THE
DANIELSON
GROUP

THE FRAMEWORK
remote
FOR /\ TEACHING

Academic Year
2020-2021

INTRODUCTION

In our pursuit of providing excellent education, we are consistently guided by our foundational beliefs about learning and our values as educators, which are reflected in this Framework for Teaching developed by Charlotte Danielson. This school year has been like no other before it, and we hope like no other after it. Having recently managed the greatest and most ubiquitous crisis our education systems have confronted in our lifetime, **YOU** have faced incredible uncertainty and rapidly evolving and changing understandings of your lives and work throughout 2020- 21 school year. Therefore, we believe that you are the best one to evaluate yourself through this REMOTE learning observation tool. Take your time to **do this self-assessment and add an evidence for each component.** Now is not the time to be thinking about how to evaluate your performance, this moment compels us to pause and engage in a thoughtful reset on our approaches in order to support you as educators.

CONTENTS

Knowing and Valuing Your Students
Begin by deeply understanding your students' identities and assets; their current context and needs; and how to best support their social, emotional, and academic development in partnership with families and caregivers **(Components 1b and 4c).**

02

Building Responsive Learning Environments
Based on what you learn, create a supportive online learning environment and establish or adjust systems and supports that prioritize equitable access, easy navigation of learning experiences, and ongoing formative assessment **(Components 2a, 2c, and 3d).**

Engaging Students in Learning
With these systems and structures as a foundation, plan and facilitate engaging and coherent instruction designed to meet students where they are in this moment **(Components 1e, 3b, and 3c).**
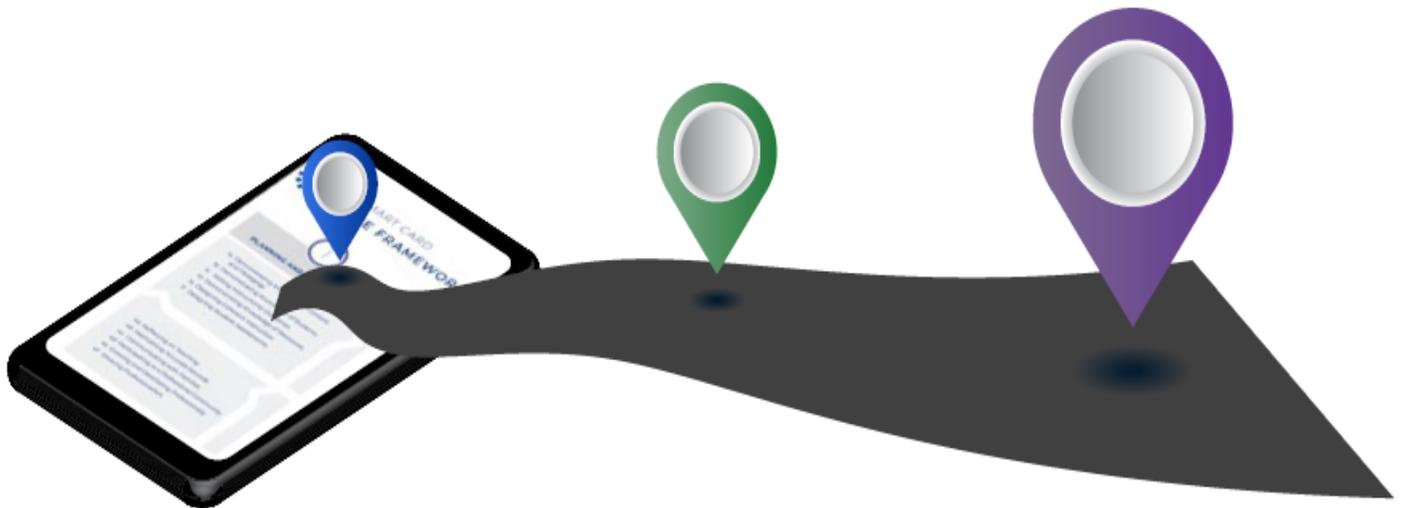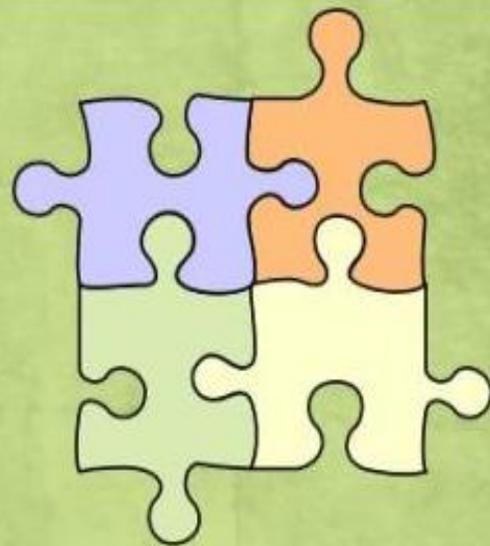
Elements of Success

