teaching for ALL students. In addition, the Framework describes all aspects of teaching practice, and captures the work of teachers across various settings.

Diverse learners are present in every classroom – whether the setting is a general education classroom, a co-taught classroom or a special education classroom. Teachers should be prepared to provide rich educational opportunities for students with myriad skills, interests, challenges, and cultural experiences.

The centerpiece of the Framework is student engagement, which is defined not as “busy” or “on task,” but as “intellectually active.” Furthermore, the hallmark of distinguished-level practice in the Framework is that teachers have been able to create a community of learners in which students assume a large part of the responsibility for the success of a lesson and their own learning.

<p>DOMAIN 1: Planning and Preparation</p> <p>1a Demonstrating Knowledge of Content and Pedagogy • Content and the structure of the discipline • Prerequisite relationships • Content-related pedagogy</p> <p>1b Demonstrating Knowledge of Students • Child and adolescent development • Learning process • Special needs • Students’ skills, knowledge, and language proficiency • Students’ interests and cultural heritage</p> <p>1c Setting Instructional Outcomes • Value, sequence, and alignment • Clarity • Balance • Suitability for diverse learners</p> <p>1d Demonstrating Knowledge of Resources • For classroom use • To extend content knowledge and pedagogy • Resources for students</p> <p>1e Designing Coherent Instruction • Learning activities • Instructional materials and resources • Instructional groups • Lesson and unit structure</p> <p>1f Designing Student Assessments • Congruence with instructional outcomes • Criteria and standards • Design of formative assessments • Use for planning</p>	<p>DOMAIN 2: The Classroom Environment</p> <p>2a Creating an Environment of Respect and Rapport • Teacher interaction with students, including both words and actions • Student interaction with students, including both words and actions</p> <p>2b Establishing a Culture for Learning • Importance of content and of learning • Expectations for learning and achievement • Student pride in work</p> <p>2c Managing Classroom Procedures • Instructional groups • Transitions • Materials and supplies • Performance of classroom routines • Supervision of volunteers and paraprofessionals</p> <p>2d Managing Student Behavior • Expectations • Monitoring student behavior • Response to student misbehavior</p> <p>2e Organizing Physical Space • Safety and accessibility • Arrangement of furniture and use of physical resources</p>
<p>DOMAIN 4: Professional Responsibilities</p> <p>4a Reflecting on Teaching • Accuracy • Use in future teaching</p> <p>4b Maintaining Accurate Records • Student completion of assignments • Student progress in learning • Noninstructional records</p> <p>4c Communicating with Families • Information about the instructional program • Information about individual students • Engagement of families in the instructional program</p> <p>4d Participating in a Professional Community • Relationships with colleagues • Participation in school and district projects • Involvement in culture of professional inquiry • Service to the school</p> <p>4e Growing and Developing Professionally • Enhancement of content knowledge and pedagogical skill • Receptivity to feedback from colleagues • Service to the profession</p> <p>4f Showing Professionalism • Integrity/ethical conduct • Service to students • Advocacy • Decision-making • Compliance with school and district regulation</p>	<p>DOMAIN 3: Instruction</p> <p>3a Communicating With Students • Expectations for learning • Directions for activities • Explanations of content • Use of oral and written language</p> <p>3b Using Questioning and Discussion Techniques • Quality of questions/prompts • Discussion techniques • Student participation</p> <p>3c Engaging Students in Learning • Activities and assignments • Grouping of students • Instructional materials and resources • Structure and pacing</p> <p>3d Using Assessment in Instruction • Assessment criteria • Monitoring of student learning • Feedback to students • Student self-assessment and monitoring of progress</p> <p>3e Demonstrating Flexibility and Responsiveness • Lesson adjustment • Response to students • Persistence</p>

Source: The Danielson Group (2014). © The Danielson Group. Used with permission.

Danielson FfT/UDL Crosswalk

Using the Framework for Teaching during pre- and post-observation conferences allows for meaningful conversations around the planning and instruction of specially designed lessons that addresses the individualized needs of all students.

A Word About Levels of Performance:

In the 2013 Edition of the Framework for Teaching, Charlotte Danielson provides “Critical Attributes” for four levels of performance for each of the 22 components in the Framework. These critical attributes provide essential guidance for observers in distinguishing between unsatisfactory, basic, proficient and distinguished levels of performance.

It is important to note that teaching at the proficient level of performance is considered good solid teaching. Proficient teaching is characterized by “teacher-directed success,” while distinguished-level teaching is characterized by “student-directed success.” The 2013 Evaluation Instrument provides critical attributes for each level of performance for each component (<http://danielsongroup.org/books-materials/>) as well as selected examples of what that might look like in the classroom. The teacher’s role in designing and ensuring opportunities for students to take ownership of their learning is highlighted in these resources. Observers and teachers can use the Framework for Teaching to talk about how to incorporate student ownership of learning in all classrooms. Professional conversations include supporting the teacher in the design of lessons that support multiple means of engagement, representation and action and expression. School administrators and teachers can collaborate to design and support learner variability in multiple ways so students take ownership for their learning.

Scenario: Meet Maria



Maria is a fifth year teacher and as she approaches her first observation of the school year, she is reflecting on the Charlotte Danielson

Framework for Teaching and trying to connect this evaluation tool to the principles of Universal Design for Learning.

As Maria continues to develop her design of instructions and assessments, she wants to progress beyond earning basic and proficient ratings on the Danielson Rubric to proficient and distinguished ratings by incorporating the principles of UDL. As you move through this document, you will be able to follow Maria’s progression through the four domains of the Charlotte Danielson framework, linking her actions to the principles of UDL

Danielson FfT/UDL Crosswalk

UDL Principles and Guidelines

Provide Multiple Means of Representation: the “what” of learning

GUIDELINE 1: PROVIDE OPTIONS FOR PERCEPTION: options that customize the display of information; options that provide alternatives for auditory information; and options that provide alternatives for visual information.

GUIDELINE 2: PROVIDE OPTIONS FOR LANGUAGE AND SYMBOLS: options that clarify vocabulary and symbols; options that clarify syntax and structure; options that support decoding text, mathematical notation, and symbols; options that promote understanding across languages; and options that illustrate through multiple media.

GUIDELINE 3: PROVIDE OPTIONS FOR COMPREHENSION: options that supply or activate background knowledge; options that highlight patterns, critical features, big ideas, and relationships; options that guide information processing, visualization, and manipulation; and options that maximize transfer and generalization.

Provide Multiple Means of Action and Expression: the “how” of learning

GUIDELINE 4: PROVIDE OPTIONS FOR PHYSICAL ACTION: options that vary methods of response and navigation; and options for accessing tools and assistive technologies.

GUIDELINE 5: PROVIDE OPTIONS FOR EXPRESSIVE SKILLS AND COMMUNICATION: options in the use of multiple media for communication; options for multiple tools for composition and construction; and options for building fluencies with graduated levels of supports for practice and performance.

GUIDELINE 6: PROVIDE OPTIONS FOR EXECUTIVE FUNCTIONS: options that guide effective goal-setting; options that support planning and strategy development; options that facilitate managing information and resources; and options that enhance capacity for monitoring progress.

Provide Multiple Means of Engagement: the “why” of learning

GUIDELINE 7: PROVIDE OPTIONS FOR RECRUITING INTEREST: options that increase individual choice and autonomy; options that enhance relevance, value, and authenticity; and options that minimize threats and distractions.

GUIDELINE 8: PROVIDE OPTIONS FOR SUSTAINING EFFORT AND PERSISTENCE: options that heighten salience of goals and objectives; options that vary levels of challenge and support; options that foster collaboration and community and options that increase mastery-oriented feedback.

