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

Sample Of Artifacts For Danielson Framework

Raffaela Di Napoli

Sample Of Artifacts For Danielson Framework:

   The Handbook for Enhancing Professional Practice Charlotte Danielson,2008 Ready to use forms and instruments offer sound advice and step by step procedures for how teachers and other school staff can incorporate the framework for professional practice into their work Includes guidance and tools for evaluation by self mentors and supervisors **Teacher Evaluation to Enhance Professional Practice** Charlotte Danielson,Thomas L. McGreal,2000 Identifies some of the problems with many teacher evaluation systems presents a rationale for teacher evaluation and describes a structural framework for designing an effective evaluation system for beginning and tenured teachers **Video in Teacher Learning** Laura Baecher,2019-06-12 Harness the power of video to promote reflective practice and teacher growth Video is the only feedback method that allows educators to view their teaching through their own eyes yet many K 12 professionals have yet to reap the benefits of this powerful technology This practical and comprehensive guide takes advantage of new methods and tools to capture teaching and learning and a broad base of current research to impact teacher thinking and actions Written for instructional coaches administrators supervisors and individual teachers it includes guidance on how to get started and how to engage in nonjudgmental and descriptive analysis scaffolding to counter anxiety and resistance and to cultivate a growth mindset chapters on specific contexts including developmental evaluative and problems of practice guidance for observation in specific grade bands and for specific student populations templates and links to videos for video analysis tasks step by step process outlines real world vignettes and application questions Drawing on broad evidence of the impact of video on teaching this is the guide for maximizing this powerful form of professional learning Pre-Service and In-Service Teacher Education: Concepts, Methodologies, Tools, and Applications Management Association, Information Resources,2018-11-02 As with any industry the education sector goes through frequent changes due to modern technological advancements It is every educator s duty to keep up with these shifting requirements and alter their teaching style to best fit the needs of their classroom Pre Service and In Service Teacher Education Concepts Methodologies Tools and Applications explores the current state of pre service teacher programs as well as continuing education initiatives for in service educators It also emphasizes the growing role of technology in teacher skill development and training as well as key pedagogical developments and methods Highlighting a range of topics such as teacher preparation programs teaching standards and fieldwork and practicum experiences this multi volume book is designed for pre service teachers teacher educators researchers professionals and academics in the education field *Evaluating Teacher Education Programs through Performance-Based Assessments* Polly, Drew,2016-02-10 Performance based assessments have become a critical component of every teacher education program Such assessments allow teacher candidates to demonstrate their content and pedagogical knowledge skills and dispositions in an authentic setting Evaluating Teacher Education Programs through Performance Based Assessments analyzes and discusses the theory and concepts behind teacher education program

evaluation using assessment tools such as lesson plans classroom artifacts student work examples and video recordings of lessons Emphasizing critical real world examples and empirically based studies this research based publication is an ideal reference source for university administrators teacher educators K 12 leaders and graduate students in the field of education

Enhancing Professional Practice Charlotte Danielson,1996 This framework identifies those aspects of a techer s responsibilities that have been documented through empirical studies and theoretical research as promoting improved student learning   School Libraries 3.0 Rebecca P. Butler,2015-06-18 This textbook for school library administration courses is written by a professor who has taught this course at least once a year for the past twenty years Technology is interwoven throughout the book and not listed as a separate chapter or book section This is because the school librarian of today and certainly the school librarian of tomorrow is working in an environment of web resources multimedia mixed methods and varying programs and services Major chapters cover the various roles of the school librarian curricular standards and guidelines policies and procedures budgeting facilities personnel services programming ethics advocacy and evaluation Sample policies procedures and plans make this book valuable to both new and experienced school librarians

Creating a Data Driven System Peter Holly,2006 Merrill Education and ETS Educational Testing Service are proud to present Creatign a Data Driven System by Peter J Holly ETS2003 This brief workbook provides a model of what can be done to become a data using system at the local level for the twin purposes of accountabilty and development In building on current practice this model also extrapolates from the present to the future tense by fitting the existing puzzle pieces into a more holistic comprehensive system of date use   **Assessing Teacher, Classroom, and School Effects** Allan Odden,2014-04-04 This is Volume 79 Issue 4 2004 of the Peabody Journal of Education and this special issue provides a collection of works on the topic of Assessing Teacher Classroom and School Effects in the US The six articles focus generally on new directions in assessing and measuring teacher classroom and school effects on improvements in student academic achievement and more specifically analyze the criterion validity and surrounding human resources strategies of new efforts to implement performance based teacher evaluations the results of which in some cases are linked to new knowledge and skills based teacher salary schedules   **Data-driven school improvement series** Peter Holly,2006   **Everyone at the Table** Ellen Behrstock-Sherratt,Allison Rizzolo,Sabrina W. Laine,Will Friedman,2013-05-01 A proven method for working with teachers to design better evaluations There is no magic formula for successfully designing a teacher evaluation system However there is abundant evidence that suggests involving teachers in the process will reduce the likelihood of opposition gridlock and reform failure Everyone at the Table provides materials to genuinely engage teachers in the evaluation process The book is a research based and field tested practical guide for school leaders With this resource educators will have the tools they need to develop meaningful teacher evaluations Offers a collaborative approach to designing teacher evaluations Includes a companion web based resource with video This research based program outlines a solid plan for improving

teacher effectiveness through evaluation reform   **Flow Injection Analysis of Food Additives** Claudia Ruiz-Capillas,Leo M.L. Nollet,2015-12-01 Flow Injection Analysis of Food Additives gives you the tools you need to analyze food and beverage additives using FIA This sets it apart from other books that simply focus on the theoretical basis and principles of FIA or on the design of equipment instrumentation manifold and setting mechanism Truly unprecedented in its scope this book rep