√ **Not Yet:** You do not see this in action in the teacher's classroom (teacher might check this because they haven't had a chance to address it, haven't thought about it, or needs help to improve).

√ **In Process:** The teacher can do more – with help or on their own - but they've begun the work.

√ **Established**: The teacher could help others improve

A Framework for Teaching

Charlotte Danielson's Model

Demonstrating Knowledge of Students (1b)

Elements of Success	Note and Observations and Possible examples, evidence statements, questions
احترام هويّات المتعلّمين المتقاطعة. **Understanding of Students' Current Knowledge and Skills and Respecting their Intersecting Identities** ☐ Not yet ☐ In process ☐ Established	
معرفة عمليّة التعلّم. **Knowledge of the Learning Process that is appropriate to the whole Child Development** Learning requires active intellectual engagement and appropriate support aligned to students' individual differences and needs. ☐Not yet ☐ In process ☐Established	

How are each student's individual context, identity, assets, and brilliance valued and viewed as the foundation for their academic and personal success?

√Teachers know and value their students' identities, as well as their academic, social, and emotional strengths and needs.	√Teachers build on students' assets to support the development of identity, intellect, and character.	√Teachers apply their knowledge of students to advocate boldly on their behalf and foster student assumption of responsibility for learning and personal development.

Where do you place the teacher's practice on this continuum of demonstrating knowledge of students? What relevant evidence supports your decision?

Engaging Families & Communities (4c)

Elements of Success	Note and Observations and Possible examples, evidence statements, questions
احترام بيئة المتعلّمين الثقافيّة. **Respect, Cultural Competence, and learning community Ethos and Values** ☐ Not yet ☐ In process ☐ Established	
تفعيل مشاركة الأهل مع المنهج التّعليمي. **Standards and Curriculum** Established structures and processes keep families informed about the instructional program and bring the community into the decision making process. ☐ Not yet ☐ In process ☐ Established	
ربط التّعليم بالمجتمع المحلّي والانخراط في خبرات التعلّم. **Engagement in Learning Experiences** Teachers connect students' out-of-school learning and lives to their efforts in school and take the lead in forming partnerships and relationships to strengthen those connections. ☐ Not yet ☐ In process ☐ Established	

How are families and communities engaged in the learning and development of students?

√Teachers communicate respectfully with families and community members to further the academic and personal success of students.	√Teachers engage families and communities, demonstrating a clear value for the role they play in student learning and personal development within school.	√Students' families and community members are key decision makers and active participants in the academic life of students and see teachers as allies in their students' development and success.

Where do you place the teacher's practice on this continuum of engaging families & Communities? What relevant evidence supports your decision?

Creating Environments of Respect & Rapport (2a)

Elements of Success	Note and Observations and Possible examples, evidence statements, questions
العلاقات الإيجابية بين المعلّم والمتعلّم. **Positive Relationships** Interactions, both between the teacher and students and among students, demonstrate caring and respect that honors the dignity of each member of the community ☐ Not yet ☐ In process ☐ Established	
خلق مجتمع متبادل يعمّه الشعور بالإنتماء. **Sense of Belonging** Teachers and students co-create a community that reflects their unique collective identity and interests as a class while honoring individual identities. ☐ Not yet ☐ In process ☐ Established	
تفاعل المتعلّمين ودعمهم خلال عمليّة التعلّم. **Cultural Responsiveness** Ways of interacting in the classroom are culturally responsive and supported by teachers' own cultural competence. ☐ Not yet ☐ In process ☐ Established	
حلّ النّزاعات بطرق إيجابيّة. **Positive Conflict Resolution** A clear and culturally competent approach to conflict resolution has been established and is used effectively to resolve conflict and restore trust. ☐ Not yet ☐ In process ☐ Established	

How do learning environments honor the dignity of each student and support their individual and collective flourishing?

