

Charlotte Danielson's FRAMEWORK FOR TEACHING

DOMAIN 1: Planning and Preparation

- 1a Demonstrating Knowledge of Content and Pedagogy**
 - Content knowledge • Prerequisite relationships • Content pedagogy
- 1b Demonstrating Knowledge of Students**
 - Child development • Learning process • Special needs
 - Student skills, knowledge, and proficiency
 - Interests and cultural heritage
- 1c Setting Instructional Outcomes**
 - Value, sequence, and alignment • Clarity • Balance
 - Suitability for diverse learners
- 1d Demonstrating Knowledge of Resources**
 - For classroom • To extend content knowledge • For students
- 1e Designing Coherent Instruction**
 - Learning activities • Instructional materials and resources
 - Instructional groups • Lesson and unit structure
- 1f Designing Student Assessments**
 - Congruence with outcomes • Criteria and standards
 - Formative assessments • Use for planning

DOMAIN 2: The Classroom Environment

- 2a Creating an Environment of Respect and Rapport**
 - Teacher interaction with students • Student interaction with students
- 2b Establishing a Culture for Learning**
 - Importance of content • Expectations for learning and behavior
 - Student pride in work
- 2c Managing Classroom Procedures**
 - Instructional groups • Transitions
 - Materials and supplies • Non-instructional duties
 - Supervision of volunteers and paraprofessionals
- 2d Managing Student Behavior**
 - Expectations • Monitoring behavior • Response to misbehavior
- 2e Organizing Physical Space**
 - Safety and accessibility • Arrangement of furniture and 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 • Non-instructional records
- 4c Communicating with Families**
 - About instructional program • About individual students
 - Engagement of families in instructional program
- 4d Participating in a Professional Community**
 - Relationships with colleagues • Participation in school projects
 - Involvement in culture of professional inquiry • Service to school
- 4e Growing and Developing Professionally**
 - Enhancement of content knowledge and pedagogical skill
 - Service to the profession
- 4f Showing Professionalism**
 - Integrity/ethical conduct • Service to students • Advocacy
 - Decision-making • Compliance with school/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 • Student groups
 - Instructional materials and resources • Structure and pacing
- 3d Using Assessment in Instruction**
 - Assessment criteria • Monitoring of student learning
 - Feedback to students • Student self-assessment and monitoring
- 3e Demonstrating Flexibility and Responsiveness**
 - Lesson adjustment • Response to students • Persistence

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:

- Say a little more about...?
- Can you clarify what you mean by ...?
- Share an example of ...
- So, are you saying/suggesting...?
- In what ways is that idea like (or different from) ...
- When you say _____, what meaning does that have for you?

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...

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 ...
- You are saying ...
- You are feeling ...
- Your opinion is ...
- You're considering several things ...
- A value or belief you have ...

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
- 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 we've learned/noticed is...
- A couple of things to keep in mind...
- Several/some teachers have tried a couple of different things in this sort of situation and maybe one might work for you...
- What effective teachers seem to 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 be effective in your situation/with your students?
- What do you imagine might happen if you were to try _____ with your class?
- Which of these ideas might work best in your classroom (with your students)?

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 might be some other ways ...?
- What would it look like if ...?
- What might happen if you ...?
- What do you consider when you decide ...?