   Measuring School Performance & Efficiency Leanna Steifel,2013-10-02 This yearbook focuses on alternative ways to measure how well schools are educating their students delivering what parents want and using resources efficiently

   Promoting and Sustaining a Quality Teacher Workforce Alexander W. Wiseman,Gerald K. LeTendre,2015-10-27 The volume considers teacher professionalization by examining how to create pipelines from secondary education into teaching preparing teacher educators creating linkages between providers of teacher education and the schools   **Toolkit for Mentor Practice** Patty J. Horn,Kristin Metler-Armijo,2010-10-20 Field tested and evidence based this all in one resource combines data collection tools with a mentoring process that helps improve the confidence practices and effectiveness of new teachers   Creating Visions for University- School Partnerships JoAnne Ferrara,Janice L. Nath,Irma N. Guadarrama,2014-10-01 In keeping with the tradition set forth in volumes 1 4 this fifth volume Creating Visions for University School Partnerships A Volume in Professional Development School Research continues to exemplify current thinking of practitioners and researchers in the field The range of authors from the Prek 16 arena illustrates the ways in which professional development schools generate possible solutions to the complex problems facing educators The diversity of their work represents perspectives of classroom teachers preservice teachers school leaders and university faculty who grapple with identifying ways of knowing and ways of doing that enhance educational outcomes for Prek 12 students while also serving to transform the profession The volume s contents of 19 chapters divided into four areas 1 Clinically Rich Practices 2 PDS Stakeholders Perspectives 3 Enriching Content Area Instruction 4 Family Engagement gives us a more vivid picture of the work that partnerships are doing to fulfill the PDS promise for improving teaching and learning at every level

   Effective Teacher Induction and Mentoring Michael Strong,2009-01-12 Larry Cubans How Teachers Taught has been widely acclaimed as a pathbreaking text on the history and evolution of classroom teaching Now Cuban brings his great experience as a classroom teacher superintendent and researcher to this highly anticipated follow up to his groundbreaking work Focusing on three diverse school districts Arlington Virginia Denver Colorado Oakland California Hugging the Middle offers an incisive portrayal of how teachers teach now It is a revealing look at a range of current workable pedagogical options educators are using to engage students while satisfying parents and policymakersoptions that succeed by creating hybrid practices that combine both teacher centered approaches e g mostly direct instruction textbooks lectures with student centered ones e g team projects on real world problems independent learning small groupwork This book serves as a state of the profession assessment in an era of top down educational policy   *Handbook of Special Education* James M.

Kauffman,Daniel P. Hallahan,2011-05-15 Special education is now an established part of public education in the United States by law and by custom However it is still widely misunderstood and continues to be dogged by controversies related to such things as categorization grouping assessment placement funding instruction and a variety of legal issues The purpose of this 13 part 57 chapter handbook is to help profile and bring greater clarity to this sprawling and growing field To ensure consistency across the volume chapter authors review and integrate existing research identify strengths and weaknesses note gaps in the literature and discuss implications for practice and future research Key features include Comprehensive Coverage Fifty seven chapters cover all aspects of special education in the United States including cultural and international comparisons Issues Trends In addition to synthesizing empirical findings and providing a critical analysis of the status and direction of current research chapter authors discuss issues related to practice and reflect on trends in thinking Categorical Chapters In order to provide a comprehensive and comparative treatment of the twelve categorical chapters in section IV chapter authors were asked to follow a consistent outline Definition Causal Factors Identification Behavioral Characteristics Assessment Educational Programming and Trends and Issues Expertise Edited by two of the most accomplished scholars in special education chapter authors include a carefully chosen mixture of established and rising young stars in the field This book is an appropriate reference volume for anyone researchers scholars graduate students practitioners policy makers and parents interested in the state of special education today its research base current issues and practices and future trends It is also appropriate as a textbook for graduate level courses in special education **Rethinking Teacher Preparation Program Design** Etta R. Hollins,Connor K. Warner,2021-05-30 This book provides a framework concrete examples and tools for designing a high quality academically robust preservice teacher preparation program that empowers teachers with the depth of professional knowledge and the skills required to become adaptable responsive K 12 teachers ready to engage with diverse groups of students and to achieve consistent learning outcomes Renowned teacher educators Etta R Hollins and Connor K Warner present a systematic approach for developing a teacher preparation program characterized by coherence continuity consistency integrity and trustworthiness as well as one that is firmly grounded in collaboration between faculty community members and other school practitioners This book offers an evidence based roadmap relevant for teacher educators administrators scholars agencies at the state and national levels and any organization that serves teacher educators *Resources in Education* ,1997

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