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 and 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 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 QUESTONS

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 …?