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.