

The 2013 Charlotte Danielson Framework for Teaching, Evaluation Instrument and Its Alignment to Professor Hattie’s Visible Learning Research

The purpose of this paper is to highlight the relationship between the 2013 Charlotte Danielson Framework for Teaching, Evaluation Instrument—perhaps the most widely adopted teacher evaluation model within the United States—and Dr. John Hattie’s Visible Learning Research (2003; 2009; 2012; 2014). Toward that end, a comparative analysis of the four domains, the 22 components, and 75 related elements, which make up the Framework for Teaching, Evaluation Instrument to Dr. John Hattie’s (2003; 2009; 2012; 2014) research was conducted.

Specifically, the comparative analysis of the 2013 Danielson Framework for Teaching, Evaluation Instrument related to Dr. John Hattie’s Visible Learning research base consisted of two procedural steps. First, I conducted a thoughtful point-by-point comparison of each of the Danielson domains and the supporting components and elements against similar and/or exact educational pedagogy drawn from Dr. John Hattie’s (2003; 2009; 2012; 2014) research. Then, I took the comparative points discovered and represented them in verbatim citations that I extracted from one earlier piece of writing by Dr. Hattie (2003) entitled *Teachers Make a Difference: What is the research evidence?* along with three of Dr. Hattie’s most current books *Visible Learning: A Synthesis of Over 800 Meta-analyses Relating to Achievement*, *Visible Learning for Teachers: Maximizing Impact on Learning*, and *Visible Learning and the Science of How We Learn* in order to undergird the importance and relevance of the four Danielson Domains and supporting architecture to existent research.

As a result of this comparative analysis, it is reasonable to assume that much, if not all, of the research and philosophy of teaching that Charlotte Danielson used as the basis for her 2013 Framework for Teaching, Evaluation Instrument, perhaps with one exception, some of the components found in Domain 4, is reflected in Professor Hattie’s (2003; 2009; 2012; 2014) meta-analysis synthesis and Visible Learning concepts. A high degree of confidence in this assumption is possible given the fact that Professor Hattie’s Visible Learning research—900+ meta-analyses of 50,000 research articles, approximately 150,000 effect sizes, and about 240 million students—is heralded by many educators worldwide as the most comprehensive synthesis of influences on student achievement to date. Consequently, not only is the 2013

Danielson Framework for Teaching, Evaluation Instrument, based on teacher practices—when implemented at proficient and higher performance levels—that will most likely correlate with gains in student academic achievement a majority of the teacher practices are well aligned with Professor Hattie’s synthesis of educational research and the concepts presented within the Visible Learning^{plus} Foundation Series (i.e., Foundation Day, Evidence Into Action 1, Evidence Into Action 2, and Visible Learning for Teachers 1 and 2).

The following crosswalk document depicts the four 2013 Danielson Framework for Teaching, Evaluation Instrument Domains and 22 Components along with verbatim descriptions of related level 3 “Proficient” narrative (i.e., a level of teacher practice where the teacher clearly understands the concepts underlying the component and implements it well) and 75 Elements in the left-hand column compared to related concepts (verbatim citations) drawn from Dr. John Hattie’s (2003; 2009; 2012; 2014) research in the right-hand column in an effort to reflect this particularly strong alignment between the research and thinking of these two prominent educational scholars.

2013 Danielson Framework for Teaching, Evaluation Instrument-Components	Hattie's (2003; 2009; 2012; 2014) Visible Learning Research
Domain 1: Planning and Preparation	
Component 1a: Demonstrating knowledge of content and pedagogy	
<p>Proficient-Level 3: The teacher displays solid knowledge of the important concepts in the discipline and how these relate to one another. The teacher demonstrates accurate understanding of prerequisite relationships among topics. The teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the subject.</p>	
<p>Element #1: Knowledge of content and the structure of the discipline—Every discipline has a dominant structure, with smaller components or strands, as well as central concepts and skills</p>	<p>“Teachers are thoroughly familiar with the curriculum—in terms of content, levels of difficulty, expected progressions—and share common interpretations about these with each other” (Hattie, 2012, p. 56).</p>
<p>Element #2: Knowledge of prerequisite relationships—Some disciplines—for example, mathematics—have important prerequisites; experienced teachers know what these are and how to use them in designing lessons and units</p>	<p>Expert teachers “recognize the sheer amount of time and effort it takes for the full development of our learning facilities. Mature thinking requires decades of schemata refinement and we never stop learning...” Moreover, expert teachers understand the “importance of basing deeper knowing on surface information, which is often forgotten when teachers try and teach critical or inquiry learning as a generic tool...critical thinking needs to be embedded in a subject domain” (Hattie & Yates, 2014, pp.133-134).</p> <p>“A major attribute of experts is their deep representations about teaching and learning...Experts possess knowledge that is more integrated, in that they combine new subject matter content knowledge with prior knowledge; can relate current lesson content to other subjects in the curriculum; and make lessons uniquely their own by changing, combining, an adding to them according to their students’ needs and their own goals” (Hattie, 2003, pp.6-7). And, “Expert teachers possess pedagogical content knowledge that is far more flexibly and innovatively employed in instruction” (Hattie & Yates, 2014, p.106).</p>
<p>Element #3: Knowledge of content-related pedagogy—Different disciplines have “signature pedagogies” that have evolved over time and been found to be most effective in teaching</p>	
Component 1b: Demonstrating knowledge of students	
<p>Proficient Level 3: The teacher understands the active nature of student learning and attains information about levels of development for groups of students. The teacher also purposefully acquires knowledge from several sources about groups of students’ varied approaches to learning, knowledge and skills, special needs, and interests and cultural heritages.</p>	
<p>Element #1: Knowledge of child and adolescent development—Children learn differently at different stages of their lives</p>	<p>“Expert teachers’ understanding of students is such that they are more able to provide developmentally appropriate learning tasks that engage, challenge, and even intrigue students without boring or overwhelming them—they know <i>where to next</i>” (Hattie & Yates, 2014, p.107).</p> <p>“For differentiation to be effective, teachers, need to know, for each student, where that student begins and where he or she is in his or her journey towards meeting the success criteria of the lesson” (Hattie, 2012, p.98).</p>

