

Danielson Framework and PBIS

Domain 1: Planning and Preparation

Component 1b: Demonstrating Knowledge of Students

Teacher builds relationships with all students.

Teacher shows interest in all students' interests and culture.

Component 1d: Demonstrating Knowledge of Resources

Teacher uses school-wide PBIS resources such as acknowledgement system, behavioral lessons, and school-wide expectations

Domain 2: The Classroom Environment

Component 2a: Creating an Environment of Respect and Rapport

Teacher uses PBIS positive language (Uses a 5-1 ratio).

Teacher uses acknowledgement system.

Component 2b: Establishing a Culture for Learning

Classroom has large and visible classroom-specific expectations poster

Component 2c: Managing Classroom Procedures

Classroom has large and visible posters for specific procedures.

Teacher references the expectations and procedures when in transitions.

Component 2d: Managing Student Behavior

Teacher follows school-wide T-chart.

Teacher uses pre-correct strategies before all transitions.

Teacher engages in active supervision with all students.

Teacher uses de-escalation and re-direction strategies.

Domain 3: Instruction

Domain 3c: Engaging Students in Learning

Teacher engages students in school-wide behavioral lessons?

Domain 3d: Providing Feedback to Students

Teacher provides positive feedback to students on an on-going basis

Teacher uses 5-1 ratio of providing positive to corrective feedback to students

Domain 4: Professional Responsibilities

Component 4c: Communicating with families

Teacher contact parents when positive behaviors occur.

Teacher use parent contact as an intervention for classroom-managed behaviors.

Teacher sends home classroom-specific expectations and procedures?

Component 4d: Contributing to the School and District

Teacher is a member of a PBIS Team or sub-committee.

Teacher volunteered to help with an aspect of PBIS.

Teacher participates in school-wide acknowledgement system.