

A Framework for Teaching – Charlotte Danielson 2007

Domain 1 - Planning and Preparation 1a: Demonstrating Knowledge of Content and Pedagogy - Knowledge of content and the structure of the discipline - Knowledge of prerequisite relationships - Knowledge of content-related pedagogy 1b: Demonstrating Knowledge of Students - Knowledge of child and adolescent development - Knowledge of the learning process - Knowledge of students' skills, knowledge, and language proficiency - Knowledge of students' interests and cultural heritage - Knowledge of students' special needs 1c: Setting Instructional Outcomes - Value, sequence, and alignment - Clarity - Balance - Suitability for diverse learners 1d: Demonstrating Knowledge of Resources - Resources for classroom use - Resources to extend content knowledge and pedagogy - Resources for students 1e: Designing Coherent Instruction - Learning activities - Instructional materials and resources - Instructional groups - Lesson and unit structure 1f: Designing Student Assessments - Congruence with instructional outcomes - Criteria and standards - Design of formative assessments - Use for planning	Domain 2 - Classroom Environment 2a: Creating an Environment of Respect and Rapport - Teacher interaction with students - Student interactions with other students 2b: Establishing a Culture for Learning - Importance of the content - Expectations for learning and achievement - Student pride in work 2c: Managing Classroom Procedures - Management of instructional groups - Management of transitions - Management of materials and supplies - Performance of noninstructional duties - Supervision of volunteers and paraprofessionals 2d: Managing Student Behavior - Expectations - Monitoring of student behavior - Response to student misbehavior 2e: Organizing Physical Space - Safety and accessibility - Arrangement of furniture and use of physical resources
Domain 4 - Professional Responsibilities 4a: Reflecting on Teaching - Accuracy - Use in future teaching 4b: Maintaining Accurate Records - Student completion of assignments - Student progress in learning - Noninstructional records 4c: Communicating with Families - Information about the instructional program - Information about individual students - Engagement of families in the instructional program 4d: Participating in a Professional Community - Relationships with colleagues - Involvement in a culture of professional inquiry - Service to the school - Participation in school and district projects 4e: Growing and Developing Professionally - Enhancement of content knowledge and pedagogical skills - Receptivity to feedback from colleagues - Service to the profession 4f: Showing Professionalism - Integrity and ethical conduct - Service to students - Advocacy - Decision making - Compliance with school and district regulations	Domain 3 - Instruction 3a: Communicating with Students - Expectations for learning - Directions and procedures - Explanations of content - Use of oral and written language 3b: Using Questioning and Discussion Techniques - Quality of questions - Discussion techniques - Student participation 3c: Engaging Students in Learning - Activities and assignments - Instructional materials and resources - Grouping of students - Structure and pacing 3d: Using Assessment in Instruction - Assessment criteria - Monitoring of student learning - Feedback to students - Student self-assessment and monitoring of progress 3e: Demonstrating Flexibility and Responsiveness - Lesson adjustment - Response to students - Persistence

Common Themes: Equity, Cultural Competence, High Expectations, Developmental Appropriateness, Attention to Individual Students (including those with special needs), Appropriate Use of Technology, Student Assumption of Responsibility

CLARIFYING

Clarifying communicates that the listener has...

HEARD what the speaker said BUT does NOT fully UNDERSTAND what was said.

Clarifying involves ASKING A QUESTION (direct or implied) to

1. Gather more information
2. Discover the meaning of the language used
3. Get clarity about the speaker's reasoning
4. Seek connections between ideas
5. Develop or maintain a focus

Some possible clarifying stems include the following:

- *Would you tell me a little more about...?*
- *Let me see if I understand...*
- *I'd be interested in hearing more about...*
- *It'd help me understand if you'd give me an example of...*
- *So, are you saying/suggesting...?*
- *Tell me how that idea is like (different from)...*
- *Tell me what you mean when you...*
- *To what extent...?*
- *I'm curious to know more about...*
- *I'm intrigued by.../I'm interested in.../I wonder*
- *I'm curious to know more about...*
- *I'm intrigued by.../I'm interested in.../I wonder*

PARAPHRASING

Paraphrasing communicates that the listener has...