2013 Danielson Framework for Teaching, Evaluation Instrument-Components	Hattie's (2003; 2009; 2012; 2014) Visible Learning Research
Component 1b: Demonstrating knowledge of students (con't.)	
Element #2: Knowledge of the learning process —Learning requires active intellectual engagement	<p>“Teachers have rich understandings about how learning involves moving forward through various levels of capabilities, capacities, and competencies” (Hattie, 2012, p.93)</p> <p>One of the domains that separate expert teachers from experienced and non-expert teachers was their “focus on cognitive engagement with the content...It is what teachers get the students to do in the class that emerged as the strongest component of the accomplished teachers’ repertoire...Students must be actively involved in their learning with a focus on multiple paths to problem solving” (Hattie, 2009, p.35).</p>
Element #3: Knowledge of students’ skills, knowledge, and language proficiency —What students are able to learn at any given time is influenced by their level of knowledge and skill	<p>“Expert teachers’ understanding of students is such that they are more able to provide developmentally appropriate learning tasks that engage, challenge, and even intrigue students without boring or overwhelming them—they know <i>where to next</i>” (Hattie & Yates, 2014, p.107).</p> <p>“The most important single factor influencing learning is what the learner already knows [and can do]. Ascertain this and teach him accordingly. A major determinant of knowledge acquisition will be what the mind already knows. It is far easier to build on coherently organized <i>existing knowledge</i> than it is to learn new material <i>de novo</i>” (Hattie & Yates, 2014, p.114).</p>
Element #4: Knowledge of students’ interests and cultural heritage —Children’s backgrounds influence their learning	<p>“Building relations with students implies agency, efficacy, respect by the teacher for what the child brings to the class (from home, culture, peers), and allowing the experiences of the child to be recognized in the classroom” (Hattie, 2009, p.118).</p>
Element #5: Knowledge of students’ special needs —Children do not all develop in a typical fashion	<p>“Teachers provide differentiation to ensure that learning is meaningfully and efficiently directed to all students gaining the intentions of the lesson(s)” (Hattie, 2012, p.97).</p>
Component 1c: Setting instructional outcomes	
<p>Proficient Level 3: Most outcomes represent rigorous and important learning in the discipline and are clear, are written in the form of student learning, and suggest viable methods of assessment. Outcomes reflect several different types of learning and opportunities for coordination, and they are differentiated, in whatever way is needed, for different groups of students.</p>	
Element #1: Value, sequence, and alignment —Outcomes represent significant learning in the discipline reflecting, where appropriate, the Common Core State Standards	<p>“Teachers are thoroughly familiar with the curriculum—in terms of content, levels of difficulty, expected progressions—and share common interpretations about these with each other” (Hattie, 2012, p. 56).</p> <p>“Effective teachers set appropriately challenging goals...” (Hattie, 2009, p.165). “The goals, that is the learning intentions, of any lesson need to be a combination of surface, deep, or conceptual, with exact combination depending on the decision of the teacher...” (Hattie, 2012, p. 47). “The success criteria [scales]...need to state as exactly as possible what the students and teacher will want to see” (Hattie, 2009, p.170).</p>

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Component 1c: Setting instructional outcomes (con't.)	
Element #2: Clarity —Outcomes must refer to what students will learn, not what they will do, and must permit viable methods of assessment	“Effective teachers set appropriately challenging goals...” (Hattie, 2009, p.165). “The goals, that is the learning intentions, of any lesson need to be a combination of surface, deep, or conceptual, with exact combination depending on the decision of the teacher...” (Hattie, 2012, p. 47). “The success criteria [what success looks like]...need to state as exactly as possible what the students and teacher will want to see” (Hattie, 2009, p.170).
Element #3: Balance —Outcomes should reflect different types of learning, such as knowledge, conceptual understanding, and thinking skills	“Expert teachers aim for more than achievement goals. They also aim to motivate their students to master rather than perform, they enhance students’ self-concept and self-efficacy about learning, they set appropriately challenging tasks, and they aim for both surface and deep outcomes” (Hattie, 2003, p.10).
Element #4: Suitability for diverse students —Outcomes must be appropriate for all students in the class	“It is not [about teachers’ using] a particular method, nor a particular script, that makes the difference; it is attending to personalizing the learning, getting greater precision about how students are progressing in this learning...” (Hattie, 2009, p.245). “Effective teachers set appropriately challenging goals...” (Hattie, 2009, p.165). “The goals, that is the learning intentions, of any lesson need to be a combination of surface, deep, or conceptual, with exact combination depending on the decision of the teacher...” (Hattie, 2012, p. 47). “The success criteria [scales]...need to state as exactly as possible what the students and teacher will want to see” (Hattie, 2009, p.170).
Component 1d: Demonstrating knowledge of resources	
Proficient Level 3: The teacher displays awareness of resources beyond those provided by the school or district, including those on the Internet, for classroom use and for extending one’s professional skill, and seeks out such resources.	
Element #1: Resources for classroom use —Material must align with learning outcomes	Researchers have found “students liked clear explanations, they recalled lessons that used materials that allowed connections to their lives, felt the mode of grouping to be important, and many liked to be challenged” (Hattie & Yates, 2014, p.31).
Element #2: Resources to extend content knowledge and pedagogy —Materials that can further teachers’ professional knowledge must be available	“The four types of instruction found to be most effective on teacher [professional] knowledge and behavior were: observation of actual classroom methods; microteaching; video/audio feedback; and practice. Lowest effects were from discussion, lectures, games/simulations, and guided field trips. Coaching, modeling and production of printed or instructional materials also had lower effects” (Hattie, 2009, p.120).
Element #3: Resources for students —Materials must be appropriately challenging	“We recommend that teachers...choose more challenging resources [rather than selecting materials that is at the curricular level that the average student in his/her class is already achieving]...While teachers seem to have no difficulty making and finding resources, the skill is tailoring the resources to the next level of challenge for the student...” (Hattie, 2012, pp.57-58). Adding to the powerful effect of the climate of the classroom is “adapting curricula to be more appropriately challenging...” (Hattie, 2009, p.107).

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Component 1e: Designing coherent instruction	
Proficient Level 3: Most of the learning activities are aligned with the instructional outcomes and follow an organized progression suitable to groups of students. The learning activities have reasonable time allocations; they represent significant cognitive challenge, with some differentiation for different groups of students and varied use of instructional groups.	
Element #1: Learning activities— Instruction is designed to engage students and advance them through the content	“There is evidence that ... planned lessons: a) invoke appropriate challenges that engage the students’ commitment to invest in learning; b) capitalize on and build students’ commitment to invest in learning; c) are based on appropriately high expectations of outcomes for students; d) lead to students having goals to master and wishing to reinvest in their learning; and, e) have learning intentions and success criteria that are explicitly known by the student” (Hattie, 2012, p. 51).
Element #2: Instructional materials and resources— Aids to instruction are appropriate to the learning needs of the students	“It seems that it is not so much the presence of adjunct aids that enhances achievement, but how and where they are used in the texts, and the level of sophistication of the student when using adjunct aids...” (Hattie, 2012, pp.207). “Aids can assist learning when they function to attract and direct attention, and highlight main ideas and comprehension, and when the text assists readers to see details in the pictures” (Hattie, 2009, p.208).
Element #3: Instructional groups— Teachers intentionally organize instructional groups to support student learning	“An art of teaching is seeing the commonality in diversity, in having peers work together, especially when they bring different talents, errors, interests, and disposition to the situation, and understanding that differentiation relates more to the phases of learning—from novice, through capable, to proficient—rather than merely providing different activities to different (groups of) students” (Hattie, 2012, pp.97-98). And, “flexibly grouping students so that they can work alone, together, or as a whole class, as appropriate, makes it possible to make the most of the opportunities created by difference and commonality” (Hattie, 2012, p.98).
Element #4: Lesson and unit structure— Teachers produce clear and sequenced lesson and unit structures to advance student learning	“Targeted learning involves the teacher knowing where he or she is going with the lesson and ensuring that the students know where they are going. <i>These pathways must be transparent for the student.</i> Such teacher clarity is essential, and by this I mean clarity by the teachers as seen by the students” (Hattie, 2012, p.47).
Component 1f: Designing student assessments	
Proficient Level 3: All the instructional outcomes may be assessed by the proposed assessment plan; assessment methodologies may have been adapted for groups of students. Assessment criteria and standards are clear. The teacher has a well-developed strategy for using formative assessment and has designed particular approaches to be used.	
Element #1: Congruence with instructional outcomes— Assessments must match learning expectations	“Effective teachers plan effectively by deciding on appropriately challenging goals and then structuring situations so that students can reach these goals...Unless teacher are clear about what they want students to learn (and what the outcome of this learning looks like), they are hardly likely to develop good assessment of that learning” (Hattie, 2012, p.47).