GUIDELINE 9: PROVIDE OPTIONS FOR SELF-REGULATION: options that promote expectations and beliefs that optimize motivation; options that facilitate personal coping skills and strategies; and options that develop self-assessment and reflection.

Danielson FfT/UDL Crosswalk

Scenario 1: Planning and Preparation

In preparation for her pre-observation conference, Maria reviews the Charlotte Danielson Framework for Teaching. Her first steps include reviewing the last unit's post-assessment. She wants to be able to **demonstrate her knowledge of her students**, especially the student preferences and their feedback on the instruction. Reviewing the student comments, Maria makes note of the misconceptions that she will need to address in the new unit. She crafts a letter to send home to parents explaining the new unit of study, including resources that will support student learning at home and a description of the major assessments that will accompany the learning unit. To encourage student engagement, Maria plans to share her curriculum map showcasing the links between lessons from the previous unit and the new unit. Learning outcomes, content topics, skills and assessments are all part of the curriculum map. **Her instructional outcomes are written in student friendly language** and the students' involvement in the assessments is planned.

In her pre-observation conference, her supervisor shares how her lesson plan aligns with 1a, 1b, 1c, 1d, and 1e of the Danielson FfT. After Maria identifies 1f (i.e., designing student assessments) as an area that she wants to work on for future growth, her supervisor encourages her to meet with colleagues who are proficient in designing student assessments to find effective assessment models. In **compiling the resources** for the lessons in the unit, she wants her supervisor to know how **her materials are challenging and aligned with the curriculum**.

Maria also reflects on what she knows about the Universal Design for Learning principles. To provide multiple means of representation, Maria plans for several different ways she can display information via a multitude of presentation modes. For example, Maria plans to use an engaging video clip to hook the students to the learning objectives; she will offer students the option to listen to or read a transcript of the video; and visuals are a key component of her direct instruction. Student choice is embedded in her lesson to promote strategic thinking, executive functions, and comprehension. To offer multiple means of engagement, group work, independent work and collaborative partner work are built into the lesson. Maria will also guide a discussion after the initial 'starter' to gather important information about students' interests and prior knowledge of the topic. To afford multiple means of action and expression, Maria will supply guided and scaffolded notes that allow students to choose which level of note-taking they will use.

After the note-taking activity, Maria will implement a formative assessment — a closing activity connected to the benchmarks — to monitor her students' progress. Each student will have a choice as to how they will express their knowledge. Their options will include a verbal, written, technological based response, or a pictorial representation. She will offer the students a clear rubric for their products that is linked directly to the benchmarks addressed in the lesson.

DOMAIN 1: Planning and Preparation

1a Demonstrating Knowledge of Content and Pedagogy

- Content and the structure of the discipline
- Prerequisite relationships
- Content-related pedagogy

1b Demonstrating Knowledge of Students

- Child and adolescent development
- Learning process
- Special needs
- Students' skills, knowledge, and language proficiency
- Students' interests and cultural heritage

1c Setting Instructional Outcomes

- Value, sequence, and alignment
- Clarity
- Balance
- Suitability for diverse learners

1d Demonstrating Knowledge of Resources

- For classroom use
- To extend content knowledge and pedagogy
- Resources for students

1e Designing Coherent Instruction

- Learning activities
- Instructional materials and resources
- Instructional groups
- Lesson and unit structure

1f Designing Student Assessments

- Congruence with instructional outcomes
- Criteria and standards
- Design of formative assessments
- Use for planning

Danielson FfT/UDL Crosswalk

Below is a chart showing the Danielson components in the first column, the critical attributes associated with each component in the second column, and the UDL Principles & Guidelines that apply to each component and its critical attributes in the third column.

Danielson Component	Critical Attributes	UDL Principles and Guidelines
1a: Demonstrating Knowledge of Content and Pedagogy	<p>Proficient Level Critical Attributes</p> <ul style="list-style-type: none"> • The teacher can identify important concepts of the discipline and their relationships to one another. • The teacher provides clear explanations of the content. • The teacher answers students' questions accurately and provides feedback that furthers their learning. • Instructional strategies in unit and lesson plans are entirely suitable to the content. <p>Distinguished Level Critical Attributes</p> <ul style="list-style-type: none"> • The teacher cites intra- and interdisciplinary content relationships. • The teacher's plans demonstrate awareness of possible student misconceptions and how they can be addressed. • The teacher's plans reflect recent developments in content-related pedagogy. 	<p>Demonstrate intra- and interdisciplinary content relationships, awareness of how to address possible student misconceptions, and recent developments in content-related pedagogy by applying these UDL strategies:</p> <p>Representation:</p> <ul style="list-style-type: none"> • Provide options for language, mathematical expressions, and symbols — options that define vocabulary and symbols, clarify syntax and structure, decode text or mathematical notation, promote cross-linguistic understanding, and illustrate key concepts non-linguistically. • Provide options for comprehension — options that provide or activate background knowledge; highlight critical features, big ideas, and relationships; guide information processing; and support memory and transfer.
1b: Demonstrating Knowledge of Students	<p>Proficient Level Critical Attributes</p> <ul style="list-style-type: none"> • The teacher knows, for groups of students, their levels of cognitive development. • The teacher is aware of the different cultural groups in the class. • The teacher has a good idea of the range of interests of students in the class. • The teacher has identified "high," "medium," and "low" groups of students within the class. • The teacher is well informed about students' cultural heritages and incorporates this knowledge in lesson planning. • The teacher is aware of the special needs represented by students in the class. <p>Distinguished Level Critical Attributes</p> <ul style="list-style-type: none"> • The teacher uses ongoing methods to assess students' skills and designs instruction accordingly. • The teacher seeks out information from all students about their cultural heritages. • The teacher maintains a system of updated student records and incorporates medical and/or learning needs into lesson plans. 	<p>Include ongoing methods for student assessment, address student cultural heritages, maintain a system of updated student records and incorporate student information and needs into lesson planning by applying these UDL strategies:</p> <p>Representation:</p> <ul style="list-style-type: none"> • Provide options for language, mathematical expressions, and symbols — options that promote cross-linguistic understanding, • Provide options for comprehension — options that provide or activate background knowledge <p>Action and Expression:</p> <ul style="list-style-type: none"> • Provide options for executive functions — options that guide effective goal-setting, support planning and strategy development, facilitate managing information and resources, and enhance capacity for monitoring progress. <p>Engagement:</p> <ul style="list-style-type: none"> • Provide options for sustaining effort and persistence — options that heighten salience of goals and objectives, and increase mastery-oriented feedback. • Provide options for self-regulation — options that guide personal goal-setting and expectations, and develop self-assessment and reflection.

