The i5 Strategies and Connections to the Danielson Teaching Framework

Strategy #1: Get Personal

How well does the teacher build relevant, meaningful connections to student lives into the curriculum? How does the teacher create 'emotional bonds' between teacher-students, students-students and students-content?

Danielson Framework[1] connections:

Domain 1.d: Demonstrating Knowledge of Resources. The teacher's knowledge of resources for classroom use and for extending one's professional skill is extensive, including those available through the school or district, in the community, through professional organizations and universities, and on the Internet.

Domain 3.a: Communicating with Students. The teacher links the instructional purpose of the lesson to the larger curriculum; the directions and procedures are clear and anticipate possible student misunderstanding. The teacher's explanation of content is thorough and clear, developing conceptual understanding through clear scaffolding and connecting with students' interests. Students contribute to extending the content by explaining concepts to their classmates and suggesting strategies that might be used. The teacher's spoken and written language is expressive, and the teacher finds opportunities to extend students' vocabularies, both within the discipline and for more general use. Students contribute to the correct use of academic vocabulary.

Domain 3.d: Demonstrating Flexibility and Responsiveness. The teacher seizes an opportunity to enhance learning, building on a spontaneous event or students' interests, or successfully adjusts and differentiates instruction to address individual student misunderstandings. Using an extensive repertoire of instructional strategies and soliciting additional resources from the school or community, the teacher persists in seeking effective approaches for students who need help.

Strategy #2: Ask More; Talk Less

Who is doing most of the thinking and talking? Is the cognitive demand placed primarily on the students?

Domain 1.e: Designing Coherent Instruction. The sequence of learning activities follows a coherent sequence, is aligned to instructional goals, and is designed to engage students in high-level cognitive activity. These are appropriately differentiated for individual learners. Instructional groups are varied appropriately, with some opportunity for student choice.

Domain 2.b: Establishing a Culture for Learning. The classroom culture is a cognitively busy place, characterized by a shared belief in the importance of learning. The teacher conveys high expectations for learning for all students and insists on hard work; students assume responsibility for high quality by initiating improvements, making revisions, adding detail, and/or assisting peers in their precise use of language.

Domain 3.b: Using Questioning and Discussion Techniques. The teacher uses a variety or series of questions or prompts to challenge students cognitively, advance high-level thinking and discourse, and promote metacognition. Students formulate many questions, initiate topics, challenge one another's thinking, and make unsolicited contributions. Students themselves ensure that all voices are heard in the discussion.

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[1] Taken from the 2013 Danielson Edition. "The principal reason for releasing the 2013 edition of *The Framework for Teaching Evaluation Instrument* was to respond to the instructional implications of the **Common Core State Standards (CCSS)**. Since the CCSS have been adopted in the vast majority of states, it seemed to make sense to explore what these would mean in the classroom." And, "These enhancements to the Framework for Teaching, while created in response to the demands of the **MET study**, turned out to be valuable additions to the instrument in all its applications."

Strategy #3: Encourage Evidence

How are students being asked to access, evaluate and use text/evidence to support their thinking?
[This strategy is not specifically addressed in the Framework, however the following Domain area is correlated as it asks students to self-assess and includes mention of addressing misunderstandings.]:

Domain 3.d: Using Assessment in Instruction. Assessment is fully integrated into instruction, through extensive use of formative assessment. Students appear to be aware of, and there is some evidence that they have contributed to, the assess- regularly to diagnose evidence of learning by individual students. A variety of forms of feedback, from both teacher and peers, is accurate and specific and advances learning. Students self-assess and monitor their own progress. The teacher successfully differentiates instruction to address individual students' misunderstandings.

Strategy #4: Promote Participation

Do students feel comfortable taking risks with their ideas? How do the teacher and other students react to misunderstandings or misconceptions and how does this contribute to a respectful, intellectually risk-taking environment?

Domain 2.a: Creating an Environment of Respect and Rapport. Classroom interactions between teacher and students and among students are highly respectful, reflecting genuine warmth, caring, and sensitivity to students as individuals. Students exhibit respect for the teacher and contribute to high levels of civility among all members of the class. The net result is an environment where all students feel valued and are comfortable taking intellectual risks.

Strategy # 5: Extend Thinking Time

How has the teacher built in time for students to reflect, understand deeply and plan for sharing their thinking?

Domain 3.c: Engaging Students in Learning. Virtually all students are intellectually engaged in challenging content through well-designed learning tasks and activities that require complex thinking by students. The teacher provides suitable scaffolding and challenges students to explain their thinking. There is evidence of some student initiation of inquiry and student contributions to the exploration of important content; students may serve as resources for one another. The lesson has a clearly defined structure, and the pacing of the lesson provides students the time needed not only to intellectually engage with and reflect upon their learning but also to consolidate their understanding.