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Component 1f: Designing student assessments (con't.)	
Element #2: Criteria and standards— Expectations must be clearly defined	“The purpose of the success criteria, or ‘What are we looking for?’ is to make students understand what the teacher is using as the criteria for judging their work, and, of course, to ensure that the teacher is clear about the criteria that will determine if the learning intentions [standards] have been successfully achieved” (Hattie, 2009, p.169).
Element #3: Design of formative assessments— Assessments for learning must be planned as part of the instructional process	Expert teachers are “excellent seekers and users of feedback information about their teaching—that is, of feedback about the effect that they are having on learning” (Hattie, 2012, p.26).
Element #4: Use for planning— Results of assessment guide future planning	<p>“Expert teachers are skilled at monitoring the current status of student understanding and the progress of learning toward the success criteria, and they seek and provide feedback geared to the current understanding of the students.” (Hattie, 2012, p.26).</p> <p>“Together, teachers critique the learning intentions and success criteria and have evidence that: a) students can articulate the learning intentions and success criteria in a way that shows they understand them; b) students can attain the success criteria; c) students see the success criteria as appropriately challenging; and, d) teachers use this information when planning their next set of lessons/learning” (Hattie, 2012, p.143).</p>
Domain 2: The Classroom Environment	
Component 2a: Creating an environment of respect and rapport	
Proficient Level 3: Teacher-student interactions are friendly and demonstrate general caring and respect. Such interactions are appropriate to the ages, cultures, and developmental levels of the students. Interactions among students are generally polite and respectful, and students exhibit respect for the teacher. The teacher responds successfully to disrespectful behavior among students. The net result of the interactions is polite, respectful, and businesslike, though students may be somewhat cautious about taking intellectual risks.	
Element #1: Teacher interactions with students, including both words and actions— A teacher’s interactions with students set the tone for the classroom. Through their interactions, teachers convey that they are interested in and care about their students	<p>“The manner used by the teacher to treat the students, respect them as learners and people, and demonstrate care and commitment for them are attributes of expert teachers. By having such respect, they can recognize possible barriers to learning and can seek ways to overcome these barriers.</p> <p>The picture drawn of experts is one of involvement and caring for the students, a willingness to be receptive to what the students need, not attempting to dominate the situation. Too often experienced teachers tended to create more physical and psychological distance between themselves and their students than do experts” (Hattie, 2003, p.10).</p> <p>“While it may be common for teachers to think that they are caring...warmth is demonstrated in acceptance, affection, unconditional respect, and positive regard for students. The idea is that teachers must show warmth in observable ways rather than simply intend to do so or believe that it is important” (Hattie, 2012, p.140).</p>

2013 Danielson Framework for Teaching, Evaluation Instrument--Components	Hattie's (2003; 2009; 2012; 2014) Visible Learning Research
Component 2a: Creating an environment of respect and rapport (con't.)	
<p>Element #2: Student interactions with other students, including both words and action—As important as a teacher's treatment of students is, how students are treated by their classmates is arguably even more important to students. At its worst, poor treatment causes students to feel rejected by their peers. At its best, positive interactions among students are mutually supportive and create an emotionally healthy school environment. Teachers not only model and teach students how to engage in respectful interactions with one another but also acknowledge such interactions</p>	<p>"An optimal classroom climate for learning is one that generates an atmosphere of trust—a climate in which it is understood that it is okay to make mistakes, because mistakes are the essence of learning. For students, the process of re-conceptualizing what they know so that they can take on board new understandings may mean identifying errors and disbanding previous ideas. In so many classrooms, the greatest reason why students do not like to expose their mistakes is because of their peers: peers can be nasty, brutal, and viral! Expert teachers create classroom climates that welcome admission of errors; they achieve this by developing a climate of trust between teacher and student, and between student and student" (Hattie, 2012, p.26).</p>
Component 2b: Establishing a culture for learning	
<p>Proficient Level 3: The classroom culture is a place where learning is valued by all; high expectations for both learning and hard work are the norm for most students. Students understand their role as learners and consistently expend effort to learn. Classroom interactions support learning, hard work, and the precise use of language.</p>	
<p>Element #1: Importance of the content and of learning—In a classroom with a strong culture for learning, teachers convey the educational value of what students are doing</p>	<p>"A major attribute of expert [teachers] is their deep representations about teaching and learning. Experts possess knowledge that is... integrated, in that they combine new subject matter content knowledge with prior knowledge; can relate current lesson content to other subjects in the curriculum; and make lessons uniquely their own by changing, combining, an adding to them according to their students' needs and their own goals" (Hattie, 2003, pp.6-7).</p>
<p>Element #2: Expectations for learning and achievement—In classrooms with robust cultures for learning, all students receive the message that although the work is challenging, they are capable of achieving it if they are prepared to work hard. A manifestation of teachers' expectations for high student achievement is their insistence on the use of precise language by students</p>	<p>"Expert teachers are proficient in creating optimal classroom climates for learning, particularly to increase the probability of feedback occurring (which often involves allowing for, and certainly tolerating, student errors). They build climates where error is welcomed, where student questioning is high, where engagement is the norm, and where students can gain reputations as effective learners" (Hattie, 2003, p.8).</p> <p>"Expert teachers believe that all students can reach the success criteria. Such an expectation requires teachers to believe that intelligence is changeable rather than fixed..." (Hattie, 2012, p.26).</p> <p>"Sometimes learning is not fun. Instead, it is just hard work; it is just deliberate practice; it is simply doing some things many times over...It is not repetitive skill and drill, but practice that leads to mastery. A major role of schools is to teach students the value of deliberate practice, such that students can see how practice leads to competence" (Hattie, 2012, p.108).</p>

