

Analyzing Teaching and Learning Using Multiple Lenses

Danielson 2013 Framework

Domain 3: Instruction

3a: Communicating with Students

Indicators include:

1. Clarity of lesson purpose
2. Clear directions and procedures specific to the lesson activities
3. Absence of content errors and clear explanations of concepts and strategies
4. Correct and imaginative use of language

3b: Using Questioning and Discussion Techniques

Indicators include:

1. Questions of high cognitive challenge, formulated by both students and teacher
2. Questions with multiple correct answers or multiple approaches, even when there is a single correct response
3. Effective use of student responses and ideas
4. Discussion, with the teacher stepping out of the central, mediating role
5. Focus on the reasoning exhibited by students in discussion, both in give-and-take with the teacher and with their classmates
6. High levels of student participation in discussion

3c: Engaging Students in Learning

Indicators include:

1. Student enthusiasm, interest, thinking, problem solving, etc.
2. Learning tasks that require high-level student thinking and invite students to explain their thinking
3. Students highly motivated to work on all tasks and persistent even when the tasks are challenging
4. Students actively “working,” rather than watching while their teacher “works”
5. Suitable pacing of the lesson: neither dragged out or rushed, with time for closure and student reflection

3d: Using Assessment in Instruction

Indicators include:

1. The teacher paying close attention to evidence of student understanding
2. The teacher posing specifically created questions to elicit evidence of student understanding
3. The teacher circulating to monitor student learning and to offer feedback
4. Students assessing their own work against established criteria

3e: Demonstrating Flexibility and Responsiveness

Indicators include:

1. Incorporation of students’ interests and daily events into a lesson
2. The teacher adjusting instruction in response to evidence of student understanding (or lack of it)
3. The teacher seizing a teachable moment