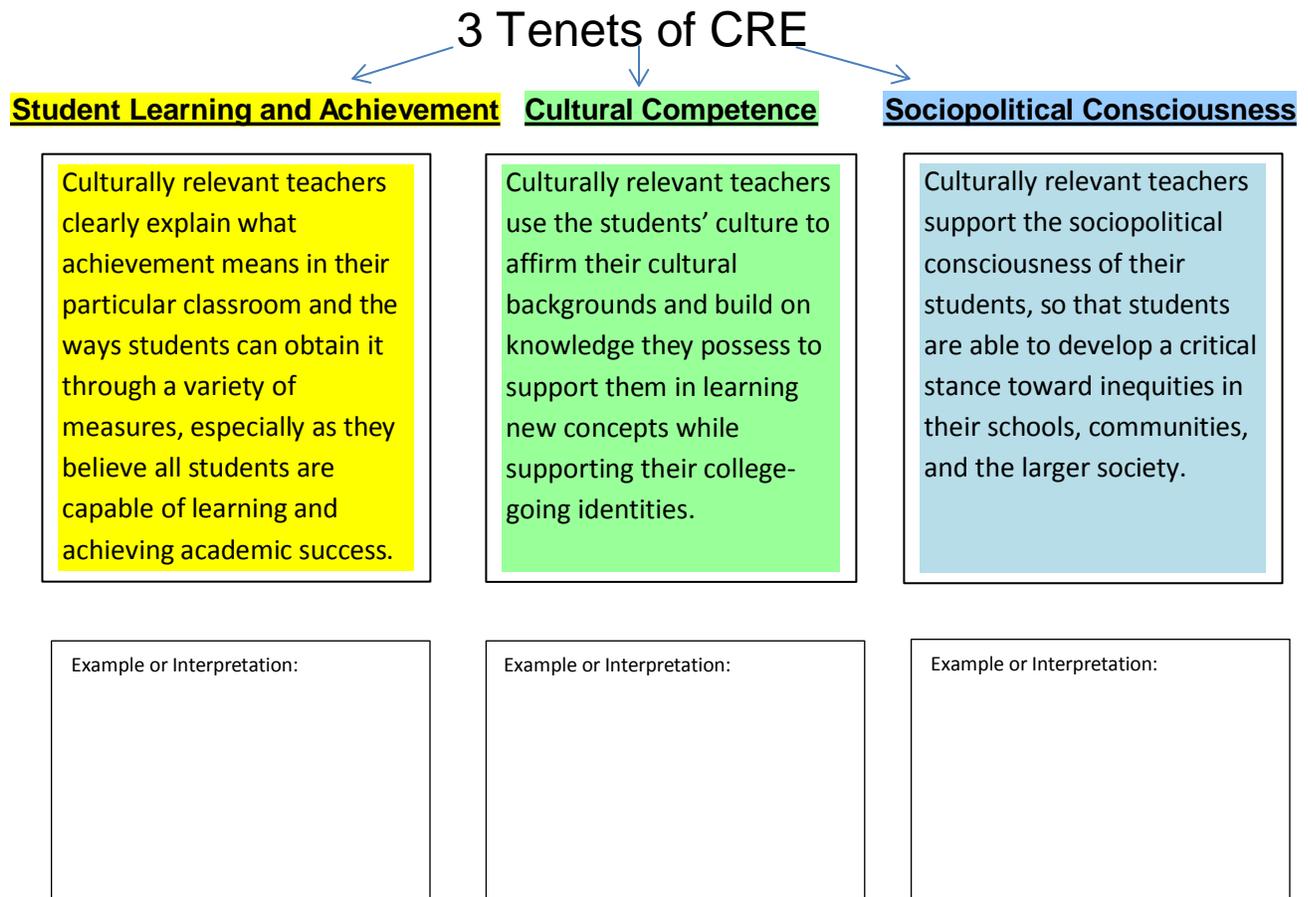


Danielson's Framework for Teaching through the Lens of Culturally Relevant Education (CRE)

