**Crosswalk of LDC Teacher Competencies with** 

**Danielson Framework for Teaching**

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| [**LDC Teacher Competency**](https://ldc.org/sites/default/files/ldc-resource-library-files/LDC%20Teacher%20Competencies%202016_2_4-21-16.pdf) | [**LDC Indicators**](https://ldc.org/sites/default/files/ldc-resource-library-files/LDC%20Teacher%20Competencies%202016_2_4-21-16.pdf) | [**Danielson Framework Components**](https://www.danielsongroup.org/framework/) |
| **Competency 1:**  **Analyze Assignments Aligned to Standards and Student Learning Goals** | A. Identify short- and/or long-term student learning goals (or SLOs) for an assignment that meets the expectations stated in external benchmarks (CCR and content standards). | 1c: Setting Instructional Outcomes  1e: Designing Coherent Instruction |
| B. Recognize how the skills and/or subskills required to complete an assignment are the expectations of the prompt and the focus standards and/or student learning goals. | 1a: Knowledge of content and structure of discipline  1c: Setting Instructional Outcomes  1e: Designing Coherent Instruction |
| C. Recognize how an assignment or sequence of  assignments (in modules, units, or courses) aligns to focus CCR and content standards and/or student learning goals. | 1a: Knowledge of content and structure of discipline, Knowledge of prerequisite relationships  1c: Setting Instructional Outcomes  1e: Designing Coherent Instruction  3c: Engaging Students in Learning |
| **Competency 2:**  **Construct a Quality Assignment Prompt** | A. Select a focus set of short- and/or long-term student learning goals (or SLOs) to drive an assignment that meets the expectations stated in external benchmarks (CCR and content standards). | 1c: Setting Instructional Outcomes  1e: Designing Coherent Instruction |
| B. Select an appropriate cognitive demand that requires students to (1.) think deeply about content central to the discipline and (2.) apply literacy skills to meet the expectations of specific focus standards and/or student learning goals. | 1c: Setting Instructional Outcomes  1e: Designing Coherent Instruction  3c: Engaging Students in Learning |
| C. Select complex texts rich in ideas and content that align to, and allow students to engage in, a specific set of focus standards and/or learning goals. | 1a: Knowledge of content and structure of discipline  1c: Setting Instructional Outcomes  1e: Designing Coherent Instruction |
| D. Choose a student work product that is relevant to the purpose, audience, rhetorical mode, discipline, focus standards, and/or student learning goals of the assignment. | 1a: Knowledge of content and structure of discipline  1c: Setting Instructional Outcomes  1e: Designing Coherent Instruction |
| E. Choose content central to the discipline and aligned to the purpose of the assignment and the focus standards and/or student learning goals. | 1a: Knowledge of content and structure of discipline  1c: Setting Instructional Outcomes  1e: Designing Coherent Instruction  3a: Communicating with Students  3c: Engaging Students in Learning |
| F. Design a prompt that allows for multiple responses and points of view. | 1a: Knowledge of content and structure of discipline  1c: Setting Instructional Outcomes  1e: Designing Coherent Instruction |
| G. Select a research-based student work rubric that aligns to the mode of writing, disciplinary purpose, and focus standards and/or student learning goals of the assignment. | 1f: Designing Student Assessments  3d: Using Assessment in Instruction |
| H. Assess the quality of an assignment prompt based on an accepted curriculum rubric (e.g. SCALE, EQuIP) and make relevant edits or changes to improve the assignment. | 3d: Using Assessment in Instruction |
| **Competency 3: Develop a Quality Instructional Plan** | A. Backwards-design a sequence of skills and/or subskills from a prompt aligned to specific focus standards and/or student learning goals. | 1a: Knowledge of content-related pedagogy  3a: Communicating with Students  3b: Using Questioning and Discussion Techniques  3c: Engaging Students in Learning |
| B. Select instruction that allows for ongoing checks for understanding and progress monitoring of student skill development by explicitly asking students to demonstrate each of the skills needed to meet the expectations of the prompt, the focus standards, and/or student learning goals. | 1c: Setting Instructional Outcomes  1f: Designing Student Assessments  3d: Using Assessment in Instruction |
| C. Use knowledge of students (skill levels, interests, learning styles, etc.) to differentiate instruction that supports all students in completing the assignment and demonstrating the focus standards and/or student learning goals. | 1c: Setting Instructional Outcomes  1b: Demonstrating Knowledge of Students  3d: Using Assessment in Instruction  3e: Demonstrating Flexibility and Responsiveness  4a: Reflecting on Teaching |
| D. Assess the quality of an assignment’s sequence of instruction based on an accepted curriculum rubric (e.g. SCALE, EQuIP) and make relevant edits or changes to improve that sequence. | 3d: Using Assessment in Instruction |
|  | E. Sequence multiple assignments into units or courses to ensure students receive instruction organized and aligned toward focus standards and/or student learning goals across content areas and/or grade levels. | 1a: Knowledge of content-related pedagogy  1b: Demonstrating Knowledge of Students  1c: Setting Instructional Outcomes |
| **Competency 4:**  **Assess Outcomes & Iterate Instruction** | A. Score and give feedback on student work products utilizing a research-based student work rubric. | 3d: Using Assessment in Instruction |
| B. Derive data from student work products by recognizing common patterns (such as conceptions, preconceptions, misconceptions) in student thinking and skill development. | 1c: Setting Instructional Outcomes  1b: Demonstrating Knowledge of Students  4a: Reflecting on Teaching |
| C. Use data and feedback from student work and common patterns in student thinking and skill development to plan new or future assignments and/or to revise an assignment for re-teaching or publication. | 1c: Setting Instructional Outcomes  1b: Demonstrating Knowledge of Students  3d: Using Assessment in Instruction  3e: Demonstrating Flexibility and Responsiveness  4a: Reflecting on Teaching |
| D. Use data to revise a sequence of assignments (in a unit or course) to ensure students receive instruction organized and aligned toward focus standards and/or student learning goals across content areas and/or grade levels. | 1a: Knowledge of content-related pedagogy  1b: Demonstrating Knowledge of Students  1c: Setting Instructional Outcomes  3d: Using Assessment in Instruction |