√Learning Environments are characterized by caring and respectful interactions.	√Learning environments are characterized by positive developmental relationships that are intentionally nurtured and celebrated.	√Students play an active role in creating learning environments characterized by a sense of community, where all members feel safe, valued, and connected.

Where do you place the teacher's practice on this continuum of creating an environment of respect and rapport? What relevant evidence supports your decision?

Managing Routines and Procedures (2c)

Elements of Success	Note and Observations and Possible examples, evidence statements, questions
التعاون بين المتعلّمين بطرق إيجابيّة هادفة يدعم فيها المتعلّمون بعضهم. **Productive Collaboration** *Collaboration is modeled, taught, and reinforced so that students work purposefully and cooperatively in groups, to support one another's success.* ☐ **Not yet**　　☐ **In process**　　☐ **Established**	
إستقلاليّة المتعلّمين ومسؤوليّاتهم. **Student Autonomy and Responsibility** *Routines support student assumption of responsibility and the development of skills, habits, and mindsets that promote student autonomy.* ☐ **Not yet**　　☐ **In process**　　☐ **Established**	
المصادر والموارد التي تدعم عمليّة التّعلّم بشكل فعّال ومتساوٍ للجميع. **Equitable Access to Resources and Supports** *Resources and supports are deployed efficiently, effectively, and equitably for the benefit of all students.* ☐ **Not yet**　　☐ **In process**　　☐ **Established**	

How do routines support learning environments and experiences that reflect shared values and promote student success?		
√*Routines and procedures, managed primarily by teachers, support opportunities for student learning and personal development.*	√*Routines and procedures, largely student –directed, maximize opportunities for student learning and personal development.*	√*Students have voice and play an active role in designing and adjusting classroom routines and procedures to support their learning and personal development.*

Where do you place the teacher's practice on this continuum of managing routines and procedures? What relevant evidence supports your decision?

Using Assessment for Learning (3d)

Elements of Success	Note and Observations and Possible examples, evidence statements, questions
معايير التقييم واضحة للمتعلّم والأهل. **Clear Standards for Success** The characteristics of high-quality work and the criteria established as evidence of success are clear to students and those supporting them. ☐ **Not yet**　　☐ **In process**　　☐ **Established**	
مر اقبة تعلّم التلامذة ومدى رصد الأدوات والأدلّة على عمليّة الفهم. **Monitoring Student Understanding** Teachers and students are constantly monitoring learning and use of specific strategies to elicit evidence of understanding. ☐ **Not yet**　　☐ **In process**　　☐ **Established**	
تقديم التّغذية الراجعة للمتعلّمين في الوقت المناسب. **Timely, Constructive Feedback** High-quality feedback comes from many sources, including students; it is specific and focused on improvement. ☐ **Not yet**　　☐ **In process**　　☐ **Established**	

How do student assess their progress and apply feedback from other students and the teacher, as well as their own reflection, to support learning?

√Formative assessment supports student learning and development.	√Teachers and students use formative assessment to elicit understanding, analyze progress, and provide constructive feedback.	√Students take initiative to analyze their own progress against a clear standard in order to achieve the outcome and identify new opportunities and challenges.

Where do you place the teacher's practice on this continuum of using assessment for learning? What relevant evidence supports your decision?

