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 achievement • 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 / pedagogical skill
- Receptivity to feedback from colleagues • Service to the profession

4f Showing Professionalism
- Integrity/ethical conduct • Service to students • Advocacy
- Decision-making • Compliance with school/district regulation

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

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Learning-focused Conversations

Supervisor/ Specialist	Information, analysis, goals			Information, analysis, goals	Teacher
	Calibrating	**Consulting**	**Collaborating**	**Coaching**	

	Calibrating	Consulting	Collaborating	Coaching
Guiding question	What are the gaps/growth areas indicated for this teacher based on present performance levels and the standards?	What information, ideas and technical resources will be most useful to this teacher at this time?	What are some ways to balance my contributions with this teacher's experiences and expertise?	What mental and emotional resources might be most useful for this teacher at this time?

Use a pattern of pause/paraphrase/pause and inquire (coach) . . . or shift stance:

Calibrating strategies:	Consulting strategies:	Collaborating strategies:
• *These data indicate a need to…* • *An essential next step would be…* • *The standard at this grade level means that…*	• *Several things that might be effective here, include…* • *Typically, that might be caused by…* • *Research in this area indicates…* • *Some ways I think about that are….*	• *Let's brainstorm a list of . . .* • *Why don't we generate some pro's and con's for . . .* • *How might we plan for . . .*

The Continuum of Learning-focused Interaction is used by supervisors to flexibly shift between four stances to develop teachers' capacities to apply standards, reflect upon data, set goals and expand professional expertise.

Planning Conversations

Activating and Engaging (1a, 1b)
- context
- presenting issues

Exploring and Discovering
- goals and outcomes (1c)
- indicators of success (1f)
- approaches, strategies and resources (1d, 1e)
- potential choice points and concerns (1e, 1f)

Organizing and Integrating
- personal learning
- next steps

Reflecting Conversations (4a)

Activating and Engaging
- recollections
- perspectives and perceptions

Exploring and Discovering
- weigh evidence
- search for patterns
- compare/contrast
- analyze cause-effect

Organizing and Integrating
- generalizations
- applications

Effective paraphrases align the speaker and responder, establish understanding, communicate regard and create connections to whatever follows.

Three Types of Paraphrase

Acknowledge and Clarify:

So, you're noticing . . .

You're describing. . .

In other words, there are . . .

Summarize and Organize:

There seem to be two key issues . . .

So, you're comparing _____ with _____ . . .

Shift Level of Abstraction:

Shifting up (e.g., move from Element to Component or Domain)

So, your activities and assignments are designed for high student engagement.

Shifting down (e.g., move from Domain to Component or Element)

Your thinking about using assessment in instruction includes assessment criteria and feedback to students.

Artful questions combine with pausing and paraphrasing to increase the potential of learning-focused conversations. The goal of inquiry is to produce teacher thinking and integrate the self-talk of expertise

Use invitational stems:

What are some . . .

In what ways. . .

How might you . . .

What seems to be . . .

Given your. . .

Based on . . .

Include thinking processes:

*What are some **comparisons** between . . .*

*In what ways might you **apply** this . . .*

*How might you **compare/contrast** . . .*

*Based on this lesson, what are some **generalizations** . . .*

*Given your experience, what might be **causing** this . . .*

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