Danielson FfT/UDL Crosswalk

Danielson Component	Critical Attributes	UDL Principles and Guidelines
1c: Setting Instructional Outcomes	<p>Proficient Level Critical Attributes</p> <ul style="list-style-type: none"> • Outcomes represent high expectations and rigor. • Outcomes are related to “big ideas” of the discipline. • Outcomes are written in terms of what students will learn rather than do. • Outcomes represent a range of types: factual knowledge, conceptual understanding, reasoning, social interaction, management, and communication. • Outcomes, differentiated where necessary, are suitable to groups of students in the class. <p>Distinguished Level Critical Attributes</p> <ul style="list-style-type: none"> • The teacher’s plans reference curricular frameworks or blueprints to ensure accurate sequencing. • The teacher connects outcomes to previous and future learning. • Outcomes are differentiated to encourage individual students to take educational risks. 	<p>Connect outcomes to previous and future learning and differentiate outcomes by applying these UDL strategies:</p> <p>Representation:</p> <ul style="list-style-type: none"> • Provide options for comprehension — options that provide or activate background knowledge; highlight critical features, big ideas, and relationships; guide information processing; and support memory and transfer. <p>Action and Expression:</p> <ul style="list-style-type: none"> • Provide options for expression and communication — options in media for communication, tools for composition and problem solving, and scaffolds for practice and performance. <p>Engagement:</p> <ul style="list-style-type: none"> • Provide options for self-regulation — options that guide personal goal-setting and expectations, scaffold coping skills and strategies, and develop self-assessment and reflection.
1d: Demonstrating Knowledge of Resources	<p>Proficient Level Critical Attributes</p> <ul style="list-style-type: none"> • Texts are at varied levels. • Texts are supplemented by guest speakers and field experiences. • The teacher facilitates the use of Internet resources. • Resources are multidisciplinary. • The teacher expands her knowledge through professional learning groups and organizations. • The teacher pursues options offered by universities. • The teacher provides lists of resources outside the classroom for students to draw on. <p>Distinguished Level Critical Attributes</p> <ul style="list-style-type: none"> • The texts are matched to student skill level. • The teacher has ongoing relationships with colleges and universities that support student learning. • The teacher maintains a log of resources for student reference. • The teacher pursues apprenticeships to increase discipline knowledge. • The teacher facilitates student contact with resources outside the classroom. 	<p>Offer texts matched to student skill levels and facilitate student contact with resources outside the classroom by applying these UDL strategies:</p> <p>Representation:</p> <ul style="list-style-type: none"> • Provide options for perception — options that customize the display of information; provide alternatives for auditory information; and provide alternatives for visual information. • Provide options for language, mathematical expressions, and symbols — options that define vocabulary and symbols, clarify syntax and structure, decode text or mathematical notation, promote cross-linguistic understanding, and illustrate key concepts non-linguistically. • Provide options for comprehension — options that provide or activate background knowledge; highlight critical features, big ideas, and relationships; guide information processing; and support memory and transfer.

Danielson FfT/UDL Crosswalk

Danielson Component	Critical Attributes	UDL Principles and Guidelines
<p>1e: Designing Coherent Instruction</p>	<p>Proficient Level Critical Attributes</p> <ul style="list-style-type: none"> • Learning activities are matched to instructional outcomes. • Activities provide opportunity for higher-level thinking. • The teacher provides a variety of appropriately challenging materials and resources. • Instructional student groups are organized thoughtfully to maximize learning and build on students' strengths. • The plan for the lesson or unit is well structured, with reasonable time allocations. <p>Distinguished Level Critical Attributes</p> <ul style="list-style-type: none"> • Activities permit student choice. • Learning experiences connect to other disciplines. • The teacher provides a variety of appropriately challenging resources that are differentiated for students in the class. • Lesson plans differentiate for individual student needs. 	<p>Offer student choice, connect with other disciplines, provide a variety of appropriately challenging resources and differentiate for individual needs by applying these UDL strategies:</p> <p>Representation:</p> <ul style="list-style-type: none"> • Provide options for perception — options that customize the display of information; provide alternatives for auditory information; and provide alternatives for visual information. • Provide options for language, mathematical expressions, and symbols — options that define vocabulary and symbols, clarify syntax and structure, decode text or mathematical notation, promote cross-linguistic understanding, and illustrate key concepts non-linguistically. • Provide options for comprehension — options that provide or activate background knowledge; highlight critical features, big ideas, and relationships; guide information processing; and support memory and transfer. <p>Action & Expression:</p> <ul style="list-style-type: none"> • Provide options for physical action — options in the mode of physical response, in the means of navigation, and for accessing tools and assistive technologies. • Provide options for expression and communication — options in media for communication, tools for composition and problem solving, and scaffolds for practice and performance. • Provide options for executive functions — options that guide effective goal-setting, support planning and strategy development, facilitate managing information and resources, and enhance capacity for monitoring progress. <p>Engagement:</p> <ul style="list-style-type: none"> • Provide options for recruiting interest — options that increase individual choice and autonomy; enhance relevance, value, and authenticity; and reduce threats and distractions. • Provide options for sustaining effort and persistence — options that heighten salience of goals and objectives, vary levels of challenge and support, foster collaboration and communication, and increase mastery-oriented feedback • Provide options for self-regulation — options that guide personal goal-setting and expectations, scaffold coping skills and strategies, and develop self-assessment and reflection.

Danielson FfT/UDL Crosswalk

Danielson Component	Critical Attributes	UDL Principles and Guidelines
<p>1f: Designing Student Assessments</p>	<p>Proficient Level Critical Attributes</p> <ul style="list-style-type: none"> • All the learning outcomes have a method for assessment. • Assessment types match learning expectations. • Plans indicate modified assessments when they are necessary for some students. • Assessment criteria are clearly written. • Plans include formative assessments to use during instruction. • Lesson plans indicate possible adjustments based on formative assessment data. <p>Distinguished Level Critical Attributes</p> <ul style="list-style-type: none"> • Assessments provide opportunities for student choice. • Students participate in designing assessments for their own work. • Teacher-designed assessments are authentic, with real-world application as appropriate. • Students develop rubrics according to teacher-specified learning objectives. • Students are actively involved in collecting information from formative assessments and provide input. 	<p>Utilize authentic assessments that offer students choice and options for participating in the design of their own assessments and data collection, including well-developed rubrics by applying these UDL strategies:</p> <p>Action and Expression:</p> <ul style="list-style-type: none"> • Provide options for expression and communication — options in media for communication, tools for composition and problem solving, and scaffolds for practice and performance. • Provide options for executive functions — options that guide effective goal-setting, support planning and strategy development, facilitate managing information and resources, and enhance capacity for monitoring progress. <p>Engagement:</p> <ul style="list-style-type: none"> • Provide options for recruiting interest — options that increase individual choice and autonomy and enhance relevance, value, and authenticity. • Provide options for sustaining effort and persistence — options that heighten salience of goals and objectives, vary levels of challenge and support, foster collaboration and communication, and increase mastery-oriented feedback. • Provide options for self-regulation — options that guide personal goal-setting and expectations and develop self-assessment and reflection.

Danielson FfT/UDL Crosswalk

DOMAIN 2: The Classroom Environment

2a Creating an Environment of Respect and Rapport

- Teacher interaction with students, including both words and actions
- Student interaction with students, including both words and actions

2b Establishing a Culture for Learning

- Importance of content and of learning
- Expectations for learning and achievement
- Student pride in work

2c Managing Classroom Procedures

- Instructional groups
- Transitions
- Materials and supplies
- Performance of classroom routines
- Supervision of volunteers and paraprofessionals

2d Managing Student Behavior

- Expectations
- Monitoring student behavior
- Response to student misbehavior

2e Organizing Physical Space

- Safety and accessibility
- Arrangement of furniture and use of physical resources

Scenario 2: The Classroom Environment

The staff at Maria's school was trained in the school-wide PBIS system. In order to **create an environment of respect and rapport**, she has utilized skills and techniques from this training to continually develop and strengthen a positive learning environment. She begins class by greeting each student at the door as they enter the classroom to help them feel welcomed.

Maria knows that a smoothly functioning classroom is a prerequisite to good instruction and high levels of student engagement. She **establishes and monitors routines and procedures** for the smooth operation of the classroom. The daily agenda is displayed and objectives/essential questions are posted so that students have a clear understanding of the day's expectations. Clear routines have been established, which is obvious as students immediately access their materials and begin working on their class "starter."