ESI Expanded Success Initiative

Purpose:

The purpose of this analysis is to understand Danielson's Framework for Teaching through the lens of Culturally Relevant Education (CRE). Since Danielson's Framework was adopted by New York State as one of the principal tools for evaluating teacher practice and supporting teacher professional development, supervisors and teachers have utilized the document to set professional goals, assess present practice and reflect on next steps. The three major tenets of CRE, "Student Learning and Achievement", "Cultural Competence" and "Socio-Political Consciousness" are reflected throughout this framework either directly or, at times, indirectly. In order to address the achievement gap that remains plaguing American schools, CRE seeks to address this inequity by suggesting attitudes and actions that will lead to increased college access for black and Latino youth and support multicultural college-going identities. We will provide additional critical attributes and possible examples of high school teacher practices with an emphasis on CRE with regard to the eight components of Danielson's Framework that New York City has identified for focus during the 2014-15 academic year.



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Instructions: Read the following component of Danielson's Framework for Teaching in **Domain 3: Instruction**.

Circle words or phrases that intersect with the tenets of CRE. Use the space below each component to note any comments or questions that come up for you.

DOMAIN 3: Instruction

3b: Using Questioning and Discussion Techniques

Highly Effective

“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.”

Effective

“While the teacher may use some low-level questions, he poses questions designed to promote student thinking and understanding. The teacher creates a genuine discussion among students, providing adequate time for students to respond and stepping aside when doing so is appropriate. The teacher challenges students to justify their thinking and successfully engages most students in the discussion, employing a range of strategies to ensure that most students are heard.”

Developing

“The teacher's questions lead students through a single path of inquiry, with answers seemingly determined in advance. Alternatively, the teacher attempts to ask some questions designed to engage students in thinking, but only a few students are involved. The teacher attempts to engage all students in the discussion, to encourage them to respond to one another, and to explain their thinking, with uneven results.”

Ineffective

“The teacher's questions are of low cognitive challenge, with single correct responses, and are asked in rapid succession. Interaction between the teacher and students is predominantly recitation style, with the teacher mediating all questions and answers; the teacher accepts all contributions without asking students to explain their reasoning. Only a few students participate in the discussion.

Questions relating to component & CRE

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Domain 3: Instruction			
Danielson Component and Evaluation Level	For Teachers: Possible Critical Attributes through CRE Lens	For Teachers: Possible Examples through CRE Lens	For Evaluators: Possible Feedback through CRE Lens
<p><i>3b: Using Questioning and Discussion Techniques</i></p> <p>Highly Effective</p>	<p>HE: The teacher uses a variety of discussion models which foster student-initiated inquiry and a multi-directional flow of communication.</p> <p>The teacher teaches a mini-lesson on academic inquiry and provides a variety of prompts to help students build on each other's ideas and disagree respectfully.</p> <p>The teacher draws explicit connections between skilled academic discourse and expectations in the college classroom.</p>	<p>HE:</p> <p>The teacher gives students post-it notes to signify how many times they have spoken in a discussion so the group can self-monitor equity of voice.</p> <p>The teacher and students share personal experiences of bigotry and bias before a lesson introducing Brown v. Board of Education.</p> <p>The teacher listens to an open discussion among her students and posts key ideas s/he hears on the board, noting who shared each idea in the margin. The students are later asked to write a response to one of these students and hand it to them as an exit slip before class ends.</p> <p>-----</p> <p>Example 3:</p>	<p>HE:</p> <p>In your fishbowl discussion, each student had a peer coach who helped them improve their discussion performance in a "half time" coaching break. You paired students with peers who do not normally spend time together and this opened doors for new feedback and different points of view and encouraged new relationships.</p> <p>Administrative Position:</p> <p>Example:</p>

