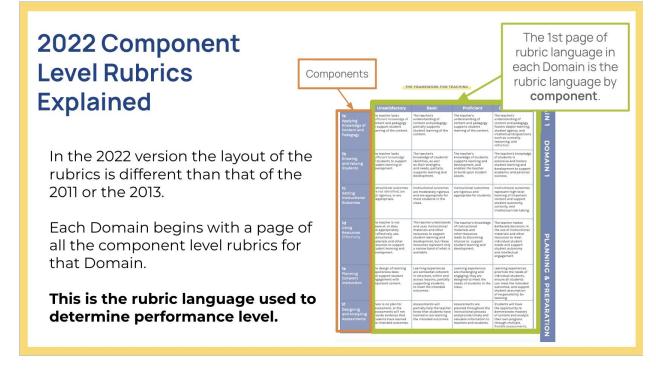# *Danielson 2022 Framework for Teaching Format and Rubrics Explained*

This document explains the layout and rubrics of the 2022 Framework for Teaching.
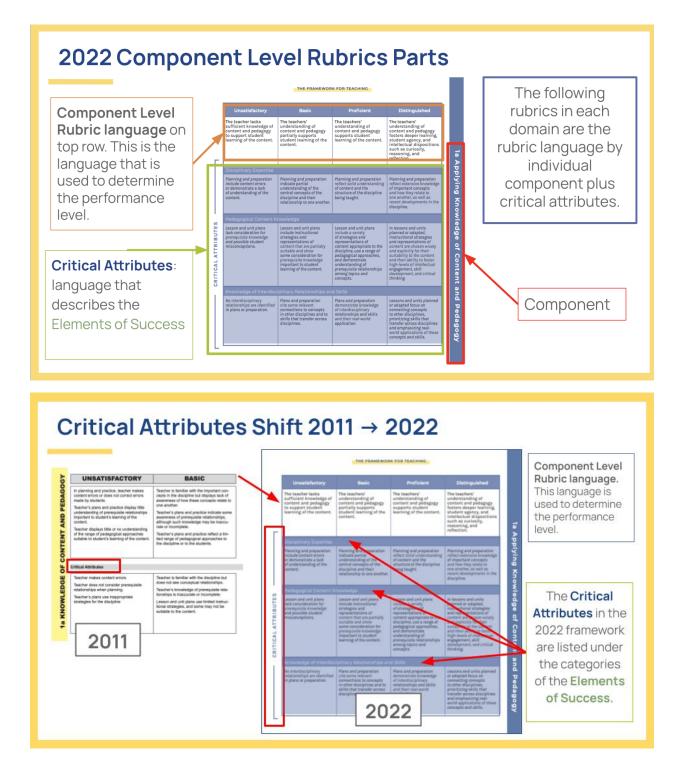
2022 Framework Format & Rubrics

2022 Component Level Rubrics Explained

Components

The 1st page of rubric language in each Domain is the rubric language by **component**.

THE FRAMEWORK FOR TEACHING

In the 2022 version the layout of the rubrics is different than that of the 2011 or the 2013.

Each Domain begins with a page of all the component level rubrics for that Domain.

This is the rubric language used to determine performance level.

In the pages that follow the above pictured Domain level rubrics you will find rubrics broken down for each component. **Under the component level rubrics**, you will find the critical attribute language. **This language describes the elements of success for that component but is not considered part of the rubric language.** The Critical Attributes are a guide to support understanding the elements of success for each component. They offer a glimpse into how the elements of success might show up in practice. They are not a ladder to get to a particular level of performance.
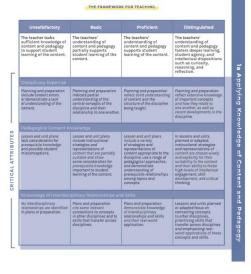
Washington Office of Superintendent of
PUBLIC INSTRUCTION

2022 Component Level Rubrics Parts

Component Level Rubric language on top row. This is the language that is used to determine the performance level.

Critical Attributes: language that describes the Elements of Success

THE FRAMEWORK FOR TEACHING

1a Applying Knowledge of Content and Pedagogy

CRITICAL ATTRIBUTES

Unsatisfactory	Basic	Proficient	Distinguished
The teacher lacks sufficient knowledge of content and pedagogy to support student learning of the content.	The teachers' understanding of content and pedagogy partially supports student learning of the content.	The teachers' understanding of content and pedagogy supports student learning of the content.	The teachers' understanding of content and pedagogy fosters deeper learning, student agency, and intellectual dispositions such as curiosity, reasoning, and reflection.