After Maria takes attendance, she walks through the room to provide students with targeted guidance and encouragement as they complete the task. For any of her students that begin immediately without prompting, Maria hands them a positive behavior reward to reinforce students' practices as they strengthen their classroom routines. In order to establish the appropriate culture for learning, Maria verbalizes and uses a visual to explain the specific behavioral expectations for the peer editing activity that they are about to begin.

Maria **monitors student behavior** and **establishes clear standards of conduct**. As Maria walks around the room to monitor each student's progress, she notices that several students were giving positive feedback to their partners in the peer review process. She observes one student who appears to be off task. As she approaches this student, she hears the peer-editing partner remind the disruptive student of the expectations that were clearly defined by Maria at the beginning of the activity. The students then continue the activity as Maria walks by them and she quietly thanks them for getting back on task. The behaviors demonstrated by the students are a result of the embedded routines and the relationships Maria has established with her students.

Danielson FfT/UDL Crosswalk

Below is a chart showing the Danielson components in the first column, the critical attributes associated with each component in the second column, and the UDL Principles & Guidelines that apply to each component and its critical attributes in the third column.

Danielson Component	Critical Attributes	UDL Principles and Guidelines
2a: Creating an Environment of Respect and Rapport	<p>Proficient Level Critical Attributes</p> <ul style="list-style-type: none"> • Talk between the teacher and students and among students is uniformly respectful. • The teacher successfully responds to disrespectful behavior among students. • Students participate willingly, but may be somewhat hesitant to offer their ideas in front of classmates. • The teacher makes general connections with individual students. • Students exhibit respect for the teacher. <p>Distinguished Level Critical Attributes</p> <ul style="list-style-type: none"> • The teacher demonstrates knowledge and caring about individual students' lives beyond the class and school. • There is no disrespectful behavior among students. • When necessary, students respectfully correct one another. • Students participate without fear of put-downs or ridicule from either the teacher or other students. • The teacher respects and encourages students' efforts. 	<p>Create a classroom climate of mutual respect in which students feel genuinely cared for by applying these UDL strategies:</p> <p>Engagement:</p> <ul style="list-style-type: none"> • Provide options for recruiting interest — options that reduce threats and distractions. • Provide options for self-regulation — options that guide personal goal-setting and expectations, scaffold coping skills and strategies, and develop self-assessment and reflection.
2b: Establishing a Culture for Learning	<p>Proficient Level Critical Attributes</p> <ul style="list-style-type: none"> • The teacher communicates the importance of the content and the conviction that with hard work all students can master the material. • The teacher demonstrates a high regard for students' abilities. • The teacher conveys an expectation of high levels of student effort. • Students expend good effort to complete work of high quality. • The teacher insists on precise use of language by students. <p>Distinguished Level Critical Attributes</p> <ul style="list-style-type: none"> • The teacher communicates passion for the subject. • The teacher conveys the satisfaction that accompanies a deep understanding of complex content. • Students indicate through their questions and comments a desire to understand the content. • Students assist their classmates in understanding the content. • Students take initiative in improving the quality of their work. • Students correct one another in their use of language. 	<p>Establish a risk-free environment where students are encouraged to connect to the content, seek understanding and support peers while pursuing academic excellence by applying these UDL strategies:</p> <p>Action & Expression:</p> <ul style="list-style-type: none"> • Provide options for expression and communication — options in media for communication, tools for composition and problem solving, and scaffolds for practice and performance. <p>Engagement:</p> <ul style="list-style-type: none"> • Provide options for sustaining effort and persistence — options that heighten salience of goals and objectives, vary levels of challenge and support, foster collaboration and communication, and increase mastery-oriented feedback. • Provide options for self-regulation — options that guide personal goal-setting and expectations, scaffold coping skills and strategies, and develop self-assessment and reflection.

Danielson FfT/UDL Crosswalk

Danielson Component	Critical Attributes	UDL Principles and Guidelines
2c: Managing Classroom Procedures	<p>Proficient Level Critical Attributes</p> <ul style="list-style-type: none"> • Students are productively engaged during small-group or independent work. • Transitions between large- and small-group activities are smooth. • Routines for distribution and collection of materials and supplies work efficiently. • Classroom routines function smoothly. • Volunteers and paraprofessionals work with minimal supervision. <p>Distinguished Level Critical Attributes</p> <ul style="list-style-type: none"> • With minimal prompting by the teacher, students ensure that their time is used productively. • Students take initiative in distributing and collecting materials efficiently. • Students themselves ensure that transitions and other routines are accomplished smoothly. • Volunteers and paraprofessionals take initiative in their work in the class. 	<p>Implement classroom routines with clear expectations to ensure student productivity by applying these UDL strategies:</p> <p>Action & Expression:</p> <ul style="list-style-type: none"> • Provide options for physical action — options in the mode of physical response, in the means of navigation, and for accessing tools and assistive technologies. • Provide options for executive functions — options that facilitate managing information and resources, and enhance capacity for monitoring progress. <p>Engagement:</p> <ul style="list-style-type: none"> • Provide options for self-regulation — options that guide expectations, scaffold coping skills and strategies, and develop self-assessment and reflection.
2d: Managing Student Behavior	<p>Proficient Level Critical Attributes</p> <ul style="list-style-type: none"> • Standards of conduct appear to have been established and implemented successfully. • Overall, student behavior is generally appropriate. • The teacher frequently monitors student behavior. • The teacher’s response to student misbehavior is effective. <p>Distinguished Level Critical Attributes</p> <ul style="list-style-type: none"> • Student behavior is entirely appropriate; any student misbehavior is very minor and swiftly handled. • The teacher silently and subtly monitors student behavior. • Students respectfully intervene with classmates at appropriate moments to ensure compliance with standards of conduct. 	<p>Develop clear behavioral expectations in which students demonstrate self-monitoring and intervene to correct peers’ misbehaviors to ensure the standards of conduct are met with minimal teacher intervention by applying these UDL strategies:</p> <p>Action & Expression:</p> <ul style="list-style-type: none"> • Provide options for executive functions — options that enhance capacity for monitoring progress. <p>Engagement:</p> <ul style="list-style-type: none"> • Provide options for recruiting interest — options that increase individual choice and autonomy; enhance relevance, value, and authenticity; and reduce threats and distractions. • Provide options for self-regulation — options that guide expectations, scaffold coping skills and strategies, and develop self-assessment and reflection.

Danielson FfT/UDL Crosswalk

Danielson Component	Critical Attributes	UDL Principles and Guidelines
2e: Organizing Physical Space	<p>Proficient Level Critical Attributes</p> <ul style="list-style-type: none"> • The classroom is safe, and all students are able to see and hear the teacher or see the board. • The classroom is arranged to support the instructional goals and learning activities. • The teacher makes appropriate use of available technology. <p>Distinguished Level Critical Attributes</p> <ul style="list-style-type: none"> • Modifications are made to the physical environment to accommodate students with special needs. • There is total alignment between the learning activities and the physical environment. • Students take the initiative to adjust the physical environment. • The teacher and students make extensive and imaginative use of available technology. 	<p>Arrange furniture and deploy high- and low-tech resources to promote optimum learning, allowing access for all learners by applying these UDL strategies:</p> <p>Representation:</p> <ul style="list-style-type: none"> • Provide options for perception — options that customize the display of information; provide alternatives for auditory information; and provide alternatives for visual information. <p>Action & Expression:</p> <ul style="list-style-type: none"> • Provide options for physical action — options in the mode of physical response, in the means of navigation, and for accessing tools and assistive technologies.

