## SMART CARD

### 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
- The learning process
- Students’ skills, knowledge, and language proficiency
- Students’ interests and cultural heritage
- Students’ special needs

1c: Setting Instructional Outcomes
- Value, sequence, and alignment
- Clarity
- Balance
- Suitability for diverse students

1d: Demonstrating Knowledge of Resources
- For classroom use
- To extend content knowledge and pedagogy
- 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
- Formative assessments
- Use for planning

### Domain 2: The Classroom Environment

2a: Creating an Environment of Respect and Rapport
- Teacher interactions with students, including both words and actions
- Student interactions with other students, including both words and actions

2b: Establishing a Culture for Learning
- Importance of the 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

2d: Managing Student Behavior
- Expectations
- Monitoring of student behavior
- Response to student misbehavior

2e: Organizing Physical Space
- Safety and accessibility
- Arrangement of furniture and use of physical resources

### 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
- About the instructional program
- About individual students
- Engagement of families in the instructional program

4d: Participating in the Professional Community
- Relationships with colleagues
- Involvement in a culture of professional inquiry
- Service to the school
- Participation in school and district projects

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 and ethical conduct
- Service to students
- Advocacy
- Decision making
- Compliance with school and district regulations

### 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
## Domain Descriptions

<table>
<thead>
<tr>
<th>Domain</th>
<th>Description</th>
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<tbody>
<tr>
<td>1. Planning and Preparation</td>
<td>Effective teachers plan and prepare for lessons using their extensive knowledge of the content area, the relationships among different strands within the content and between the subject and other disciplines, and their students’ prior understanding of the subject. Instructional outcomes are clear, represent important learning in the subject, and are aligned to the curriculum. The instructional design includes learning activities that are well sequenced and require all students to think, problem solve, inquire, and defend conjectures and opinions. Effective teachers design formative assessments to monitor learning, and they provide the information needed to differentiate instruction. Measures of student learning align with the curriculum, enabling students to demonstrate their understanding in more than one way.</td>
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<td>2. The Classroom Environment</td>
<td>Effective teachers organize their classrooms so that all students can learn. They maximize instructional time and foster respectful interactions with and among students, ensuring that students find the classroom a safe place to take intellectual risks. Students themselves make a substantive contribution to the effective functioning of the class by assisting with classroom procedures, ensuring effective use of physical space, and supporting the learning of classmates. Students and teachers work in ways that demonstrate their belief that hard work will result in higher levels of learning. Student behavior is consistently appropriate, and the teacher’s handling of infractions is subtle, preventive, and respectful of students’ dignity.</td>
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<td>3. Instruction</td>
<td>In the classrooms of accomplished teachers, all students are highly engaged in learning. They make significant contributions to the success of the class through participation in high-level discussions and active involvement in their learning and the learning of others. Teacher explanations are clear and invite student intellectual engagement. The teacher’s feedback is specific to learning goals and rubrics and offers concrete suggestions for improvement. As a result, students understand their progress in learning the content and can explain the learning goals and what they need to do in order to improve. Effective teachers recognize their responsibility for student learning and make adjustments, as needed, to ensure student success.</td>
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<td>4. Professional Responsibilities</td>
<td>Accomplished teachers have high ethical standards and a deep sense of professionalism, focused on improving their own teaching and supporting the ongoing learning of colleagues. Their record-keeping systems are efficient and effective, and they communicate with families clearly, frequently, and with cultural sensitivity. Accomplished teachers assume leadership roles in both school and LEA projects, and they engage in a wide range of professional development activities to strengthen their practice. Reflection on their own teaching results in ideas for improvement that are shared across professional learning communities and contribute to improving the practice of all.</td>
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