Disciplinary Expertise

Planning and preparation include content errors or demonstrate a lack of understanding of the content.	Planning and preparation indicate partial understanding of the central concepts of the discipline and their relationship to one another.	Planning and preparation reflect solid understanding of content and the structure of the discipline being taught.	Planning and preparation reflect extensive knowledge of important concepts and how they relate to one another, as well as recent developments in the discipline.

Pedagogical Content Knowledge

Lesson and unit plans lack consideration for prerequisite knowledge and possible student misconceptions.	Lesson and unit plans include instructional strategies and representations of content that are partially suitable and show some consideration for prerequisite knowledge important to student learning of the content.	Lesson and unit plans include a variety of strategies and representations of content appropriate to the discipline, use a range of pedagogical approaches, and demonstrate understanding of prerequisite relationships among topics and concepts.	In lessons and units planned or adapted, instructional strategies and representations of content are chosen wisely and explicitly for their suitability to the content and their ability to foster high-levels of intellectual engagement, skill development, and critical thinking.

Knowledge of Interdisciplinary Relationships and Skills

No interdisciplinary relationships are identified in plans or preparation.	Plans and preparation cite some relevant connections to concepts in other disciplines and to skills that transfer across disciplines.	Plans and preparation demonstrate knowledge of interdisciplinary relationships and skills and their real-world application.	Lessons and units planned or adapted focus on connecting concepts to other disciplines, prioritizing skills that transfer across disciplines and emphasizing real-world applications of these concepts and skills.

The following rubrics in each domain are the rubric language by individual component plus critical attributes.

Component

Critical Attributes Shift 2011 → 2022

1a KNOWLEDGE OF CONTENT AND PEDAGOGY

UNSATISFACTORY	BASIC
In planning and practice, teacher makes content errors or does not correct errors made by students.	Teacher is familiar with the important concepts in the discipline but displays lack of awareness of how these concepts relate to one another.
Teacher's plans and practice display little understanding of prerequisite relationships important to student's learning of the content.	Teacher's plans and practice indicate some awareness of prerequisite relationships, although such knowledge may be inaccurate or incomplete.
Teacher displays little or no understanding of the range of pedagogical approaches suitable to student's learning of the content.	Teacher's plans and practice reflect a limited range of pedagogical approaches to the discipline or to the students.

Critical Attributes

Teacher makes content errors.	Teacher is familiar with the discipline but does not see conceptual relationships.
Teacher does not consider prerequisite relationships when planning.	Teacher's knowledge of prerequisite relationships is inaccurate or incomplete.
Teacher's plans use inappropriate strategies for the discipline.	Lesson and unit plans use limited instructional strategies, and some may not be suitable to the content.

2011

THE FRAMEWORK FOR TEACHING

1a Applying Knowledge of Content and Pedagogy

CRITICAL ATTRIBUTES

Unsatisfactory	Basic	Proficient	Distinguished
The teacher lacks sufficient knowledge of content and pedagogy to support student learning of the content.	The teachers' understanding of content and pedagogy partially supports student learning of the content.	The teachers' understanding of content and pedagogy supports student learning of the content.	The teachers' understanding of content and pedagogy fosters deeper learning, student agency, and intellectual dispositions such as curiosity, reasoning, and reflection.

Disciplinary Expertise

Pedagogical Content Knowledge

Knowledge of Interdisciplinary Relationships and Skills

2022

Component Level Rubric language. This language is used to determine the performance level.

The **Critical Attributes** in the 2022 framework are listed under the categories of the **Elements of Success**.

Last updated April 2024; compiled by the Anzara Miller and Mindy Meyer, state leads for the Danielson Framework and developed in consultation with The Danielson Group

The Critical Attributes Key Points

- Further define the narrative found in each level of performance.

- This language speaks to "purpose and motivation" of the component to impact and increase understanding.

- Gives clarifying language broken down by the elements of success to allow for deeper reflection and feedback.

- Are not a checklist or a ladder to be used in determining performance score at the component level.

- Can help to pinpoint areas of strength and improvement.