



# Domain 1: Planning and Preparation

<b>Ia</b>	<b>Demonstrating Knowledge of Content and Pedagogy</b>	→	<b>Applying Knowledge of Content and Pedagogy</b>
	Content and structure of the discipline	→	Disciplinary Expertise
	Prerequisite relationships	→	Pedagogical Content Knowledge
	Content-related pedagogy	→	
			Knowledge of Interdisciplinary Relationships and Skills * <b>new</b>
<b>Ib</b>	<b>Demonstrating Knowledge of Students</b>	→	<b>Knowing and Valuing Students</b>
	Child and adolescent development	→	Knowledge of Whole Child Development
	Learning process	→	Knowledge of the Learning Process and Learning Differences
	Students' special needs	→	
	Students' skills, knowledge, and language proficiency	→	Understanding of Students' Current Knowledge and Skills
	Students' interests and cultural heritage	→	Respect for Students' Identities
<b>Ic</b>	<b>Setting Instructional Outcomes</b>		
	Value, sequence, and alignment	→	Value and Relevance
		→	Alignment to Grade-Level Standards
	Clarity	→	Clarity of Purpose
	Suitability for diverse students	→	Integration of Multiple Aspects of Student Development * <b>new</b>
	Balance	→	



# Domain 1: Planning and Preparation

<b>Id</b>	<b>Demonstrating Knowledge of Resources</b>	→	<b>Using Resources Effectively</b>
	For classroom use	→	Technology and Digital Resources
	Resources for students	→	Instructional Materials
	To extend content knowledge and pedagogy	→	Supports for Students
<b>Ie</b>	<b>Designing Coherent Instruction</b>	→	<b>Planning Coherent Instruction</b>
	Learning activities	→	Tasks and Activities
	Lesson and unit structure	→	Structure and Flow
	Instructional groups	→	Student Collaboration
			Flexible Learning <b>*new</b>
<b>If</b>	<b>Designing Student Assessments</b>	→	<b>Designing and Analyzing Assessments</b>
	Congruence with Instructional Outcomes	→	Congruence with Instructional Outcomes (no change)
	Criteria and Standards	→	Criteria and Standards (no change)
	Designing of formative assessments	→	Planning Formative Assessments
	Use for planning	→	Analysis and Application



# Domain 2: Learning Environments

Previously *The Classroom Environment*

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<b>2a</b>	<b><u>Creating</u> an Environment of Respect and Rapport</b>	→	<b><u>Cultivating</u> Respectful and <u>Affirming</u> Environments</b>
	Teacher interactions with students, including both words and actions	→	Positive Relationships
		→	Sense of Belonging
	Student interactions with other students, including both words and action	→	Cultural Responsiveness
		→	Positive Conflict Resolution
<b>2b</b>	<b><u>Establishing</u> a Culture for Learning</b>	→	<b><u>Fostering</u> a Culture for Learning</b>
	Importance of content and of learning	→	Purpose and Motivation
	Expectations for learning and achievement	→	Dispositions for Learning
		→	Support and Perseverance
	Student pride in work	→	Student Agency and Pride in Work

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# Domain 2: Learning Environments

Previously *The Classroom Environment*

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<b>2c</b>	<b>Managing Classroom Procedures</b>	→	<b>Maintaining Purposeful Environments</b>
	Instructional groups	→	Productive Collaboration
	Materials and Supplies	→	Equitable Access to Resources and Supports
	Performance of classroom routines	→	Student Autonomy and Responsibility
	Supervision of volunteers and paraprofessionals	→	Non-Instructional Tasks
<b>2d</b>	<b>Managing Student Behavior</b>	→	<b>Supporting Positive Student Behavior</b>
	Expectations	→	Expectations for the Learning Community
	Monitoring of student behavior	→	Self-Monitoring, and Collective Responsibility
	Response to student misbehavior	→	
			Modeling and Teaching Habits of Character <b>*new</b>
<b>2e</b>	<b>Organizing Physical Space</b>	→	<b>Organizing Spaces for Learning</b>
	Safety and Accessibility	→	Safety and Accessibility
	Arrangement of furniture and use of physical resources	→	Design for Learning and Development
			Co-Creation and Shared Ownership <b>*new</b>

