Domain 3: Instruction

Charlotte Danielson’s Framework for Teaching
(2011 revised edition)
Objectives of the Webinar:

- Understand the components found in Domain 3 of the Danielson Teachscape Rubric
- Review definitions of elements, indicators, critical attributes and examples
- Determine what evidence can be found in your classroom during an observation to demonstrate your effectiveness
Common Language

- **Elements and Indicators**: additional factors which serve to further define the component

- **Critical Attributes**: specific observable teacher and/or student behaviors or actions

- **Examples**: serve to illustrate the meanings of the rubric language
Component 3a: Communicating with Students

**Elements include:**
- Expectations for learning
- Directions for activities
- Explanations of content
- Use of oral and written language

**Indicators include:**
- Clarity of lesson purpose
- Clear directions and procedures specific to the lesson activities
- Absence of content errors and clear explanations of concepts
- Students understand the content
- Correct and imaginative use of language
### Critical Attributes/Examples: Component 3a

<table>
<thead>
<tr>
<th>Developing</th>
<th>Effective</th>
<th>Highly Effective</th>
</tr>
</thead>
<tbody>
<tr>
<td>- The teacher refers in passing to what the students will be learning, or it’s written out with no elaboration/explanation.</td>
<td>- The teacher states clearly, at some point during the lesson, what the students will be learning.</td>
<td>In addition to the characteristics of “effective,”</td>
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<tr>
<td>- Teacher must clarify the learning task so students can complete it.</td>
<td>- If appropriate, the teacher models the process to be followed in the task.</td>
<td>- The teacher points out possible areas for misunderstanding.</td>
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<td>- The teacher makes no serious content errors, although may make a minor error.</td>
<td>- Students engage with the learning task, indicating that they understand what they are to do.</td>
<td>- Teacher explains content clearly and imaginatively, using metaphors and analogies to bring content to life.</td>
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<td>- The teacher’s explanation of the content consists of a monologue or is purely procedural with minimal participation by students.</td>
<td>- The teacher makes no content errors.</td>
<td>- All students seem to understand the presentation.</td>
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<tr>
<td>- Vocabulary is too advanced or juvenile for the students.</td>
<td>- Teacher’s explanation of content is clear, and invites student participation and thinking.</td>
<td>- The teacher invites students to explain the content to the class, or to classmates.</td>
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<td>- Vocabulary and usage are correct and completely suited to the lesson as well as appropriate to the students’ ages and levels of development.</td>
<td>- Teacher uses rich language, offering brief vocabulary lessons where appropriate.</td>
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</table>
Component 3b: Using Questioning and Discussion Techniques

**Elements include:**
- Quality of questions/prompts
- Discussion techniques
- Student participation

**Indicators include:**
- Questions of high cognitive challenge, formulated by both students and teacher
- Questions with multiple correct answers, or multiple approaches even when there is a single correct response
- Effective use of student responses and ideas
- Discussion with the teacher stepping out of the central, mediating role
- High levels of student participation in discussion
### Critical Attributes/Examples: Component 3b

<table>
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| • Teacher frames some questions designed to promote student thinking, but only a few students are involved.  
• The teacher invites students to respond directly to one another’s ideas, but few students respond.  
• Teacher calls on many students, but only a small number actually participate in the discussion. | • Teacher uses open-ended questions, inviting students to think and/or have multiple possible answers.  
• The teacher makes effective use of wait time.  
• The teacher builds on uses student responses to questions effectively.  
• Discussions enable students to talk to one another, without ongoing mediation by the teacher.  
• The teacher calls on most students, even those who don’t initially volunteer.  
• Many students actively engage in the discussion. | In addition to the characteristics of “effective,”  
• Students initiate higher-order questions.  
• Students extend the discussion, enriching it.  
• Students invite comments from their classmates during a discussion. |
Component 3c: Engaging Students in Learning

**Elements include:**
- Activities and assignments
- Grouping of students
- Instructional materials and resources
- Structure and pacing

**Indicators include:**
- Activities aligned with the goals of the lesson
- Student enthusiasm, interest, thinking, problem-solving, etc
- Learning tasks that require high-level student thinking and are aligned with lesson objectives
- Students highly motivated to work on all tasks and are persistent even when the tasks are challenging
- Students actively “working,” rather than watching while their teacher “works.”
- Suitable pacing of the lesson: neither dragging nor rushed, with time for closure and student reflection
## Critical Attributes and Examples: Component 3c