Danielson FfT/UDL Crosswalk

DOMAIN 3: Instruction

3a Communicating With Students

- Expectations for learning
- Directions for activities
- Explanations of content
- Use of oral and written language

3b Using Questioning and Discussion Techniques

- Quality of questions/prompts
- Discussion techniques
- Student participation

3c Engaging Students in Learning

- Activities and assignments
- Grouping of students
- Instructional materials and resources
- Structure and pacing

3d Using Assessment in Instruction

- Assessment criteria
- Monitoring of student learning
- Feedback to students
- Student self-assessment and monitoring of progress

3e Demonstrating Flexibility and Responsiveness

- Lesson adjustment
- Response to students
- Persistence

Scenario 3: Instruction

Maria is especially keen to ensure that all of her students are **engaged in learning** throughout her lessons. During her pre observation conference, Maria held a discussion with her supervisor related to comments from her last observation. Maria knew that **student engagement in learning** is the centerpiece of the Framework for Teaching and together they decided to focus efforts on improving student engagement. They agreed that one way in which **engagement** would be improved would be if lessons supported more **student-driven** opportunities.

Maria determined that although she could not offer her students a choice regarding the learning objective itself, she could offer them **choices** in how that objective could be reached. She planned to offer her students choices in the **context** for achieving the objective, as well as in the **tools** and **supports** available. Maria indicated that she would be addressing this area of needed growth in her teaching practice by applying UDL strategies.

The math lesson focused on the Common Core State Standards for geometric measurement, specifically, calculating area and perimeter. Maria targeted four **elements** in her planning: **activities and assignments, grouping of students, instructional materials and resources, and structure and pacing**. She anticipated that her planning would result in students remaining highly motivated to work and **persist** even when the **tasks were challenging**. Students were given a task to do independently, then to discuss with a table group, followed by a reporting out from each table. She knew that this **grouping structure** would support individualized pacing while still allowing for time for closure.

Students were asked to use a variety of manipulative materials to create different representations, **discern patterns, and make predictions**. Students pre-determined which of several tools would be most suitable to solve their geometry problems. They were also given the option to create their own materials. One option was using three-dimensional Lego bricks of any color to construct a rectangle or square according to problem specifications. She offered a hint that using the nubs on top of the bricks might assist in calculating the area and the perimeter of each shape they created. Another option she provided was graph paper ruled in $\frac{1}{4}$ " squares, pencils, and rulers. A third option involved the use of two-dimensional paper shapes. Finally, ipads were available for those who preferred to work with a geometry software program.

Once students working independently were satisfied with their results, they could seek out other students, using different materials, to share their unique paths to solving the problems. Students were allowed to

determine whether they remain in their small group to complete another section of the activity, or work independently. Finally, they were asked to develop two or three summary statements that would support their methodology. Since Maria knows that much of student learning results from their **reflection on what they have done**, she wanted to ensure that the lesson included **time for reflection and closure**.

Danielson FfT/UDL Crosswalk

Below is a chart showing the Danielson components in the first column, the critical attributes associated with each component in the second column, and the UDL Principles & Guidelines that apply to each component and its critical attributes in the third column.

Danielson Component	Critical Attributes	UDL Principles and Guidelines
3a: Communicating with Students	<p>Proficient Level Critical Attributes</p> <ul style="list-style-type: none"> • The teacher states clearly, at some point during the lesson, what the students will be learning. • The teacher’s explanation of content is clear and invites student participation and thinking. • The teacher makes no content errors. • The teacher describes specific strategies students might use, inviting students to interpret them in the context of what they’re learning. • Students engage with the learning task, indicating that they understand what they are to do. • If appropriate, the teacher models the process to be followed in the task. • The teacher’s vocabulary and usage are correct and entirely suited to the lesson, including, where appropriate, explanations of academic vocabulary. • The teacher’s vocabulary is appropriate to students’ ages and levels of development. <p>Distinguished Level Critical Attributes</p> <ul style="list-style-type: none"> • If asked, students are able to explain what they are learning and where it fits into the larger curriculum context. • The teacher explains content clearly and imaginatively, using metaphors and analogies to bring content to life. • The teacher points out possible areas for misunderstanding. • The teacher invites students to explain the content to their classmates. • Students suggest other strategies they might use in approaching a challenge or analysis. • The teacher uses rich language, offering brief vocabulary lessons where appropriate, both for general vocabulary and for the discipline. • Students use academic language correctly. 	<p>Establish communicative paths that ensure content is clearly understood by students who can demonstrate their understanding of what they are learning and why by applying these UDL strategies:</p> <p>Representation:</p> <ul style="list-style-type: none"> • Provide options for perception — options that customize the display of information, provide alternatives for auditory information, and provide alternatives for visual information. • Provide options for language, mathematical expressions, and symbols — define vocabulary and symbols, clarify syntax and structure, decode text and mathematical notation, promote cross-linguistic understanding, illustrate key concepts non-linguistically. • Provide options for comprehension — provide or activate background knowledge, highlight critical features, big ideas and relationships, guide information processing, support memory and transfer. <p>Action and Expression:</p> <ul style="list-style-type: none"> • Provide options for expression and communication — options in media for communication, tools for composition and problem solving, and scaffolds for practice and performance. • Provide options for executive functions — options that guide effective goal-setting, support planning and strategy development, facilitate managing information and resources, and enhance capacity for monitoring progress. <p>Engagement:</p> <ul style="list-style-type: none"> • Provide options for recruiting interest — options that increase individual choice and autonomy and enhance relevance, value, and authenticity. • Provide options for sustaining effort and persistence — options that heighten salience of goals and objectives, vary levels of challenge and support, foster collaboration and communication, and increase mastery-oriented feedback

Danielson FfT/UDL Crosswalk

Danielson Component	Critical Attributes	UDL Principles and Guidelines
<p>3b: Using Questioning and Discussion Techniques</p>	<p>Proficient Level Critical Attributes</p> <ul style="list-style-type: none"> • The teacher uses open-ended questions, inviting students to think and/or offer multiple possible answers. • The teacher makes effective use of wait time. • Discussions enable students to talk to one another without ongoing mediation by teacher. • The teacher calls on most students, even those who don't initially volunteer. • Many students actively engage in the discussion. • The teacher asks students to justify their reasoning, and most attempt to do so. <p>Distinguished Level Critical Attributes</p> <ul style="list-style-type: none"> • Students initiate higher-order questions. • The teacher builds on and uses student responses to questions in order to deepen student understanding. • Students extend the discussion, enriching it. • Students invite comments from their classmates during a discussion and challenge one another's thinking. • Virtually all students are engaged in the discussion. 	<p>Utilize student responses to questions in order to deepen student understanding and ensure that all students are engaged in discussion utilizing a variety of means to promote interaction by applying these UDL strategies:</p> <p>Representation:</p> <ul style="list-style-type: none"> • Provide options for perception — customize the display of information, provide alternatives for auditory and visual information. • Provide options for language, mathematical expressions, and symbols — define vocabulary and symbols, clarify syntax and structure, decode text and mathematical notation, promote cross-linguistic understanding, illustrate key concepts non-linguistically. • Provide options for comprehension — provide or activate background knowledge, highlight critical features, big ideas and relationships, guide information processing, support memory and transfer. <p>Action and Expression:</p> <ul style="list-style-type: none"> • Provide options for expression and communication — options in media for communication, tools for composition and problem solving, and scaffolds for practice and performance • Provide options for physical action — options in the mode of physical response, in the means of navigation, and for accessing tools and assistive technologies. <p>Engagement:</p> <ul style="list-style-type: none"> • Provide options for recruiting interest — options that increase individual choice and autonomy and enhance relevance, value, and authenticity. • Provide options for sustaining effort and persistence — options that heighten salience of goals and objectives, vary levels of challenge and support, foster collaboration and communication, and increase mastery-oriented feedback.

