

Crosswalk to Teacher Observation

The following document illustrates how activities related to Student Learning Objectives (SLOs) demonstrate teacher practice, as measured by the observation components of Danielson’s The Framework for Teaching.

Observation Component	 Crosswalk	<u>SLO Phase:</u> SLO Element or Action	<u>What evidence of the observation component is found in the SLO?</u>
1a: Demonstrating Knowledge of Content and Pedagogy	Teachers demonstrate their content knowledge in selecting critical content and pedagogical knowledge in selecting an approach for delivering instruction of the focus standards, which is executed during the instructional interval.	<ul style="list-style-type: none"> • <u>Development:</u> Learning Content and Strategies • <u>Implementation:</u> Teaching 	<p>Learning Content: The standards are listed at a general level; a question is raised as to whether all parts of the standards are fully understood.</p> <p>Strategies: The description of strategies demonstrates an awareness of how the strategies should be used, and provides evidence of effectiveness in the past with these strategies.</p>
1b: Demonstrating Knowledge of Students	Data are analyzed to inform the SLO and describe students selected for the SLO, demonstrating a teacher’s knowledge of students and data analysis skills.	<ul style="list-style-type: none"> • <u>Development:</u> Data Review and Baseline Evidence, Student Population, and Rationale 	
1c: Setting Instructional Outcomes	While the SLO itself is a broad instructional outcome, the SLO also views a teacher’s ability to set ambitious yet attainable learning targets.	<ul style="list-style-type: none"> • <u>Development:</u> Targets 	
1d: Demonstrating Knowledge of Resources	Teachers can demonstrate their knowledge of resources in selecting their strategies; teachers also indicate what professional development, support, and resources they will seek to attain their SLO.	<ul style="list-style-type: none"> • <u>Development:</u> Instructional Strategies and Teacher Professional Development and Support 	
1e: Designing Coherent Instruction	High quality SLOs reflect coherent selections of learning content, strategies, and evidence of growth.	<ul style="list-style-type: none"> • <u>Development:</u> Learning Content, Strategies, and Evidence of Growth 	
1f: Designing Student Assessments	The baseline and culminating assessments of an SLO reflect a teacher’s ability to design or select high quality student assessments.	<ul style="list-style-type: none"> • <u>Preparation:</u> Designing/Selecting Assessments • <u>Development:</u> Evidence of Growth and Strategies 	

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2a: Creating an Environment of Respect and Rapport	Teachers must create an environment of respect and rapport to effectively convey the learning content.	<ul style="list-style-type: none"> • <u>Implementation</u>: Teaching 	
2b: Establishing a Culture for Learning	Students need to be immersed in the learning content during the instructional interval.	<ul style="list-style-type: none"> • <u>Implementation</u>: Teaching 	
2c: Managing Classroom Procedures	Teachers maximize time spent on instruction of the learning content, especially giving prompt and specific feedback to students as their learning progresses.	<ul style="list-style-type: none"> • <u>Implementation</u>: Teaching 	
2d: Managing Student Behavior	Student behavior must be effectively managed to maximize time spent on learning the critical content.	<ul style="list-style-type: none"> • <u>Implementation</u>: Teaching 	
2e: Organizing Physical Space	Effective teachers arrange physical space for student collaboration centered around the learning content.	<ul style="list-style-type: none"> • <u>Implementation</u>: Teaching 	

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Observation Component	 Crosswalk	SLO Phase: SLO Element or Action	What evidence of the observation component is found in the SLO?
3a: Communicating with Students	Teachers can share SLO expectations for their learning with students; teachers also communicate clearly during learning experiences to help students construct their learning.	<ul style="list-style-type: none"> • <u>Implementation</u>: Teaching 	
3b: Using Questioning/ Prompts and Discussion	Teachers promote students' learning of the content through effective questioning.	<ul style="list-style-type: none"> • <u>Implementation</u>: Teaching 	
3c: Engaging Students in Learning	Teachers develop engaging learning experiences for teaching the learning content, using important ongoing student data.	<ul style="list-style-type: none"> • <u>Implementation</u>: Teaching 	
3d: Using Assessment in Instruction	Teachers can indicate their approach for formatively assessing students and need to monitor progress during the instructional interval to ensure students are advancing towards their targets.	<ul style="list-style-type: none"> • <u>Development</u>: Strategies • <u>Implementation</u>: Teaching 	
3e: Demonstrating Flexibility and Responsiveness	Teachers adjust their instruction based on student input and formative assessments during the instructional interval.	<ul style="list-style-type: none"> • <u>Implementation</u>: Teaching 	

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Observation Component	 Crosswalk	SLO Phase: SLO Element or Action	What evidence of the observation component is found in the SLO?
4a: Reflecting on Teaching	High quality SLOs demonstrate thoughtful reflection on practice during training, selecting the elements, teaching the learning content, and analyzing outcomes.	<ul style="list-style-type: none"> • <u>Preparation</u>: Training • <u>Development</u>: All Elements • <u>Implementation</u>: Teaching • <u>Results Analysis</u>: Reflecting on Outcomes 	
4b: Maintaining Accurate Records	From development through results analysis, teachers need to maintain accurate records to ensure student learning is documented.	<ul style="list-style-type: none"> • <u>Development</u>: All Elements • <u>Implementation</u>: Teaching • <u>Results Analysis</u>: Reporting Results 	
4c: Communicating with Families	Teachers gain important data on their students through families, who should be informed of a student's progress and final results in learning the critical content.	<ul style="list-style-type: none"> • <u>Development</u>: Student Population • <u>Implementation</u>: Teaching • <u>Results Analysis</u>: Reporting Results 	
4d: Participating in a Professional Community	Throughout the process, teachers demonstrate their ability to collaborate, give and receive feedback, and focus on student learning results of the critical content.	<ul style="list-style-type: none"> • <u>Preparation</u>: Training and Designing/Selecting Assessments • <u>Development</u>: All Elements • <u>Implementation</u>: Teaching • <u>Results Analysis</u>: Reflecting on Outcomes 	
4e: Growing and Developing Professionally	Teachers learn the SLO approach, articulate the professional development, support, and resources they will seek, and reflect to refine their practice.	<ul style="list-style-type: none"> • <u>Preparation</u>: Training • <u>Development</u>: Strategies and Teacher Professional Development and Support • <u>Implementation</u>: Teaching • <u>Results Analysis</u>: Reflecting on Outcomes 	
4f: Showing Professionalism	Throughout the process, teachers demonstrate their professionalism in meeting due dates, fulfilling required tasks, communicating clearly and ethically, and collaborating effectively with colleagues and supervisors.	<ul style="list-style-type: none"> • <u>Preparation</u>: Training • <u>Development</u>: All Elements and Approval Process • <u>Implementation</u>: Teaching • <u>Results Analysis</u>: Reporting and Reflecting on Outcomes 	