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<tr>
<td>• Some students are intellectually engaged in the lesson.</td>
<td>• Most students are intellectually engaged in the lesson.</td>
<td>In addition to the characteristics of “effective,”</td>
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<tr>
<td>• Learning tasks are a mix of those requiring thinking and recall.</td>
<td>• Learning tasks have multiple correct responses or approaches and/or demand higher-order thinking.</td>
<td>• Virtually all students are highly engaged in the lesson.</td>
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<td>• Student engagement with the content is largely passive, learning primarily facts or procedures.</td>
<td>• Students have some choice in how they complete learning tasks.</td>
<td>• Students take initiative to modify a learning task to make it more meaningful or relevant to their needs.</td>
</tr>
<tr>
<td>• Students have no choice in how they complete tasks.</td>
<td>• There is a mix of different types of groupings, suitable to the lesson objectives.</td>
<td>• Students suggest modifications to the grouping patterns used.</td>
</tr>
<tr>
<td>• The teacher uses different instructional groupings; these are partially successful in achieving the lesson objectives.</td>
<td>• Materials and resources support the learning goals and require intellectual engagement, as appropriate.</td>
<td>• Students have extensive choice in how they complete tasks.</td>
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<td>• The pacing of the lesson is uneven; suitable in parts, but rushed or dragging in others.</td>
<td>• The pacing of the lesson provides students the time needed to be intellectually engaged.</td>
<td>• Students suggest modifications or additions to the materials being used.</td>
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<td>• Students have an opportunity for reflection and closure on the lesson to consolidate their understanding.</td>
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Component 3d: Using Assessment in Instruction

**Elements include:**
- Assessment Criteria
- Monitoring of student learning
- Feedback to students
- Student self-assessment and monitoring of progress

**Indicators include:**
- Teacher paying close attention to evidence of student understanding
- Teacher posing specifically-created questions to elicit evidence of student understanding
- Teacher circulating to monitor student learning and to offer feedback
- Students assessing their own work against established criteria
- Teacher adjusting instruction in response to evidence of student understanding (or lack of it)
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<td>• There is little evidence that the students understand how their work will be evaluated.</td>
<td>• Students indicate that they clearly understand the characteristics of high quality work.</td>
<td>In addition to the characteristics of “effective,”</td>
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<tr>
<td>• Teacher monitors understanding through a single method, or without eliciting evidence of understanding from all students.</td>
<td>• The teacher elicits evidence of student understanding during the lesson.</td>
<td>• Evidence that students have helped establish the evaluation criteria.</td>
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<tr>
<td>• Teacher requests global indications of student understanding.</td>
<td>• Students are invited to assess their own work and make improvements.</td>
<td>• Teacher monitoring of student understanding is sophisticated and continuous.</td>
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<td>• Feedback to students is not uniformly specific, not oriented towards future improvement of work.</td>
<td>• Feedback includes specific and timely guidance for at least groups of students.</td>
<td>• Teacher makes frequent use of strategies to elicit information about individual student understanding.</td>
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<td>• The teacher makes only minor attempts to engage students in self or peer-assessment.</td>
<td>• The teacher attempts to engage students in self- or peer-assessment.</td>
<td>• Feedback to students is specific and timely, and is provided from many sources.</td>
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<td>• The teacher’s attempts to adjust the lesson are partially successful.</td>
<td>• When necessary, the teacher makes adjustments to the lesson to enhance understanding by groups of students.</td>
<td>• Students monitor their own understanding, either on their own initiative or as a result of tasks set by the teacher.</td>
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• The teacher’s adjustments to the lesson are designed to assist individual students.
Component 3e: Demonstrating Flexibility and Responsiveness

**Elements include:**
- Lesson adjustment
- Response to students
- Persistence

**Indicators include:**
- Incorporation of student interests and events of the day into a lesson
- Visible adjustment in the face of student lack of understanding
- Teacher seizing on a “teachable moment”
Critical Attributes/Examples: Component 3e

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<tr>
<td>Teacher’s efforts to modify the lesson are only partially successful.</td>
<td>Teacher successfully makes a minor modification to the lesson.</td>
<td>In addition to the characteristics of “effective,”</td>
</tr>
<tr>
<td>Teacher makes perfunctory attempts to incorporate student questions and interests into the lesson.</td>
<td>Teacher incorporates students’ interests and questions into the heart of the lesson.</td>
<td>• Teacher successfully executes a major lesson readjustment when needed.</td>
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<tr>
<td>The teacher conveys to students a level of responsibility for their learning, but uncertainty as to how to assist them.</td>
<td>The teacher conveys to students that she has other approaches to try when the students experience difficulty.</td>
<td>• Teacher seizes on a teachable moment to enhance a lesson.</td>
</tr>
<tr>
<td>In reflecting on practice, the teacher indicates the desire to reach all students, but does not suggest strategies to do so.</td>
<td>In reflecting on practice, the teacher cites multiple approaches undertaken to reach students having difficulty.</td>
<td>• The teacher conveys to students that he won’t consider a lesson “finished” until every student understands, and that he has a broad range of approaches to use.</td>
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<td>• In reflecting on practice, the teacher can cite others in the school and beyond who she has contacted for assistance in reaching some students.</td>
</tr>
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</table>
Additional Support

- Webinars
  - Danielson Rubric Overview
  - Overview of Domains 1, 2 and 4

- District Website
  http://www.rcsdk12.org/engageRochester

- State Website
  www.engageny.org