HEARD what the speaker said,
UNDERSTOOD what was said, and
CARES

Paraphrasing involves either:

RESTATING in your own words, or
SUMMARIZING

Some possible paraphrasing stems include the following:

So...

In other words

What you are saying....

From what you are saying,...

You are saying many things,...

I'm hearing you say...

MEDIATIONAL QUESTIONS

- HYPOTHESIZE what might happen
- ANALYZE what worked and what didn't
- IMAGINE possibilities
- COMPARE AND CONTRAST what was planned with what happened:

What's another way you might...?

What would it look like if...?

What might happen if you...?

How do you decide...?

NON JUDGMENTAL RESPONSES

Build trust

Promote an internal locus of control

Encourage self-assessment

Develop autonomy

Foster risk-taking

Possible examples:

Identify what worked and why

I noticed how when you _____ the student really _____

Encourage

It sounds like you have a number of ideas to try out! It'll be exciting/interesting/great to see which works best for you!

Ask the teacher to self-assess

How do you think the lesson went and why?

SUGGESTION STEMS

One thing I've learned/noticed is...

A couple of things to keep in mind...

From our experience, one thing we've noticed....

Several/some teachers I know have tried a couple of different things in this sort of situation and maybe one might work for you...

What I know about _____ is...

Something/some things to keep in mind when dealing with...

Something you might consider trying is....

There are a number of approaches...

Sometimes it's helpful if...

Try following a suggestion with a question that invites the teacher to imagine/hypothesize how the idea might work in his/her context.

How might that look in your classroom?

To what extent might that work in your situation/with your students?

What do you imagine might happen if you were to try something like that with your class?

Which of these ideas might work best in your classroom? (with your students)?

Instructional Stems

What we know is...

The research around this shows that...

A couple of things to keep in mind...

Some teachers have tried...

There are number of approaches...

Sometimes it's helpful if...

Language That Promotes Reflection

Paraphrasing stems

- ❖ So,...
- ❖ Let me make sure I understand...
- ❖ In other words....
- ❖ What it sounds like....

Clarifying stems

- ❖ Would you tell me a little more about....?
- ❖ I'd be interested in hearing more about...
- ❖ It'd help me understand if you'd give me an example of...
- ❖ So, are you saying/suggesting...?
- ❖ Tell me what you mean when you....
- ❖ Tell me how that idea is like (different from)...
- ❖ To what extent....?

Mediational questions

- ❖ What criteria do you use to...?
- ❖ How do you decide...(come to a conclusion?)...
- ❖ What do you think would happen if...?
- ❖ What is the impact of...on students
- ❖ What's another way you might....?
- ❖ What happens when you...?

Instructional stems

- ❖ What we know is....
- ❖ The research around this shows that....
- ❖ A couple things to keep in mind...
- ❖ Some teachers have tried...and it might work for you
- ❖ There are a number of approaches
- ❖ Sometimes it's helpful if...

- ❖ Would you like more information about...?
- ❖ Can I describe some options for you?
- ❖ Would it be helpful if we spend some time looking at...?

Framework for Teaching Checklist for Evidence

RECORD OF EVIDENCE

- ☐ Have I recorded only facts?
- ☐ Is my evidence relevant to the criteria being examined?
- ☐ Whenever possible, have I quantified words such as few, some, and most?
- ☐ Have I used quotation marks when quoting a teacher or student?
- ☐ Does my selection or documentation of evidence indicate any personal or professional preferences?
- ☐ Have I included any opinion (in the guise of fact)?

INTERPRETATION OF EVIDENCE

- ☐ Are my interpretations free from bias?
- ☐ Do my interpretations align with the evidence?
- ☐ Are my interpretations based on a preponderance of evidence?

LEVEL OF PERFORMANCE

- ☐ Have I accurately compared the preponderance of evidence against the levels of performance?

SUMMARY

- ☐ Have I written a clear summary?
- ☐ Does the summary accurately characterizes the performance and makes reference to critical evidence to support the judgment?
- ☐ Does my language reflect the language of the *Framework*?
- ☐ Is the tone of the summary neither positively nor negatively framed?
- ☐ Are my commendations/recommendations based on a preponderance of evidence?