Danielson FfT/UDL Crosswalk

Danielson Component	Critical Attributes	UDL Principles and Guidelines
<p>3c: Engaging Students in Learning</p>	<p>Proficient Level Critical Attributes</p> <ul style="list-style-type: none"> • Most students are intellectually engaged in the lesson. • Most learning tasks have multiple correct responses or approaches and/or encourage higher-order thinking. • Students are invited to explain their thinking as part of completing tasks. • Materials and resources support the learning goals and require intellectual engagement, as appropriate. • The pacing of the lesson provides students the time needed to be intellectually engaged. • The teacher uses groupings that are suitable to the lesson activities. <p>Distinguished Level Critical Attributes</p> <ul style="list-style-type: none"> • Virtually all students are intellectually engaged in the lesson. • Lesson activities require high-level student thinking and explanations of their thinking. • Students take initiative to improve the lesson by (1) modifying a learning task to make it more meaningful or relevant to their needs, (2) suggesting modifications to the grouping patterns used, and/or (3) suggesting modifications or additions to the materials being used. • Students have an opportunity for reflection and closure on the lesson to consolidate their understanding. 	<p>Plan and execute lessons that support “minds on” engagement by applying these UDL strategies:</p> <p>Representation:</p> <ul style="list-style-type: none"> • Provide options for perception — options that customize the display of information; provide alternatives for auditory information; and provide alternatives for visual information. • Provide options for language, mathematical expressions, and symbols — options that define vocabulary and symbols, clarify syntax and structure, decode text or mathematical notation, promote cross-linguistic understanding, and illustrate key concepts non-linguistically. • Provide options for comprehension — options that provide or activate background knowledge; highlight critical features, big ideas, and relationships; guide information processing; and support memory and transfer. <p>Action & Expression:</p> <ul style="list-style-type: none"> • Provide options for physical action — options in the mode of physical response, in the means of navigation, and for accessing tools and assistive technologies. • Provide options for expression and communication — options in media for communication, tools for composition and problem solving, and scaffolds for practice and performance. • Provide options for executive functions — options that guide effective goal-setting, support planning and strategy development, facilitate managing information and resources, and enhance capacity for monitoring progress. <p>Engagement:</p> <ul style="list-style-type: none"> • Provide options for recruiting interest — options that increase individual choice and autonomy and enhance relevance, value, and authenticity. • Provide options for sustaining effort and persistence — options that heighten salience of goals and objectives, vary levels of challenge and support, foster collaboration and communication, and increase mastery-oriented feedback • Provide options for self-regulation — options that guide personal goal-setting and expectations and develop self-assessment and reflection.

Danielson FfT/UDL Crosswalk

Danielson Component	Critical Attributes	UDL Principles and Guidelines
3d: Using Assessment in Instruction	<p>Proficient Level Critical Attributes</p> <ul style="list-style-type: none"> • The teacher makes the standards of high-quality work clear to students. • The teacher elicits evidence of student understanding. • Students are invited to assess their own work and make improvements; most of them do so. • Feedback includes specific and timely guidance, at least for groups of students. <p>Distinguished Level Critical Attributes</p> <ul style="list-style-type: none"> • Students indicate that they clearly understand the characteristics of high-quality work, and there is evidence that students have helped establish the evaluation criteria. • The teacher is constantly “taking the pulse” of the class; monitoring of student understanding is sophisticated and continuous and makes use of strategies to elicit information about individual student understanding. • Students monitor their own understanding, either on their own initiative or as a result of tasks set by the teacher. • High-quality feedback comes from many sources, including students; it is specific and focused on improvement. 	<p>Utilize formative and summative assessments to support adjustments in lesson planning and implementation. Embed student self-assessment into lesson routines and ensure high quality, specific feedback from the teacher and peers which is focused on improvement by applying these UDL strategies:</p> <p>Representation:</p> <ul style="list-style-type: none"> • Provide options for language, mathematical expressions, and symbols — options that define vocabulary and symbols, clarify syntax and structure, decode text or mathematical notation, promote cross-linguistic understanding, and illustrate key concepts non-linguistically. • Provide options for comprehension — options that highlight critical features, big ideas, and relationships; guide information processing; and support memory and transfer. <p>Action & Expression:</p> <ul style="list-style-type: none"> • Provide options for executive functions — options that guide effective goal-setting, support planning and strategy development, facilitate managing information and resources, and enhance capacity for monitoring progress. <p>Engagement:</p> <ul style="list-style-type: none"> • Provide options for sustaining effort and persistence — options that heighten salience of goals and objectives, vary levels of challenge and support, foster collaboration and communication, and increase mastery-oriented feedback • Provide options for self-regulation — options that guide personal goal-setting and expectations and develop self-assessment and reflection.

Danielson FfT/UDL Crosswalk

Danielson Component	Critical Attributes	UDL Principles and Guidelines
<p>3e: Demonstrating Flexibility and Responsiveness</p>	<p>Proficient Level Critical Attributes</p> <ul style="list-style-type: none"> • The teacher incorporates students’ interests and questions into the heart of the lesson. • The teacher conveys to students that she has other approaches to try when the students experience difficulty. • In reflecting on practice, the teacher cites multiple approaches undertaken to reach students having difficulty. • When improvising becomes necessary, the teacher makes adjustments to the lesson. <p>Distinguished Level Critical Attributes</p> <ul style="list-style-type: none"> • The teacher seizes on a teachable moment to enhance a lesson. • The teacher conveys to students that she won’t consider a lesson “finished” until every student understands and that she has a broad range of approaches to use. • In reflecting on practice, the teacher can cite others in the school and beyond whom he has contacted for assistance in reaching some students. • The teacher’s adjustments to the lesson, when they are needed, are designed to assist individual students. 	<p>To ensure that all students understand the lesson concepts, use a broad range of approaches to make ongoing adjustments to the lesson by applying these UDL strategies</p> <p>Representation:</p> <ul style="list-style-type: none"> • Provide options for perception — options that customize the display of information; provide alternatives for auditory information; and provide alternatives for visual information. • Provide options for language, mathematical expressions, and symbols — options that define vocabulary and symbols, clarify syntax and structure, decode text or mathematical notation, promote cross-linguistic understanding, and illustrate key concepts non-linguistically. • Provide options for comprehension — options that provide or activate background knowledge; highlight critical features, big ideas, and relationships; guide information processing; and support memory and transfer. <p>Action & Expression:</p> <ul style="list-style-type: none"> • Provide options for expression and communication — options in media for communication, tools for composition and problem solving, and scaffolds for practice and performance. • Provide options for executive functions — options that guide effective goal-setting, support planning and strategy development, facilitate managing information and resources, and enhance capacity for monitoring progress. <p>Engagement:</p> <ul style="list-style-type: none"> • Provide options for recruiting interest — options that increase individual choice and autonomy and enhance relevance, value, and authenticity. • Provide options for sustaining effort and persistence — options that heighten salience of goals and objectives, vary levels of challenge and support, foster collaboration and communication, and increase mastery-oriented feedback

Danielson FfT/UDL Crosswalk

DOMAIN 4: Professional Responsibilities

4a Reflecting on Teaching

- Accuracy
- Use in future teaching

4b Maintaining Accurate Records

- Student completion of assignments
- Student progress in learning
- Noninstructional records

4c Communicating with Families

- Information about the instructional program
- Information about individual students
- Engagement of families in the instructional program

4d Participating in a Professional Community

- Relationships with colleagues
- Participation in school and district projects
- Involvement in culture of professional inquiry
- Service to the school

4e Growing and Developing Professionally

- Enhancement of content knowledge and pedagogical skill
- Receptivity to feedback from colleagues
- Service to the profession

4f Showing Professionalism

- Integrity/ethical conduct
- Service to students
- Advocacy
- Decision-making
- Compliance with school and district regulation

Scenario 4: Professional Responsibilities

Maria understands the importance of **maintaining accurate records**. She knows that without an efficient and effective system, it will be very difficult to **monitor student learning** to **adjust instruction**. She inherited a system from last year's teacher which consists of placing raw data sheets into a three-ring binder in a chronological fashion. Whenever she needs to review progress and plan for next steps in the instructional process, she must flip through 10 or 20 sheets per student. As a result, she feels as if she is drowning in paper. She knows this is not working. Her supervisor has helped her to understand that central to the process of **growing and developing professionally** is the willingness to seek feedback and support from colleagues.

