

# Charlotte Danielson's FRAMEWORK FOR TEACHING (Smart Card)

<p><b>DOMAIN 1: Planning and Preparation</b></p> <p><b>1a Demonstrating Knowledge of Content and Pedagogy</b></p> <ul style="list-style-type: none"> <li>• Content knowledge • Prerequisite relationships • Content pedagogy</li> </ul> <p><b>1b Demonstrating Knowledge of Students</b></p> <ul style="list-style-type: none"> <li>• Child development • Learning process • Special needs</li> <li>• Student skills, knowledge, and proficiency • Interests and cultural heritage</li> </ul> <p><b>1c Setting Instructional Outcomes</b></p> <ul style="list-style-type: none"> <li>• Value, sequence, and alignment • Clarity • Balance</li> <li>• Suitability for diverse learners</li> </ul> <p><b>1d Demonstrating Knowledge of Resources</b></p> <ul style="list-style-type: none"> <li>• For classroom • To extend content knowledge • For students</li> </ul> <p><b>1e Designing Coherent Instruction</b></p> <ul style="list-style-type: none"> <li>• Learning activities • Instructional materials and resources</li> <li>• Instructional groups • Lesson and unit structure</li> </ul> <p><b>1f Designing Student Assessments</b></p> <ul style="list-style-type: none"> <li>• Congruence with outcomes • Criteria and standards</li> <li>• Formative assessments • Use for planning</li> </ul>	<p><b>DOMAIN 2: The Learning Environment</b></p> <p><b>2a Creating an Environment of Respect and Rapport</b></p> <ul style="list-style-type: none"> <li>• Teacher interaction with students</li> <li>• Student interaction with students</li> </ul> <p><b>2b Establishing a Culture for Learning</b></p> <ul style="list-style-type: none"> <li>• Importance of content</li> <li>• Expectations for learning and achievement • Student pride in work</li> </ul> <p><b>2c Managing Routines and Procedures</b></p> <ul style="list-style-type: none"> <li>• Instructional groups • Transitions • Materials and supplies</li> <li>• Non-instructional duties</li> <li>• Supervision of volunteers and paraprofessionals</li> </ul> <p><b>2d Managing Student Behavior</b></p> <ul style="list-style-type: none"> <li>• Expectations • Monitoring behavior</li> <li>• Response to misbehavior</li> </ul> <p><b>2e Organizing Physical Space</b></p> <ul style="list-style-type: none"> <li>• Safety and accessibility</li> <li>• Adaptation of physical environment</li> </ul>
<p><b>DOMAIN 4: Professional Responsibilities</b></p> <p><b>4a Reflecting on Teaching</b></p> <ul style="list-style-type: none"> <li>• Accuracy • Use in future teaching</li> </ul> <p><b>4b Maintaining Accurate Records</b></p> <ul style="list-style-type: none"> <li>• Student completion of assignments • Student progress in learning</li> </ul> <p><b>4c Communicating and Engaging with Families and Caregivers</b></p> <ul style="list-style-type: none"> <li>• About instructional program • About individual students</li> <li>• Engagement of families in instructional program</li> </ul> <p><b>4d Communicating and Engaging with the Community and Yukon First Nations</b></p> <ul style="list-style-type: none"> <li>• Understanding, communicating and collaborating with Yukon First Nations in Teaching and Learning</li> </ul> <p><b>4e Participating in a Professional Community</b></p> <ul style="list-style-type: none"> <li>• Relationships with colleagues • Participation in school projects</li> <li>• Involvement in culture of professional inquiry • Service to school</li> </ul> <p><b>4f Growing and Developing Professionally</b></p> <ul style="list-style-type: none"> <li>• Enhancement of content knowledge / pedagogical skill</li> <li>• Receptivity to feedback from colleagues • Service to the profession</li> </ul> <p><b>4g Showing Professionalism</b></p> <ul style="list-style-type: none"> <li>• Integrity/ethical conduct • Service to students • Advocacy</li> <li>• Decision-making • Compliance with school/district regulation</li> </ul>	<p><b>DOMAIN 3: Instruction</b></p> <p><b>3a Communicating With Students</b></p> <ul style="list-style-type: none"> <li>• Expectations for learning • Directions and procedures</li> <li>• Explanations of content</li> <li>• Use of oral and written language</li> </ul> <p><b>3b Using Inquiry, Questioning and Discussion Techniques</b></p> <ul style="list-style-type: none"> <li>• Quality of questions • Discussion techniques</li> <li>• Student participation</li> </ul> <p><b>3c Engaging Students in Learning</b></p> <ul style="list-style-type: none"> <li>• Activities and assignments • Student groups</li> <li>• Instructional materials and resources • Structure and pacing</li> </ul> <p><b>3d Using Assessment in Instruction</b></p> <ul style="list-style-type: none"> <li>• Assessment criteria • Monitoring of student learning</li> <li>• Feedback to students</li> <li>• Student self-assessment and monitoring</li> </ul> <p><b>3e Demonstrating Flexibility and Responsiveness</b></p> <ul style="list-style-type: none"> <li>• Lesson adjustment • Response to students</li> <li>• Persistence</li> </ul>