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# Domain 3: Learning Experiences

Previously ***Instruction***

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<b>3a</b>	<b>Communicating With Students</b>	→	<b>Communicating About Purpose and Content</b>
	Expectations for learning	→	Purpose for Learning and Criteria for Success
	Directions for activities	→	Specific Expectations
	Explanations of content	→	Explanations of Content (no change)
	Use of oral and written language	→	Use of Academic Language
<b>3b</b>	<b>Using Questioning and Discussion Techniques</b>		
	Quality of questions/prompts	→	Critical Thinking and Deeper Learning
	Discussion techniques	→	Reasoning and Reflection
	Student Participation	→	Student Participation (no change)
<b>3c</b>	<b>Engaging Students in Learning</b>		
	Activities and assignments	→	Rich Learning Experiences
	Grouping of students	→	Collaboration and Teamwork
	Instructional materials and resources	→	Use of Instructional Materials and Resources
	Structure and pacing	→	Opportunities for Thinking and Reflection

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# Domain 3: Learning Experiences



Previously ***Instruction***

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<b>3d</b>	<b>Using Assessment in Instruction</b>	→	<b>Using Assessment for Learning</b>
	Assessment criteria	→	Clear Standards for Success
	Monitoring of student learning		
	Student <u>self assessment</u> and monitoring of progress	→	Monitoring Student Understanding
	Feedback to students	→	Timely, Constructive Feedback
<b>3e</b>	<b>Demonstrating Flexibility and Responsiveness</b>	→	<b>Responding Flexibly to Student Needs</b>
	Lesson adjustment	→	Evidence-Based Adjustments
	Response to students	→	Receptiveness and Responsiveness
	Persistence	→	Determination and Persistence



# Domain 4: Principled Teaching

Previously *Professionalism*

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<b>4a</b>	<b>Reflecting on Teaching</b>	→	<b>Engaging in Reflective Practice</b>
	Accuracy	→	Self-Assessment of Teaching
		→	Analysis and Discovery
	Use in future teaching	→	Application and Continuous Improvement
<b>4b</b>	<b>Maintaining Accurate Records</b>	→	<b>Documenting Student Progress</b>
	Student completion of assignments	→	Student Progress Toward Mastery
	Student progress in learning	→	
	Non-instructional records	→	Maintaining Reliable Records <b>*new</b>
			Shared Ownership <b>*new</b>
<b>4c</b>	<b><u>Communicating</u> with Families</b>	→	<b><u>Engaging</u> Families and Communities</b>
	Information about the instructional program	→	Instructional Program
	Engagement of families in the instructional program	→	Engagement in Learning Experiences
	Information about individual students	→	
			Respect and Cultural Competence <b>*new</b>
			Community Values <b>*new</b>

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# Domain 4: Principled Teaching



Previously *Professionalism*

<b>4d</b>	<b>Participating in a Professional Community</b>	→	<b>Contributing to School Community and Culture</b>
	Relationships with colleagues	→	Relational Trust and Collaborative Spirit
	Involvement in culture of professional inquiry	→	Culture of Inquiry and Innovation
	Service to the School	→	
	Participation in school and district projects	→	
<b>4e</b>	<b>Growing and Developing Professionally</b>		
			Curiosity and Autonomy <b>*new</b>
			Developing Cultural Competence <b>*new</b>
	Enhancement of content knowledge and pedagogical skill	→	Enhancing Knowledge and Skills
	Receptivity to feedback from colleagues	→	Seeking and Acting on Feedback
	Service to the profession		
<b>4f</b>	<b>Showing Professionalism</b>	→	<b>Acting in Service of Students</b>
	Integrity and ethical conduct	→	Acting with Care, Honesty, and Integrity
	Service to students	→	
	Advocacy	→	
	Decision-making	→	Ethical Decision-Making
	Compliance with school and district regulations		

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