As part of **participating in the school's professional community**, Maria is encouraged to solicit the expertise of her veteran colleagues in order to find another way to represent the rich data that she has on each of her students. Maria makes an appointment with several of her colleagues, each of whom shares a unique system of aggregating student data. After a careful review, Maria opts to adopt a graphing system that provides a nice one-page visual representation of the data.

She is ready to tackle her next data-related challenge. As she reflects on **1f, planning for assessment**, she is beginning to design practices and processes for better record keeping. Her **reflection** also involves her desire to involve her **students** in the process of **contributing to and maintaining records**. She plans to begin by having them record assignment completion. Then, she wants to gradually introduce asking the students to maintain data files indicating their own learning on targeted objectives. She knows that this will require providing students with multiple means of action and expression. She lays out bingo markers, stickers, and felt tipped pens and creates assignment charts for each student. For some charts she uses icons to represent the assignments, and for others she uses text. Finally, for some students she creates an online excel spreadsheet of assignments, asking students to shade the cell when an assignment is turned in. **Students choose** how they want to represent the completion of their assignments. When one student suggests that he graph the assignments using a bar chart format, Maria provides the materials for him to construct his unique record.

In the next phase Maria holds a conference with each of her students and asks each student to reflect on his or her learning. She asks her students how they would like to show progress in their learning and which area they would like to record. One student indicates that he is learning lots of new reading vocabulary. He wants to build a "word bank" that he can take home and show to his parents. Each time he masters a word, he will write it on cardstock and insert it into a container which he will bring home once a week. Another student would like to show his progress in reading fluency. He says he is reading out loud faster and more smoothly every day. He wants to show his progress by recording himself on his ipad and timing how long it takes him to read a five-sentence paragraph. A third student indicates that he is now able to write complicated sentences using his vocabulary words. He says he thinks it would show progress for him to write an email to his parents using as many of those words as he can. Maria helps each student to determine a data system that will work for him or her.

Danielson FfT/UDL Crosswalk

Danielson Component	Critical Attributes	UDL Principles and Guidelines
4a: Reflecting on Teaching	<p>Proficient Level Critical Attributes</p> <ul style="list-style-type: none"> The teacher accurately assesses the effectiveness of instructional activities used. The teacher identifies specific ways in which a lesson might be improved. <p>Distinguished Level Critical Attributes</p> <ul style="list-style-type: none"> The teacher's assessment of the lesson is thoughtful and includes specific indicators of effectiveness. The teacher's suggestions for improvement draw on an extensive repertoire. 	<p>The teacher incorporates feedback from multiple sources in order to improve effectiveness of teaching.</p> <p>Possible examples:</p> <p>The teacher uses multiple means of representation to support her reflections on teaching. These may include student surveys, peer observations, self-assessment of videos of her own teaching as well as student progress reports.</p>
4b: Maintaining Accurate Records	<p>Proficient Level Critical Attributes</p> <ul style="list-style-type: none"> The teacher's process for recording completion of student work is efficient and effective; students have access to information about completed and/or missing assignments. The teacher has an efficient and effective process for recording student attainment of learning goals; students are able to see how they're progressing. The teacher's process for recording non-instructional information is both efficient and effective. <p>Distinguished Level Critical Attributes</p> <ul style="list-style-type: none"> The teacher's process for recording completion of student work is efficient and effective; students have access to information about completed and/or missing assignments. The teacher has an efficient and effective process for recording student attainment of learning goals; students are able to see how they're progressing. The teacher's process for recording non-instructional information is both efficient and effective. 	<p>Efficient and effective record keeping and data analysis inform the instructional process.</p> <p>Possible examples:</p> <p>Records are comprehensive and include information on: student acquisition of core curriculum skills and knowledge; specific IEP objectives including behavioral and social skills; and use of accommodations and modifications.</p> <p>The teacher benefits from multiple means of representing data on student progress including criterion referenced checklists, pacing guides provided by the school district, attainment of IEP objectives, and student self-assessment.</p> <p>The teacher incorporates student contributions to their own portfolios.</p>
4c: Communicating with Families	<p>Proficient Level Critical Attributes</p> <ul style="list-style-type: none"> The teacher regularly makes information about the instructional program available. The teacher regularly sends home information about student progress. The teacher develops activities designed to engage families successfully and appropriately in their children's learning. Most of the teacher's communications are appropriate to families' cultural norms. <p>Distinguished Level Critical Attributes</p> <ul style="list-style-type: none"> Students regularly develop materials to inform their families about the instructional program. Students maintain accurate records about their individual learning progress and frequently share this information with families. Students contribute to regular and ongoing projects designed to engage families in the learning process. All of the teacher's communications are highly sensitive to families' cultural norms. 	<p>The teacher provides opportunities for families to understand both the instructional program and their child's progress; offers engagement opportunities to families so that they can participate in learning activities; frequently sends home culturally appropriate information; and establishes two-way communication between the teacher and families by using these UDL strategies:</p> <p>Representation:</p> <ul style="list-style-type: none"> Provide options for perception — options that customize the display of information; provide alternatives for auditory information; and provide alternatives for visual information. Provide options for language, mathematical expressions, and symbols — options that define vocabulary and symbols and promote cross-linguistic understanding. <p>Action & Expression:</p> <ul style="list-style-type: none"> Provide options for expression and communication — options in media for communication

Danielson FfT/UDL Crosswalk

Danielson Component	Critical Attributes	UDL Principles and Guidelines
4d: Participating in the Professional Community	<p>Proficient Level Critical Attributes</p> <ul style="list-style-type: none"> • The teacher has supportive and collaborative relationships with colleagues. • The teacher regularly participates in activities related to professional inquiry. • The teacher frequently volunteers to participate in school events and school district and community projects. <p>Distinguished Level Critical Attributes</p> <ul style="list-style-type: none"> • The teacher takes a leadership role in promoting activities related to professional inquiry. • The teacher regularly contributes to and leads events that positively impact school life. • The teacher regularly contributes to and leads significant district and community projects. 	<p>The teacher actively engages with colleagues in professional inquiry.</p> <p>Possible examples:</p> <p>The teacher works with his/her colleagues to share strategies, plan joint efforts and plan for the success of individual students.</p> <p>Colleagues provide mutual support and respect and seek ways to improve their practice and contribute to the life of the school.</p> <p>The teacher engages his/her peers in professional discourse using multiple means of engagement which may include shared Moodles, Google docs, lunch bunch pair and shares, posting of lessons and resources in support of grade level objectives, inter visitations followed by debriefs, after school turnkey trainings.</p>
4e: Growing and Developing Professionally	<p>Proficient Level Critical Attributes</p> <ul style="list-style-type: none"> • The teacher seeks regular opportunities for continued professional development. • The teacher welcomes colleagues and supervisors into the classroom for the purposes of gaining insight from their feedback. • The teacher actively participates in organizations designed to contribute to the profession. <p>Distinguished Level Critical Attributes</p> <ul style="list-style-type: none"> • The teacher seeks regular opportunities for continued professional development, including initiating action research. • The teacher actively seeks feedback from supervisors and colleagues. • The teacher takes an active leadership role in professional organizations in order to contribute to the profession. 	<p>The teacher is an expert learner who continually seeks to enhance his/her own knowledge and skills.</p> <p>Possible examples:</p> <p>The teacher attends courses and workshops; regularly engages in academic reading; participates in learning networks with colleagues, freely sharing insights; participates in professional organizations supporting academic inquiry.</p> <p>The teacher uses tools such as survey monkey to discern priority areas in need of professional development. He/she shares electronic lesson plans with colleagues. He/she attends webinars and participates in book discussions.</p>