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Component 2b: Establishing a culture for learning (con't.)	
<p>Element #3: Student pride in work—When students are convinced of their capabilities, they are willing to devote energy to the task at hand, and they take pride in their accomplishments. This pride is reflected in their interactions with classmates and with the teacher</p>	<p>“A sense of confidence is a most powerful precursor and outcome of schooling. It is particularly powerful in the face of adversity—when things do not go right or when errors are made. Having high levels of confidence—‘can do,’ ‘want to do’—can assist [students] in getting through many roadblocks” (Hattie, 2009, p.47). And, “the more students felt challenged, and the greater the academic demand on students—the more the students are engaged with instruction—the less prone they are to external preoccupations” (Hattie, 2009, p.185).</p>
Component 2c: Managing Classroom Procedures	
<p>Proficient Level 3: There is little loss of instructional time due to effective classroom routines and procedures. The teacher’s management of instructional groups and transitions, or handling of materials and supplies, or both, are consistently successful. With minimal guidance and prompting, students follow established classroom routines.</p>	
<p>Element #1: Management of instructional groups—Teachers help students to develop the skills to work purposefully and cooperatively in groups or independently, with little supervision from the teacher</p>	<p>“An art of teaching is seeing the commonality in diversity, in having peers work together, especially when they bring different talents, errors, interests, and disposition to the situation, and understanding that differentiation relates more to the phases of learning—from novice, through capable, to proficient—rather than merely providing different activities to different (groups of) students” (Hattie, 2012, pp.97-98). And, “flexibly grouping students so that they can work alone, together, or as a whole class, as appropriate, makes it possible to make the most of the opportunities created by difference and commonality” (Hattie, 2012, p.98).</p>
<p>Element #2: Management of transitions—Many lessons engage students in different types of activities: large group, small group, independent work. It’s important that little time is lost as students move from one activity to another; students know the “drill” and execute it seamlessly</p>	<p>Expert teachers have the ability to make “a series of integrated decisions that juggle managerial and instructional aspects of classroom teaching in a seamless manner...[For example,] the orchestration and organization of the experts’ classrooms, and the virtual absence of student misbehavior...these are rooms wherein student are too busy and goal-oriented to act out, and where misbehavior occasions disapproval from other students” (Hattie & Yates, 2014, p.108).</p>
<p>Element #3: Management of materials and supplies—Experienced teachers have all necessary materials at hand and have taught students to implement routines for distribution and collection of materials with a minimum of disruption to the flow of instruction</p>	
<p>Element #4: Performance of classroom routines—Overall, little instructional time is lost in activities such as taking attendance, recording the lunch count, or the return of permission slips for a class trip</p>	

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Component 2d: Managing student behavior	
Proficient Level 3: Student behavior is generally appropriate. The teacher monitors student behavior against established standards of conduct. Teacher response to student misbehavior is consistent, proportionate, and respectful to students and is effective.	
Element #1: Expectations —It is clear from what the teacher says, or by inference from student actions, that expectations for student conduct have been established and that they are being implemented	“The attributes of teachers that had the greatest influence on ensuring well-managed classrooms and reducing disruption came from having an appropriate mental set ($d=1.29$) or ‘with-it-ness’ ($d=1.42$) by the teacher; that is, the teacher had the ability to identify and quickly act on potential behavioral problems and retained an emotional objectivity ($d=0.71$)”
Element #2: Monitoring of student behavior —Experienced teachers seem to have eyes in the backs of their heads; they are attuned to what’s happening in the classroom and can move subtly to help students, when necessary, to re-engage with the content being addressed in the lesson. At a high level, such monitoring is preventive and subtle, which may make it challenging to observe	Additionally, “The next most effective methods were disciplinary interventions ($d=0.91$), which included verbal and physical behaviors of teachers that indicated to students that their behavior was appropriate or inappropriate ($d=1.00$); group contingency strategies, which required a specific set of student to reach a certain criterion level of appropriate behavior ($d=0.98$); tangible recognition, which included those strategies in which students were provided with some symbol or token for appropriate behavior ($d=0.82$); and interventions that involved a direct and concrete consequence for misbehavior ($d=0.57$)” (Hattie, 2009, p.102).
Element #3: Response to student misbehavior —Even experienced teachers find that their students occasionally violate one or another of the agreed-upon standards of conduct; how the teacher responds to such infractions is an important mark of the teacher’s skill. Accomplished teachers try to understand why students are conducting themselves in such a manner (Are they unsure of the content? Are they trying to impress their friends?) and respond in a way that respects the dignity of the student. The best responses are those that address misbehavior early in an episode, although doing so is not always possible.	Last, another key lies in [teachers’] non-verbal behavior, most directly in how [they] are seen to treat other people. There is much power in [teachers’] role, but it has been found that children lose respect for any adults who do not know and respect basic social rules, who exhibit cruelty or misbehavior, or who otherwise, break agreed-upon conventions” (Hattie & Yates, 2014, p.27).
Component 2e: Organizing Physical Space	
Proficient Level 3: The classroom is safe, and students have equal access to learning activities; the teacher ensures that the furniture arrangement is appropriate to the learning activities and uses physical resources, including computer technology, effectively.	
Element #1: Safety and accessibility —Physical safety is a primary consideration of all teachers; no learning can occur if students are unsafe or if they don’t have access to the board or other learning resources	“A positive, caring, respectful climate in the classroom is a prior condition to learning. Without students’ sense that there is a reasonable degree of ‘control,’ sense of safety to learn, and sense of respect and fairness that learning is going to take place, there is little chance that much positive is going to occur” (Hattie, 2012, p.70). “It is incumbent [therefore] on teachers to structure classrooms in which ‘not knowing’ is not a negative and does not lead to negative attributions or reactions, and in which students can work together to work out what they do not know so they can invest in progressing more efficiently and effectively to the success of the lesson” (Hattie, 2012, p.71).

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Component 2e: Organizing Physical Space (con't.)	
<p>Element #2: Arrangement of furniture and use of physical resources—Both the physical arrangement of a classroom and the available resources provide opportunities for teachers to advance learning; when these resources are used skillfully, students can engage with the content in a productive manner. At the highest levels of performance, the students themselves contribute to the use or adaptation of the physical environment</p>	<p>“We are more surprised by the under utilization of peers as co-teachers in classrooms, and the dominance of the adult in the room to the diminution of the power of the peer. Certainly peers can have a positive effect on learning, but the discussion is too quickly moving to the negative powers with the recent increase in discussion on bullying (which is too real), and on the manner students create reputations around almost anything other than pride in learning” (Hattie, 2003, p.3).</p> <p>“Expert teachers are more able to deal with multidimensionality of classrooms. Expert teachers are more effective scanners of classroom behavior, make greater references to the language of instruction and learning of students, whereas experienced teachers concentrate more on what the teacher is doing and saying to the class and novices concentrate more on student behavior” (Hattie, 2003, p.8).</p>
Domain 3: Instruction	
Component 3a: Communicating with Students	
<p>Proficient Level 3: The instructional purpose of the lesson is clearly communicated to students, including where it is situated within broader learning; directions and procedures are explained clearly and may be modeled. The teacher’s explanation of content is scaffolded, clear, and accurate and connects with students’ knowledge and experience. During the explanation of content, the teacher focuses, as appropriate, on strategies students can use when working independently and invites student intellectual engagement. The teacher’s spoken and written language is clear and correct and is suitable to students’ ages and interests. The teacher’s use of academic vocabulary is precise and serves to extend student understanding.</p>	
<p>Element #1: Expectations for learning—The goals for learning are communicated clearly to students. Even if the goals are not conveyed at the outset of a lesson (for example, in an inquiry science lesson), by the end of the lesson students are clear about what they have been learning</p>	<p>“Teachers and students must be clear of the purpose of a lesson, and understand that learning is a staccato process, full of errors, and that there is a need for all in the class to participate in the learning...this requires making explicit the intentions and criteria of successful learning...[that is,] what [is] desired that [students] know and be able to do at the end of a series of lessons” (Hattie, 2012, pp.69-70).</p>
<p>Element #2: Directions for activities—Students understand what they are expected to do during a lesson, particularly if students are working independently or with classmates, without direct teacher supervision. These directions for the lesson’s activities may be provided orally, in writing, or in some combination of the two, with modeling by the teacher, if it is appropriate</p>	<p>“Two powerful ways of increasing impact is to know and share both the learning intentions and success criteria of the lesson with students. When students know both, they are more likely to work towards mastering the criteria of success, more likely to know where they are on the trajectory towards this success, and more likely to have a good change of learning how to monitor and self-regulate their progress” (Hattie, 2012, p.67).</p>