Planning Coherent instruction (1e)

Elements of Success	Note and Observations and Possible examples, evidence statements, questions
الأنشطة والتطبيقات والمهام مطابقة مع أهداف التعلّم. **Tasks & Activities** Tasks and activities are specifically matched to learning outcomes and provide opportunity for higher-level thinking, encourage student agency, and create authentic opportunities to engage with meaningful content. ☐ **Not yet** ☐ **In process** ☐ **Established**	
المرونة وفق حاجات المتعلّم واستخدام أساليب واستراتيجيّات وفق حاجات المتعلّم الفرديّة. **Flexible Learning** Multiple strategies and approaches are tailored to individual student needs to create the appropriate level of challenge and support for each student. ☐ **Not yet** ☐ **In process** ☐ **Established**	
استخدام المجموعات للمتعلّمين في عمليّة التعلّم ومعرفة رصدها. **Collaboration** Student groups are an essential component of learning and development, and are organized thoughtfully to maximize opportunities and build on students' strengths. ☐ **Not yet** ☐ **In process** ☐ **Established**	
إدارة الفترات الإنتقاليّة من نشاط إلى نشاط. **Structure & Flow** Lesson and unit plans are well structured and flow from one to the next to support student learning and development. ☐ **Not yet** ☐ **In process** ☐ **Established**	

How are learning Experiences structured to provide flexible, student-centered opportunities to learn important content and develop positive habits and mindsets?

√Learning opportunities are coherent in structure and suitable for the students in the class.	√Learning opportunities are specifically tailored to meet the needs of individual students in the class.	√ Learning opportunities prioritize the needs of individual students and support student assumption of responsibility for learning.

Where do you place the teacher's practice on this continuum of planning coherent instruction? What relevant evidence supports your decision?

Using Questioning & Discussion Techniques (3b)

Elements of Success	Note and Observations and Possible examples, evidence statements, questions
آليّة النقاش ونوعيّة الأسئلة المطروحة التي تحثّ على الفهم المعمّق. **Critical Thinking and Deeper Learning showed through reasoning and reflection** ☐ Not yet ☐ In process ☐ Established	
مشاركة المتعلّمين في المناقشة والحوار. **Student Participation** *Students demonstrate curiosity and engage one another through questions and dialogue, challenging each other's thinking with respect and humility.* ☐ Not yet ☐ In process ☐ Established	

How do students reflect, reason, and explain their thinking by asking and answering questions and engaging in dialogue with others?		
√Questioning and discussion, framed and led by teachers, are used effectively to support student learning and development.	*√Questioning and discussion, framed or led by teachers and students, support critical thinking reasoning, and reflection.*	*√ Students intentionally use questioning and discussion to develop their own and others' thinking reasoning skills, and habits of reflection.*

Where do you place the teacher's practice on this continuum of using questioning and discussion techniques? What relevant evidence supports your decision?

Engaging Students in Learning (3c)

Elements of Success	Note and Observations and Possible examples, evidence statements, questions
يستخدم المتعلّمون التفكير العميق في الأنشطة والواجبات. **Rich Learning Experiences** Students demonstrate agency and critical thinking in completion of tasks and activities that require high levels of intellectual engagement. ☐ **Not yet**　　☐ **In process**　　☐ **Established**	
توزيع مجموعات من المتعلّمين. **Collaboration and Teamwork** Student collaboration is a key component of learning and engagement, and students take initiative to collaborate in new or unplanned ways that further their learning and make it more engaging and meaningful. ☐ **Not yet**　　☐ **In process**　　☐ **Established**	
استخدام المصادر وأدوات التّعليم بشكل فعّال. **Use of Instructional Materials and Resources** Instructional materials and resources are used effectively to support intellectual engagement and deep learning of the content. ☐ **Not yet**　　☐ **In process**　　☐ **Established**	
حثّ المتعلّمين على التفكير والتأمّل. **Opportunities for Thinking and Reflection** Individual lessons, activities, and tasks, as well as instructional pathways, have multiple and effective opportunities to think, reflect, and consolidate understanding. ☐ **Not yet**　　☐ **In process**　　☐ **Established**	

Do Learning experiences give each student the opportunity to do the learning and engage in ways that are challenging, authentic, and relevant?		
√Learning experiences engage students intellectually, requiring them to think and collaborate.	√Learning experiences support curiosity, encourage critical thinking, and include multiple ways for students to engage and represent their ideas.	√ Students take initiative to increase the challenge, complexity, relevance, and rigor of learning experiences.
Where do you place the teacher's practice on this continuum of engaging students in learning? What relevant evidence supports your decision?		