Charlotte Danielson's FRAMEWORK for Instructional Coaches

DOMAIN 1: Planning and Preparation

1a Demonstrating knowledge of current trends in specialty area and professional development

1b Demonstrating knowledge of the school's program and levels of teacher skill in delivery of that program

1c Estabiliting goals for the instructional support program appropriate to the setting and the teachers served

1d Demonstrating knowledge of resources both within and beyond the school and district

1e Planning the instructional support program, integrated with the overall school program

1f Developing a plan to evaluate the instructional support plan

DOMAIN 2: The Classroom Environment

2a Creating an environment of trust and respect

2b Establishing a culture for ongoing instructional improvement

2c Establishing clear procedures for teachers to gain access to instructional support

2d Establishing and maintaining norms of behavior for professional interactions

2e Organizing physical space for workshops and training

DOMAIN 4: Professional Responsibilities

4a Reflecting on practice

4b Preparing and submitting budgets and reports

4c Coordinating work with other instructional specialists

4d Participating in a professional community

4e Engaging in professional development

4f Showing professionalism, including integrity and confidentiality

DOMAIN 3: Instruction

3a Collaborating with teachers in the design of instructional units and lessons

3b Engaging teachers in learning new instructional skills

3c Sharing expertise with staff

3d Locating resources for teachers to support instructional improvement

3e Demonstrating flexibility and responsiveness

CLARIFYING

Clarifying communicates that the listener has…

HEARD what the speaker said BUT does NOT fully UNDERSTAND what was said. Clarifying involves ASKING A QUESTION (direct or implied) to:

1. Gather more information
2. Discover the meaning of the language used
3. Get clarity about the speaker's reasoning
4. Seek connections between ideas
5. Develop or maintain a focus

Some possible clarifying stems include the following:

Say a little more about…

Can you clarify what you mean by …?

Share an example of …

So, are you saying/suggesting…?

In what ways is that idea like
(or different from) …?

When you say _____, what meaning does that have for you?

INSTRUCTIONAL STEMS

What we know is…

The research around this shows that…

A couple of things to keep in mind…

Some teachers have tried….

There are number of approaches…

Sometimes it's helpful if…

PARAPHRASING

Paraphrasing communicates that the listener has…

HEARD what the speaker said,
UNDERSTOOD what was said, and CARES

Paraphrasing involves either:

RESTATING in your own words, or
SUMMARIZING

Some possible paraphrasing stems include the following:

So …

In other words ...

You are saying …

You are feeling …

Your opinion is …

You're considering several things ...

A value or belief you have …

NON JUDGMENTAL RESPONSES

Build trust

Promote an internal locus of control

Encourage self-assessment

Develop autonomy

Foster risk-taking

Possible examples:

Identify what worked and why

When you_____ the student really_____

Encourage

It sounds like you have a number of ideas to try out! It'll be exciting/interesting/great to see which works best for you!

Ask the teacher to self-assess

How do you think the lesson went and why?

SUGGESTION STEMS

One thing we've learned/noticed is…

A couple of things to keep in mind…

Several/some teachers have tried a couple of different things in this sort of situation and maybe one might work for you…

What effective teachers seem to know about _____ is _____ …

Something/some things to keep in mind when dealing with…

Something you might consider trying is….

There are a number of approaches…

Sometimes it's helpful if…

Try following a suggestion with a question that invites the teacher to imagine/hypothesize how the idea might work in his/her context.

How might that look in your classroom?

To what extent might that be effective in your situation/with your students?

What do you imagine might happen if you were to try _____ with your class?

Which of these ideas might work best in your classroom (with your students)?

MEDIATIONAL QUESTIONS

HYPOTHESIZE what might happen
ANALYZE what worked and what didn't
IMAGINE possibilities
COMPARE AND CONTRAST what was planned with what happened:

What might be some other ways …?

What would it look like if …?

What might happen if you …?

What do you consider when you decide …?