2013 Danielson Framework for Teaching, Evaluation Instrument-Components	Hattie's (2003; 2009; 2012; 2014) Visible Learning Research
Component 3a: Communicating with Students (con't.)	
<p>Element #3: Explanations of content—Skilled teachers, when explaining concepts and strategies to students, use vivid language and imaginative analogies and metaphors, connecting explanations to students' interests and lives beyond school. The explanations are clear, with appropriate scaffolding, and, where appropriate, anticipate possible student misconceptions. These teachers invite students to be engaged intellectually and to formulate hypotheses regarding the concepts or strategies being presented</p>	<p>“Students are well aware of the world beyond the classroom, and of the role played by their schooling in preparing for the future. Students value being helped to achieve interdependence and autonomy, and appreciate teachers who can connect the new with the familiar...” (Hattie & Yates, 2014, p.31).</p> <p>“A major attribute of experts is their deep representations about teaching and learning...Experts possess knowledge that is more integrated, in that they combine new subject matter content knowledge with prior knowledge; can relate current lesson content to other subjects in the curriculum; and make lessons uniquely their own by changing, combining, an adding to them according to their students' needs and their own goals” (Hattie, 2003, pp.6-7).</p>
<p>Element #4: Use of oral and written language—For many student, their teachers' use of language represents their best model of both accurate syntax and a rich vocabulary; these models enable students to emulate such language, making their own more precise and expressive. Skilled teachers seize on opportunities both to use precise, academic vocabulary and to explain their use of it</p>	<p>Expert teachers are more effective scanners of classroom behavior, make greater references to the language of instruction and learning of students, whereas experienced teachers concentrate more on what the teacher is doing and saying to the class and novices concentrate more on student behavior” (Hattie, 2003, p.8).</p>
Component 3b: Using Questioning and Discussion Techniques	
<p>Proficient Level 3: While the teacher may use some low-level questions, he poses questions designed to promote student thinking and understanding. The teacher creates a genuine discussion among students, providing adequate time for students to respond and stepping aside when doing so is appropriate. The teacher challenges students to justify their thinking and successfully engages most students in the discussion, employing a range of strategies to ensure that most students are heard.</p>	
<p>Element #1: Quality of questions/prompts—Questions of high quality cause students to think and reflect, to deepen their understanding, and to test their ideas against those of their classmates. When teachers ask questions of high quality, they ask only a few of them and provide students with sufficient time to think about their responses, to reflect on the comments of their classmates, and to deepen their understanding. Occasionally, for the purposes of review, teachers ask students a series of (usually low-level) questions in a type of verbal quiz. This technique may be helpful for the purpose of establishing the facts of a historical event, for example, but should not be confused with the use of questioning to deepen students' understanding.</p>	<p>“The overall effects of questioning vary, and the major moderator is the type of question asked—surface questions can enhance surface knowing and higher-order questions can enhance deeper understanding” Next, “Higher cognitive questioning strategies were found to have a small positive effect on learning measures. Factual pre-questions can facilitate learning provided they are directly related to the texts or materials to be learnt...” (Hattie, 2009, pp.182-183).</p> <p>“Perhaps of more importance than teacher questioning is analyzing the questions that students ask...structuring class sessions to entice, teach, and listen to students questioning of students is powerful” (Hattie, 2009, p.183).</p>

2013 Danielson Framework for Teaching, Evaluation Instrument-Components	Hattie's (2003; 2009; 2012; 2014) Visible Learning Research
Component 3b: Using Questioning and Discussion Techniques (con't.)	
<p>Element #2: Discussion techniques— Effective teachers promote learning through discussion. A foundational skill that students learn through engaging in discussion is that of explaining and justifying their reasoning and conclusions, based on specific evidence. Teachers skilled in the use of questioning and discussion techniques challenge students to examine their premises, to build a logical argument, and to critique the arguments of others. Some teachers report, “We discussed x,” when what they mean is “I said x.” That is, some teachers confuse discussion with explanation of content; as important as that is, it’s not discussion. Rather, in a true discussion a teacher poses a question and invites all students’ views to be heard, enabling students to engage in discussion directly with one another, not always mediated by the teacher. Furthermore, in conducting discussions, skilled teachers build further questions on student responses and insist that students examine their premises, build a logical argument, and critique the arguments of others.</p>	<p>“Classrooms are dominated by teacher talk, and one of the themes of <i>Visible Learning</i> is that the proportion of talk to listening needs to change to far less talk and much more listening” (Hattie, 2012, p.72).</p> <p>“Listening requires not only showing respect for others’ views and evaluating the students’ views...but also allows for sharing genuine depth of thinking and processing in our questioning, and permitting the dialogue so necessary if we are to engage students successfully in learning” Furthermore, “Listening can inform teachers (and other students) about what the student brings to the learning, what strategies and prior achievement he or she is using, and the nature and extent of the gap between where h or she is and where he or she needs to be, and provides opportunities to use the student’s voice to encourage the most effective ways of teaching him or her new or more effective strategies and knowledge to better attain the intentions of the lesson” (Hattie, 2012, p.73).</p> <p>“Teachers can learn so much about their effect on student learning by listening to students thinking aloud. This involves the effective use of talk for learning, in contrast to the ineffective talk for teaching that features in many classrooms” (Hattie, 2012, p.74).</p>
<p>Element #3: Student participation— In some classes a few students tend to dominate the discussion; other students, recognizing this pattern, hold back their contributions. The skilled teacher uses a range of techniques to encourage all students to contribute to the discussion and enlists the assistance of students to ensure this outcome.</p>	<p>“Learning is collaborative and requires dialogue, and this requires teachers to be attentive to all aspects of peer-to-peer construction and mediation (particularly in whole-class discussion, by encouraging and creating spaces for all views, comments, and critique). This allows teachers to be more aware of both the processing levels of different aspects of the activity and how each student’s response indicates the level at which they are processing—that is, teachers need to listen as well as talk” (Hattie, 2012, p.39).</p>
Component 3c: Engaging Students in Learning	
<p>Proficient Level 3: The learning tasks and activities are fully aligned with the instructional outcomes and are designed to challenge student thinking, inviting students to make their thinking visible. This technique results in active intellectual engagement by most students with important and challenging content and with teacher scaffolding to support that engagement. The groupings of students are suitable to the activities. The lesson has a clearly defined structure, and the pacing of the lesson is appropriate, providing most students the time needed to be intellectually engaged.</p>	
<p>Element #1: Activities and assignments— The activities and assignments are the centerpiece of student engagement, since they determine what it is that students are asked to do. Activities and assignments that promote learning require student thinking that emphasizes depth over breadth and encourage students to explain their thinking.</p>	<p>“Expert teachers are more likely to set challenging rather than <i>do your best</i> goals, they set challenging and not merely time consuming activities, they invite students to engage rather than copy, and they aim to encourage students to share commitment to these challenging goals. Eighty percent of most class time is spent with teachers talking and students listening, whereas expert teachers have students engage in challenging tasks to a greater extent of the time” (Hattie, 2003, p.10).</p>