Danielson FfT/UDL Crosswalk

Danielson Component	Critical Attributes	UDL Principles and Guidelines
4f: Showing Professionalism	<p>Proficient Level Critical Attributes</p> <ul style="list-style-type: none"> • The teacher is honest and known for having high standards of integrity. • The teacher actively addresses student needs. • The teacher actively works to provide opportunities for student success. • The teacher willingly participates in team and departmental decision making. • The teacher complies completely with district regulations. <p>Distinguished Level Critical Attributes</p> <ul style="list-style-type: none"> • The teacher is considered a leader in terms of honesty, integrity, and confidentiality. • The teacher is highly proactive in serving students. • The teacher makes a concerted effort to ensure opportunities are available for all students to be successful. • The teacher takes a leadership role in team and departmental decision making. • The teacher takes a leadership role regarding district regulations. 	<p>The teacher shows he/she is an expert learner by modeling professionalism.</p> <p>Possible examples:</p> <p>With the support and guidance of her principal, the teacher seeks grants and other outside funding sources to support initiatives that she and her colleagues would like to pursue.</p> <p>The teacher organizes a parent education event to address how to support students at home. He/She organizes an evening homework chat hosted by the district’s website to support both parents and students.</p> <p>The teacher introduces the concept of flipped learning and offers to teach her colleagues how to implement the process.</p>

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UDL References

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If you have additional questions about Universal Design for Learning, please email: udlcenter@udlcenter.org

Framework Resources

- The Framework for Teaching SmartCard — <http://danielsongroup.org/framework/>
- The Framework for Teaching Evaluation Instrument 2013 — <http://danielsongroup.org/books-materials/>
- Danielson Group Special Education Scenarios — <http://danielsongroup.org/special-education/>
- Research in support of the Framework for Teaching — <http://danielsongroup.org/research/>
- General questions about the Framework for Teaching (FAQs) — <http://danielsongroup.org/questions-about-the-framework-for-teaching/>
- Recent and archived journal articles about the Framework for Teaching — <http://danielsongroup.org/press/>
- Howard County Public Schools (MD) crosswalk of UDL and the Danielson Framework — <http://danielsonframeworkforteaching.weebly.com/index.html>

If you have additional questions about the Danielson Framework for Teaching, please email: contact@danielsongroup.org

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Appendix A: UDL Walk-Through Formative Assessment Tool

School: _____ Observer: _____ Date: _____

Teacher: _____ Class/Content: _____ Grade: _____

Evidence of Expert Learning (Danielson Domain 3)

Students are provided choices for action and expression with supports for decision making and reflection.

Yes No Not Observed Not Applicable

Notes: _____

Learning activities are student-centered and students are provided with scaffolds to meet their needs and encourage independence.

Yes No Not Observed Not Applicable

Notes: _____

Expectations of objective mastery are clear and provide options for reaching the learning objective.

Yes No Not Observed Not Applicable

Notes: _____

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Environmental Design (Danielson Domain 2)

Physical barriers to access have been eliminated

Yes No Not Observed Not Applicable

Notes: _____

Classroom design / furniture arrangement supports the observed learning activity.

Yes No Not Observed Not Applicable

Notes: _____

Tools and Materials (Danielson Domain 1)

Curricular materials are offered in either a flexible format or in multiple formats and include student choice.

Yes No Not Observed Not Applicable

Notes: _____

A variety of tools and materials are used to support access and comprehension of the curriculum for diverse learners.

Yes No Not Observed Not Applicable

Notes: _____

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Appendix B: Professional Learning Experience Protocol: Crosswalk between UDL & the Danielson Framework for Teaching

Goal: *To practice evaluating a lesson with the Danielson FfT,* using language from the UDL guidelines.*

Step 1: Review school/district evaluation tool. (*We used Baltimore County's Teacher Observation Tool, which was created using the Danielson FfT.)

Step 2: Identify an appropriate video (with related written lesson plan) to view. (The Teaching Channel is an excellent source for model lessons and supplementary materials: <https://www.teachingchannel.org/videos>.)

Step 3: Review the written lesson plan focusing on Domain 1: Planning and Preparation. When discussing each critical attribute of the FfT, use language from the UDL Guidelines.

Examples:

- Demonstrating Knowledge of Students—*Does the plan embed multiple options to support learner variability?*
- Setting Instructional Outcomes—*Carefully look at goals: are the means embedded?*
- Designing Coherent Instruction—*Were flexible materials selected? Is there evidence of access, scaffolding and expert learning opportunities?*

Step 4: View the lesson video focusing on Domain 2: The Classroom Environment and Domain 3: Instruction. When discussing each critical attribute of the FfT, use language from the UDL Guidelines.

Examples:

- Establishing a Culture for Learning—*How did the teacher recruit interest? Reduce threats and distractions? Provide choice and autonomy?*
- Managing Classroom Procedures—*How does the teacher guide goal-setting? Facilitate management of resources?*
- Managing Student Behavior—*What options exist to support self-regulation? Are personal strategies/coping skills shared with students? Opportunities for self-assessment? Reflection?*

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- Organizing Physical Space—*What options exist for physical action? What assistive or instructional technologies are used to provide options to students?*
- Engaging Students in Learning—*What options exist for collaboration or community building? Evidence of choice or scaffolds?*
- Using Assessment in Instruction—*How/when is mastery-oriented feedback provided to learners? Are students reflecting/self- evaluating?*

Step 5: Make suggestions using the UDL Framework as a tool to enhance the learning environment.

- *Example 1—General:* If there is little evidence of student engagement in the learning process, direct the teacher to review the Engagement principle of the UDL framework. Identify a specific area of need. Was the teacher able to recruit interest? If not, determine why. Use the guidelines and checkpoints to evaluate. Did the teacher provide choice and autonomy? Or was the barrier related to relevance and authenticity of the lesson. Or, were students not ready to learn due to specific threats and distractions. Identify the area of need and use the guidelines as a way to discuss practice or to locate tools and resources to remove the identified barrier. The UDL Educator Worksheet, the UDLinks App, and the National UDL Center all provide specific ideas for removing barriers and providing options.
- *Example 2—Specific:* Upon reviewing a video lesson, the professional learning community members observed that the teacher in the vid had difficulty managing classroom procedures. Using the UDL Guidelines, the team found that supporting executive functions was a barrier in the classroom. The PLC noted that the teacher did guide appropriate goal setting, but did not facilitate the management of information and resources or enhance capacity for monitoring process. The team explored resources on the National UDL Center website and suggested the following low-tech solutions to reduce the barrier related to managing information:
 - ◇ Provide graphic organizers and templates for data collection and organizing information
 - ◇ Embed prompts for categorizing and systematizing
 - ◇ Provide checklists and guides for note-taking