Danielson 2022 Framework Updates

This document explains the major shifts from previous versions of the framework to the 2022 version. In the 2022 update of the Danielson framework, there is a specific shift from what may have felt like passive language to active, accountable language that elevates and holds accountable practice. What follows are the most significant shifts in each of the Domains and a rationale statement about those shifts.

Domain 1

2011 - 1b: Demonstrating Knowledge of Students	2022 - 1b: Knowing and Valuing Students
2011 Elements	2022 Elements of Success
Students' interests and cultural heritage	Respect for students' identities
Knowledge of students' skills, knowledge and language proficiency	Understanding of students' current knowledge and skill
Knowledge of child and adolescent development	Knowledge of whole child development
Knowledge of students' special needs	Knowledge of the learning process and learning differences
Knowledge of the learning process	

Rationale for Shift in 1b: The 2022 update has an increased emphasis on the importance of 1b and its connection to equity and student success. Teacher's knowledge of students is foundational. It informs planning, the environment and instruction. But knowledge alone is not enough. By **valuing** their students, teachers create spaces and opportunities for students to feel safe, challenged, supported and invested in learning and relationships. Identities are varied, multidimensional and interconnected. Students' race, culture, religion, gender, interests, abilities and many other aspects make up their identity. Educators must think through how the idea of student identity applies within their own contexts. Evidence for this is gathered through conversation.

2011- 1f. Designing Student Assessments	2022 - 1f. Designing and Analyzing Assessments
2011 Elements	2022 Elements of Success
Congruence with instructional outcomes	Congruence with instructional outcomes (no change)
Criteria and standards	Criteria and standards (no change)
Design of formative assessments	Designing formative assessments
Use for planning	Analysis and application

Rationale for Shifts in 1f: Teachers must understand and implement assessments of student learning successfully. Component 1f also serves as an anchor in the instructional cycle. Not only are teachers thinking about assessment before a lesson, but they are using what they learn from assessment in planning future lessons.

Washington Office of Superintendent of
PUBLIC INSTRUCTION

Domain 2

The 2022 update has increased emphasis on the importance of mindsets and habits connected to learning. These include dispositions for learning, such as curiosity and reasoning, as well as other traits associated with success in school, such as perseverance, confidence, teamwork, and community awareness. The changes to Components 2c and 2d shift emphasis away from the "management" of the classroom and of students. Certainly, teachers play an important role in ensuring that classrooms are safe and productive, but too often this has been manifested in mindsets and practices focused on "control" rather than culturally responsive practices and collaboration or on "correcting misbehavior" rather than supporting positive behavior.

2011 - Domain 2: THE CLASSROOM ENVIRONMENT	2022 - Domain 2: LEARNING ENVIRONMENTS
2011 Components	2022 Components
2a: Creating an Environment of Respect and Rapport	2a. Cultivating Respectful and Affirming Environments
2b: Establishing a Culture for Learning	2b: Fostering a Culture for Learning
2c: Managing Classroom Procedures	2c. Maintaining Purposeful Environments
2d: Managing Student Behavior	2d: Supporting Positive Student Behavior
2e: Organizing Physical Space	2e: Organizing Spaces for Learning

Rationale for Shifts in Domain 2: The 2022 update recognizes that learning in school does not always take place in a physical classroom. The focus is on facilitating and supporting (instead of managing) spaces for learning that are accessible and support student success. The terms "Cultivating" and "Fostering" signal an increased emphasis on the contribution of students to the ultimate success of the environment. A teacher cannot simply create or establish a strong culture in a classroom, they must co-create it with students and support students to take ownership and responsibility for various aspects of the learning environment.

Domain 3

In Domain 3, the results of planning (and teacher flexibility) are what support rich learning, collaboration, and opportunities to reflect on and consolidate learning. These things are the ultimate measure of success in Component 3c, Engaging Students in Learning. Component 3a's name change signals a very particular type of communication: the purpose and importance of the content students will learn and the educator's clarity and accuracy in communicating the content itself. In Component 3b, the shift is from the quality of the questions and discussion to the ultimate goal of questioning and discussion - that they promote critical thinking, deeper learning, reasoning, and reflection.

2011 - Domain 3: INSTRUCTION	2022 - Domain 3: LEARNING ENVIRONMENTS
2011 Components	2022 Components
3a: Communicating with Students	3a. Communicating About Purpose & Content
3b: Using Questioning & Discussion Techniques	3b: Using Questioning & Discussion Techniques
3c: Engaging Students in Learning	3c. Engaging Students in Learning
3d: Using Assessment in Instruction	3d: Using Assessment for Learning
3e: Demonstrating Flexibility and Responsiveness	3e: Responding Flexibly to Student Needs

Domain 4

The work of teachers is professional work. But even more so, it is principled work. Teachers are leaders who act in service of students. In the past, professional responsibilities have been reduced to day-to-day tasks and compliance-driven exercises. The shifts in Domain 4 are intended to emphasize the incredibly complex nature of teaching but also call attention to the dispositions, mindsets, and actions that make teachers great and reflect their essential role in our society.

2011 - Domain 4: Professionalism	2022 - Domain 4: Principled Teaching
4e: Growing and Developing Professionally	4e: Growing and Developing Professionally
2011 Elements	2022 Elements of Success
Enhancement of knowledge/pedagogical skill	Enhancing knowledge and skills
Receptivity to feedback from colleagues	Seeking and acting on feedback
Service to the profession	Curiosity and autonomy* NEW
	Developing cultural competence * NEW

Rationale for Shifts in 4e: The added and revised Elements of Success in Component 4e call attention to important dispositions that successful teachers possess and that guide their own learning - like curiosity and reflection. We have also added cultural competence to this element specifically as this work is an ongoing journey and process that must be part of every teacher's growth and development.

2011 - Domain 4: Professionalism	2022 - Domain 4: Principled Teaching
4f: Showing Professionalism	4f: Acting in Service of Students
2011 Elements	2022 Elements of Success
Integrity and ethical conduct	Acting with care, honesty, and integrity
Service to students	Advocacy
Advocacy	
Decision-making	Ethical decision-making
Compliance with school and district regulations	

The shifts in 4f support educators in making reasoned, ethical, and wise decisions to support student success. Successful teachers take deliberate action, even when it is not easy to do so, to support students, especially those who need it most or who have been least likely to receive it.