2013 Danielson Framework for Teaching, Evaluation Instrument-Components	Hattie's (2003; 2009; 2012; 2014) Visible Learning Research
Component 3c: Engaging Students in Learning (con't.)	
<p>Element #2: Grouping of students—How students are grouped for instruction (whole class, small groups, pairs, individuals) is one of the many decisions teachers make every day. There are many options; students of similar background and skill may be clustered together, or the more-advanced students may be spread around into the different groups. Alternatively, a teacher might permit students to select their own groups, or they could be formed randomly.</p>	<p>Expert teachers tend to “flexibly [group] students so that they can work alone, together, or as a whole class, as appropriate, makes it possible to make the most of the opportunities created by difference and commonality” (Hattie, 2012, p.98).</p>
<p>Element #3: Instructional materials and resources—The instructional materials a teacher selects to use in the classroom can have an enormous impact on students’ experience. Though some teachers are obliged to use a school’s or district’s officially sanctioned materials, many teachers use these selectively or supplement them with others of their choosing that are better suited to engaging students in deep learning—for example, the use of primary source materials in social studies.</p>	<p>“We recommend that teachers...choose more challenging resources [rather than selecting materials that is at the curricular level that the average student in his/her class is already achieving]...While teachers seem to have no difficulty making and finding resources, the skill is tailoring the resources to the next level of challenge for the student...” (Hattie, 2012, pp.57-58). Adding to the powerful effect of the climate of the classroom is “adapting curricula to be more appropriately challenging...” (Hattie, 2009, p.107).</p>
<p>Element #4: Structure and pacing—No one, whether an adult or a student, likes to be either bored or rushed in completing a task. Keeping things moving, within a well-defined structure, is one of the marks of an experienced teacher. And since much of student learning results from their reflection on what they have done, a well-designed lesson includes time for reflection and closure.</p>	<p>“Expert teachers’ understanding of students is such that they are more able to provide developmentally appropriate learning tasks that engage, challenge, and even intrigue students without boring or overwhelming them—they know <i>where to next</i>” (Hattie & Yates, 2014, p.107).</p> <p>“The more varied the instructional strategies throughout the lesson, the more students were influenced” (Hattie, 2009, p.189).</p> <p>“Expert teachers can more easily improvise when things do not run smoothly” (Hattie & Yates, 2014, p.107).</p>
Component 3d: Using Assessment in Instruction	
<p>Proficient Level 3: Students appear to be aware of the assessment criteria, and the teacher monitors student learning for groups of students. Questions and assessments are regularly used to diagnose evidence of learning. Teacher feedback to groups of students is accurate and specific; some students engage in self-assessment.</p>	
<p>Element #1: Assessment criteria—It is essential that students know the criteria for assessment. At its highest level, students themselves have had a hand in articulating the criteria (for example, of a clear oral presentation).</p>	<p>“The purpose of the success criteria, or ‘What are we looking for?’ is to make students understand what the teacher is using as the criteria for judging their work, and, of course, to ensure that the teacher is clear about the criteria that will determine if the learning intentions [standards] have been successfully achieved” (Hattie, 2009, p.169).</p>

2013 Danielson Framework for Teaching, Evaluation Instrument-Components	Hattie's (2003; 2009; 2012; 2014) Visible Learning Research
Component 3d: Using Assessment in Instruction (con't.)	
<p>Element #2: Monitoring of student learning—A teacher's skill in eliciting evidence of student understanding is one of the true marks of expertise. This is not a hit-or-miss effort, but is planned carefully in advance. Even after planning carefully, however, a teacher must weave monitoring of student learning seamlessly into the lesson, using a variety of techniques.</p>	<p>Expert teachers demonstrate the “ability...to problem-solve, to be flexible, and to improvise ways in which students can master the learning intentions...[thus] they need to be excellent seekers and users of feedback information about their teaching—that is, of feedback about the effect they are having on learning.”</p> <p>Additionally, “expert teachers are skilled at monitoring the current status of student understanding and the progress of learning towards the success criteria, and they seek and provide feedback geared to the current understandings of the students’ (Hattie, 2012, p.26).</p> <p>Teachers must employ “many methods of assessment, to listen to student dialogue and questioning” [so they can make adjustments to their instruction] (Hattie, 2012, p.113).</p> <p>“Expert teachers are vigilant when it comes to monitoring student learning and attention. They will use a wide range of assessment tools but especially focus on genuine products such as bookwork and test scores. They keenly read individual facial expressions are well aware that superficial aspects such as head nodding often mas genuine learning. They make constant instructional judgements to avoid overloading their students, and become highly adept at matching curriculum tasks to individual student capabilities and in providing acknowledgement and feedback. They therefore are much more adept at knowing where each student should go next...” (Hattie & Yates, 2014, p.105).</p>
<p>Element #3: Feedback to students—Feedback on learning is an essential element of a rich instructional environment; without it, students are constantly guessing at how they are doing and at how their work can be improved. Valuable feedback must be timely, constructive, and substantive and must provide students the guidance they need to improve their performance.</p>	<p>“Feedback was among the most powerful influences on achievement” (Hattie, 2009, p.173).</p> <p>More importantly, “feedback was most powerful when it is from the <i>student to the teacher</i>...When teachers seek, or at least are open to, feedback from students as to what student know, what they understand, where they make errors, when they have misconception, when they are not engaged—then teaching and learning can be synchronized and powerful” (Hattie, 2009, p.173).</p> <p>To be effective, “feedback needs to be clear, purposeful, meaningful and compatible with students’ prior knowledge, and to provide logical connections...[Effective feedback answers three questions] Where am I going? (Learning intentions/goals/success criteria), How am I going? (Self-assessment and self-evaluation), and Where to next? (Progression, new goals)” (Hattie, 2009, p.177).</p>