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Domain 3: Instruction			
Danielson Component and Evaluation Level	For Teachers: Possible Critical Attributes through CRE Lens	For Teachers: Possible Examples through CRE Lens	For Evaluators: Possible Feedback through CRE Lens
<p><i>3b: Using Questioning and Discussion Techniques</i></p> <p>Effective</p>	<p>E: The teacher requires students to ground their thinking in the text or other concrete observations or experiences.</p> <p>The teacher seeks methods to include all voices in the discussion including ways students can encourage each other.</p>	<p>E: The teacher assigns roles of historic figures representing a variety of perspectives so that small groups can simulate a town meeting on Reconstruction Era acts.</p> <p>A student gives a one word response. The teacher provides an opportunity for the student to further explain his/her ideas. The teachers asks, for example, how do your experiences inform your answer or What is the evidence from the text that supports your answer?</p> <p>-----</p> <p>Example 3:</p>	<p>E: When you invited members of the neighborhood watch group in to be interviewed by your students, all your students had questions and took notes. Their interest in the topic of safety in their streets enabled them to carry out a lively class discussion which included the ideas of your guest where most of your students asked probing follow-up questions. This interview activity prepared them for your unit on conducting action research in their community.</p> <p>Administrative Position:</p> <p>Example:</p>

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Domain 3: Instruction			
Danielson Component and Evaluation Level	For Teachers: Possible Critical Attributes through CRE Lens	For Teachers: Possible Examples through CRE Lens	For Evaluators: Possible Feedback through CRE Lens
<p><i>3b: Using Questioning and Discussion Techniques</i></p> <p>Developing</p>	<p>D: The teacher always calls upon students in a random fashion with little wait time or follow-up questions.</p> <p>The teacher notes credit when a student participates but employs this method unevenly.</p>	<p>D: The teacher calls upon students based on the order of his roster and moves on to the next student for non-responders.</p> <p>A student is eager to share her ideas but struggles with articulating clearly how her response connects to the community in which she lives and finally says, 'you know what I mean.' The teacher then restates the idea for them.</p> <hr style="border-top: 1px dashed black;"/> <p>Example 3:</p>	<p>D : Many of the girls dominated today's discussion. How can you leverage some of your students' interests and experiences to encourage the boys to participate more prominently in the discussion?</p> <p>Administrative Position: Example:</p>

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Domain 3: Instruction			
Danielson Component and Evaluation Level	For Teachers: Possible Critical Attributes through CRE Lens	For Teachers: Possible Examples through CRE Lens	For Evaluators: Possible Feedback through CRE Lens
<p><i>3b: Using Questioning and Discussion Techniques</i></p> <p>Ineffective</p>	<p>I: The teacher's responses to wrong answers are insulting.</p> <p>Students are permitted to opt out of discussions and are never encouraged or coached on methods of participation.</p>	<p>I: The teacher responds, "This is why you have not passed the state exam for this course yet," when the student provides an incorrect answer in math class.</p> <p>The teacher tells a student to listen more carefully when they state that they don't understand even though they had been paying attention.</p> <p>-----</p> <p>Example 3:</p>	<p>I When your student responded to your question with an incorrect answer, you moved on and asked another student the same question. How could you have asked the first student a question that related the material to her personal experience first and then followed up with the original question, helping to bridge her understanding and help her formulate a correct response?</p> <p>-----</p> <p>Administrative Position:</p> <p>Example:</p>

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Name (s) _____

Position(s) _____

Content Area (if applicable) _____

Domain 3: Instruction

Danielson Component and Evaluation Level	For Teachers: Possible Examples through CRE Lens	For Evaluators: Possible Feedback through CRE Lens
3b: Using Questioning and Discussion Techniques Highly Effective		
3b: Using Questioning and Discussion Techniques Effective		

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Domain 3: Instruction

Danielson Component and Evaluation Level	For Teachers: Possible Examples through CRE Lens	For Evaluators: Possible Feedback through CRE Lens
3b: Using Questioning and Discussion Techniques Developing		
3b Using Questioning and Discussion Techniques Ineffective		