2013 Danielson Framework for Teaching, Evaluation Instrument-Components	Hattie's (2003; 2009; 2012; 2014) Visible Learning Research
Component 3d: Using Assessment in Instruction (con't.)	
<p>Element #4: Student self-assessment and monitoring of progress—The culmination of students' assumption of responsibility for their learning is when they monitor their own learning and take appropriate action. Of course, they can do these things only if the criteria for learning are clear and if they have been taught the skills of checking their work against clear criteria.</p>	<p>Assessment capable students are the number 1 influence out of Dr. Hattie's (2012) 150 rank ordered influences ($d=1.44$) on student achievement. "Students who have developed their assessment capabilities are more able and motivated to access, interpret, and use information from quality assessments in ways that affirm or further their learning" (Hattie, 2012, p.126).</p> <p>That is, "inviting students to have a sense of 'with-it-ness' with respect to feedback should be a major outcome of lessons" (Hattie, 2012, p.135).</p> <p>"The value of student self-assessment, self-evaluation, self-monitoring, and self-learning is that students have a reasonable understanding of where they are, where they are going, what it will look like when they get there, and where they will go to next: that is, they have clear goals, learning intentions, and success criteria" (Hattie, 2009, p.165).</p>
Component 3e: Demonstrating Flexibility and Responsiveness	
<p>Proficient Level 3: The teacher successfully accommodates students' questions and interests. Drawing on a broad repertoire of strategies, the teacher persists in seeking approaches for students who have difficulty learning. If impromptu measures are needed, the teacher makes a minor adjustment to the lesson and does so smoothly.</p>	
<p>Element #1: Lesson adjustment—Experienced teachers are able to make both minor and (at times) major adjustments to a lesson, or mid-course corrections. Such adjustments depend on a teacher's store of alternate instructional strategies and the confidence to make a shift when needed.</p>	<p>"Experts use...feedback information to develop and test hypotheses about learning, they are adept at evaluating possible strategies while seeking and adding further feedback information to ascertain the effectiveness of their teaching. Expert teachers were more meticulous in their efforts to adequately check and test out their hypotheses or strategies" (Hattie, 2003, p.9).</p>
<p>Element #2: Response to students—Occasionally during a lesson, an unexpected event will occur that presents a true teachable moment. It is a mark of considerable teacher skill to be able to capitalize on such opportunities.</p>	<p>Expert teachers demonstrate the "ability...to problem-solve, to be flexible, and to improvise ways in which students can master the learning intentions...[thus] they need to be excellent seekers and users of feedback information about their teaching—that is, of feedback about the effect they are having on learning" (Hattie, 2012, p.26).</p>
<p>Element #3: Persistence—Committed teachers don't give up easily; when students encounter difficulty in learning (which all do at some point), these teachers seek alternate approaches to help their students be successful. In these efforts, teachers display a keen sense of efficacy.</p>	<p>Expert teachers "take more time than experienced teachers...have more understanding of the how and why of student success, are more able to reorganize their problem solving in light of ongoing classroom activities, can readily formulate a more extensive range of likely solution, and are more able to check and test out their hypothesis or strategies" (Hattie, 2003, p.7).</p>

2013 Danielson Framework for Teaching, Evaluation Instrument-Components	Hattie's (2003; 2009; 2012; 2014) Visible Learning Research
Domain 4: Professional Responsibilities	
Component 4a: Reflecting on Teaching	
<p>Proficient Level 3: The teacher makes an accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes and can cite general references to support the judgment. The teacher makes a few specific suggestions of what could be tried another time the lesson is taught.</p>	
<p>Element #1: Accuracy—As teachers gain experience, their reflections on practice become more accurate, corresponding to the assessments that would be given by an external and unbiased observer. Not only are the reflections accurate, but teachers can provide specific examples from the lesson to support their judgments.</p>	<p>“The power of feedback to teachers on what is happening in their classroom so that they can ascertain ‘How am I going?’ in achieving the learning intentions they have set for their students, such that they can then decide ‘Where to next?’ for the students” (Hattie, 2009, p.181).</p> <p>“The major message is for teachers to pay attention to the formative effects of their teaching, as it is these attributes of seeking formative evaluation of the effects (intended and unintended) of their programs that makes for excellence in teaching” (Hattie, 2009, p.181).</p>
<p>Element #2: Use in future teaching—If the potential of reflection to improve teaching is to be fully realized, teachers must use their reflections to make adjustments in their practice. As their experience and expertise increases, teachers draw on an ever-increasing repertoire of strategies to inform these adjustments.</p>	<p>“Experts use...feedback information to develop and test hypotheses about learning, they are adept at evaluating possible strategies while seeking and adding further feedback information to ascertain the effectiveness of their teaching. Expert teachers were more meticulous in their efforts to adequately check and test out their hypotheses or strategies” (Hattie, 2003, p.9). “Teachers create opportunities for both formative and summative interpretations of student learning, and use these interpretations to inform future decisions about their teaching” (Hattie, 2012, p.144).</p> <p>“Together, teachers critique the learning intentions and success criteria and have evidence that: a) students can articulate the learning intentions and success criteria in a way that shows they understand them; b) students can attain the success criteria; c) students see the success criteria as appropriately challenging; and, d) teachers use this information when planning their next set of lessons/learning” (Hattie, 2012, p.143).</p>
Component 4b: Maintaining Accurate Records	
<p>Proficient Level 3: The teacher's system for maintaining information on student completion of assignments, student progress in learning, and non-instructional records is fully effective.</p>	
<p>Element #1: Student completion of assignments—Most teachers, particularly at the secondary level, need to keep track of student completion of assignments, including not only whether the assignments were actually completed but also students' success in completing them.</p>	<p>“Teachers collect evidence of the student experience in their classes about their success as change agents, about their levels of inspiration, and about sharing their passion with students” (Hattie, 2012, p.141).</p> <p>“Together, teachers critique the learning intentions and success criteria and have evidence that: a) students can articulate the learning intentions and success criteria in a way that shows they understand them; b) students can attain the success criteria; c) students see the success criteria as appropriately challenging; and, d) teachers use this information when planning their next set of lessons/learning” (Hattie, 2012, p.143).</p>

2013 Danielson Framework for Teaching, Evaluation Instrument-Components	Hattie's (2003; 2009; 2012; 2014) Visible Learning Research
Component 4b: Maintaining Accurate Records (con't.)	
Element #2: Student progress in learning —In order to plan instruction, teachers need to know where each student “is” in his or her learning. This information may be collected formally or informally but must be updated frequently.	“The process of learning is a journey from ideas to understanding to constructing and onwards...a journey of learning, unlearning, and overlearning. When students can move from idea to ideas and then relate and elaborate on them we have learning—and when they can regulate or monitor this journey then they are teachers of their own learning (Hattie, 2009, p.29).
Element #3: Non-instructional records —Non-instructional records encompass all the details of school life for which records must be maintained, particularly if they involve money. Examples include tracking which students have returned their permission slips for a field trip or which students have paid for their school pictures.	This evaluative element is not represented in Hattie's (2003; 2009; 2012; 2014) meta analysis, which focused on six variables (i.e., the child, the home, the school, the curricula, the teacher, and the approaches to teaching) that impact student achievement.
Component 4c: Communicating with Families	
Proficient Level 3: The teacher provides frequent and appropriate information to families about the instructional program and conveys information about individual student progress in a culturally sensitive manner. The teacher makes some attempts to engage families in the instructional program.	
Element #1: Information about the instructional program —The teacher frequently provides information to families about the instructional program.	Effective teachers and school leaders intent on improving home-school relations make certain that “parents learned the language about the nature of learning in today's classrooms, learned how to help their children to attend and engage in learning, and learned how to speak with teachers and school personnel. Parents who co-understand the importance of deliberate practice, concentration, the difference between surface and deep knowing, and the nature of learning intentions and success criteria are more able to have dialogue with their children. Teaching parents the language of learning led to enhanced engagement by students in their schooling experiences...” (Hattie, 2012, p.165)
Element #2: Information about individual students —The teacher frequently provides information to families about students' individual progress.	
Element #3: Engagement of families in the instructional program —The teacher frequently and successfully offers engagement opportunities to families so that they can participate in the learning activities.	
Component 4d: Participating in the Professional Community	
Proficient Level 3: The teacher's relationships with colleagues are characterized by mutual support and cooperation; the teacher actively participates in a culture of professional inquiry. The teacher volunteers to participate in school events and in school and district projects, making a substantial contribution.	
Element #1: Relationships with colleagues —Teachers maintain professional collegial relationships that encourage sharing, planning, and working together toward improved instructional skill and student success.	“So often, planning involves a solitary teacher looking for resources, activities, and ideas; rarely are these plans shared. By sharing in the planning process, the likelihood of an end-of-lesson sharing of the evidence of impact and the understanding, and the consequences of relating this evidence to the planning, is more likely to occur” (Hattie, 2012, p.67).
Element #2: Involvement in a culture of professional inquiry —Teachers contribute to and participate in a learning community that supports and respects its members' efforts to improve practice.	Effective teachers are “open to evidence of their impact on students, critiquing each other's impact in light of evidence of such impact, and forming professional judgements about how they then need to—and indeed can—influence learning of all students in their class” (Hattie, 2012, p.62).

2013 Danielson Framework for Teaching, Evaluation Instrument-Components	Hattie's (2003; 2009; 2012; 2014) Visible Learning Research
Component 4d: Participating in the Professional Community (con't.)	
Element #3: Service to the school-- Teachers' efforts move beyond classroom duties by contributing to school initiatives and projects.	"Enhancing learning also needs school leaders and teachers who can create school, staffroom, and classroom environments where teachers talk about their teaching, where errors or difficulties are seen as critical learning opportunities, where discarding incorrect knowledge and understandings is welcomed, and where teachers can feel safe to learn, re-learn, and explore their own teaching knowledge and understanding" (Hattie, 2009, p.37).
Element #4: Participation in school and district projects —Teachers contribute to and support larger school and district projects designed to improve the professional community.	<p>"Professionalism in this school is achieved by teachers and school leaders working collaboratively to achieve visible learning inside" (Hattie, 2012, p.32).</p> <p>"This is how a profession works: it aims to help to identify the goal posts of excellence (and they are rarely simple, uni-dimensional, and assessed by a test alone...); it aims to encourage collaboration with all in the profession to drive the profession upwards; and it aims to esteem those who show the competence" (Hattie, 2012, p.33).</p>
Component 4e: Growing and Developing Professionally	
Proficient Level 3: The teacher seeks out opportunities for professional development to enhance content knowledge and pedagogical skill. The teacher actively engages with colleagues and supervisors in professional conversation about practice, including feedback about practice. The teacher participates actively in assisting other educators and looks for ways to contribute to the profession.	
Element #1: Enhancement of content knowledge and pedagogical skill— Teachers remain current by taking courses, reading professional literature, and remaining current on the evolution of thinking regarding instruction.	"The four types of instruction found to be most effective on teacher [professional] knowledge and behavior were: observation of actual classroom methods; microteaching; video/audio feedback; and practice. Lowest effects were from discussion, lectures, games/simulations, and guided field trips. Coaching, modeling and production of printed or instructional materials also had lower effects" (Hattie, 2009, p.120).
Element #2: Receptivity to feedback from colleagues —Teachers actively pursue networks that provide collegial support and feedback.	<p>Expert teachers are "excellent seekers and users of feedback information about their teaching—that is, of feedback about the effect that they are having on learning" (Hattie, 2012, p.26).</p> <p>"Together, teachers critique the learning intentions and success criteria and have evidence that: a) students can articulate the learning intentions and success criteria in a way that shows they understand them; b) students can attain the success criteria; c) students see the success criteria as appropriately challenging; and, d) teachers use this information when planning their next set of lessons/learning" (Hattie, 2012, p.143).</p>
Element #3: Service to the profession— Teachers are active in professional organizations in order to enhance both their personal practice and their ability to provide leadership and support to colleagues.	"This is how a profession works: it aims to help to identify the goal posts of excellence (and they are rarely simple, uni-dimensional, and assessed by a test alone...); it aims to encourage collaboration with all in the profession to drive the profession upwards; and it aims to esteem those who show the competence" (Hattie, 2012, p.33).

2013 Danielson Framework for Teaching, Evaluation Instrument-Components	Hattie's (2003; 2009; 2012; 2014) Visible Learning Research
Component 4f: Showing Professionalism	
Proficient Level 3: The teacher displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public. The teacher is active in serving students, working to ensure that all students receive a fair opportunity to succeed. The teacher maintains an open mind in team or departmental decision-making. The teacher complies fully with school and district regulations.	
Element #1: Integrity and ethical conduct —Teachers act with integrity and honesty.	“An optimal classroom climate for learning is one that generates an atmosphere of trust—a climate in which it is understood that it is okay to make mistakes, because mistakes are the essence of learning. For students, the process of re-conceptualizing what they know so that they can take on board new understandings may mean identifying errors and disbanding previous ideas. In so many classrooms, the greatest reason why students do not like to expose their mistakes is because of their peers: peers can be nasty, brutal, and viral! Expert teachers create classroom climates that welcome admission of errors; they achieve this by developing a climate of trust between teacher and student, and between student and student” (Hattie, 2012, p.26).
Element #2: Service to students —Teachers put students first in all considerations of their practice.	“The manner used by the teacher to treat the students, respect them as learners and people, and demonstrate care and commitment for them are attributes of expert teachers. By having such respect, they can recognize possible barriers to learning and can seek ways to overcome these barriers” (Hattie, 2003, p.10).
Element #3: Advocacy —Teachers support their students’ best interests, even in the face of traditional practice or beliefs.	“Building relations with students implies agency, efficacy, respect by the teacher for what the child brings to the class (from home, culture, peers), and allowing the experiences of the child to be recognized in the classroom” (Hattie, 2009, p.118).
Element #4: Decision-making —Teachers solve problems with students’ needs as a priority.	“Expert teachers’ understanding of students is such that they are more able to provide developmentally appropriate learning tasks that engage, challenge, and even intrigue students without boring or overwhelming them—they know <i>where to next</i> ” (Hattie & Yates, 2014, p.107). “Experts use...feedback information to develop and test hypotheses about learning, they are adept at evaluating possible strategies while seeking and adding further feedback information to ascertain the effectiveness of their teaching. Expert teachers were more meticulous in their efforts to adequately check and test out their hypotheses or strategies” (Hattie, 2003, p.9). “Teachers create opportunities for both formative and summative interpretations of student learning, and use these interpretations to inform future decisions about their teaching” (Hattie, 2012, p.144).
Element #5: Compliance with school and district regulations —Teachers adhere to policies and established procedures.	This evaluative element is not represented in Hattie’s (2003; 2009; 2012; 2014) meta analysis, which focused on six variables (i.e., the child, the home, the school, the curricula, the teacher, and the approaches to teaching) that impact student achievement.

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