## Yukon First Nations' Ways of Knowing and Doing Self-Assessment

				VALIDATE		VALUE
UNDERSTAND				ACQUIRING		ACTION/ADVOCACY
	<b>Awareness</b> Implies a sense of need to know	<b>Developing</b> Implies a willingness to address one's own understanding and beliefs		Implies a demonstration of knowledge and respect		Implies a demonstration of knowledge, respect and a commitment to advocacy
Beliefs and attitudes towards Indigenous Peoples	<ul style="list-style-type: none"> <li>Recognizes that knowledge may need to be enhanced</li> <li>Aware that issues exist</li> <li>Has completed YFN 101</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrates a willingness to enhance one's knowledge and understanding</li> <li>May bring an informed perspective to current issues</li> </ul>		<ul style="list-style-type: none"> <li>Demonstrates a responsibility to enhance one's knowledge and understanding</li> <li>Possesses an intention to bring an informed and critical perspective to current issues and acts upon those intentions</li> <li>Demonstrates respect for Indigenous Peoples</li> </ul>		<ul style="list-style-type: none"> <li>Provides leadership to enhance others' knowledge and understanding</li> <li>Seeks out opportunities to act on "The Calls to Action"</li> <li>Builds bridges of understanding and respect between Indigenous and Non-Indigenous Peoples</li> </ul>
Knowledge of Indigenous Peoples and history on local, regional and national levels	<b>Demonstrates awareness of:</b> <ul style="list-style-type: none"> <li>Local Indigenous Peoples and traditional territories</li> <li>Indigenous languages and cultures</li> <li>History of colonization as it pertains to Indigenous Peoples</li> </ul>	<b>Beginning to explore the understandings of:</b> <ul style="list-style-type: none"> <li>Local Indigenous Peoples in Yukon</li> <li>Traditional Territory and Unseeded Territory</li> <li>The Indian Act and the impact it has on present day Indigenous Peoples</li> <li>Together Today for our Children Tomorrow</li> </ul>	<b>Demonstrates knowledge of:</b> <ul style="list-style-type: none"> <li>Local Indigenous Peoples and Traditional Territories including language/culture</li> <li>History and impact of colonization</li> <li>History and impact of the Residential School system</li> <li>The contribution of Indigenous Peoples in contemporary Society</li> </ul>	<b>Demonstrates knowledge of:</b> <ul style="list-style-type: none"> <li>The practices and respect for Indigenous pedagogy</li> <li>The ongoing role Indigenous Peoples have in shaping Canadian history and identity</li> <li>Indigenous Worldviews and First Nations ways of knowing and doing</li> </ul>		

Communicating and Engaging with the Community and Yukon First Nations	<ul style="list-style-type: none"> <li>• Develops awareness of the community, protocols, procedures, and resources</li> <li>• Develops awareness of different cultural activities</li> <li>• Learns about the local Yukon First Nation</li> </ul>	<ul style="list-style-type: none"> <li>• Is open to having elders, knowledge holders, parents, guests, and community members as participants in classroom activities and has met with them.</li> <li>• Is developing relationships with the local Yukon First Nation and learning about community</li> <li>• Is respectful of local YFN and the differences they may have to other YFN</li> </ul>	<ul style="list-style-type: none"> <li>• Communicates with elders, knowledge holders, parents, guests, and community members as participants in the classroom activities</li> <li>• Focuses and works on developing positive relationships with the local Yukon First Nation and takes part in some community and local Yukon First Nation cultural events</li> </ul>	<ul style="list-style-type: none"> <li>• Invites, welcomes, and engages elders, knowledge holders, parents, guests, and community members as collaborative participants in the instructional programs.</li> <li>• Fosters ongoing and positive relationships with the local Yukon First Nations protocols and procedures and engages in community and local Yukon First Nations cultural events</li> </ul>
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## Teacher Learning Plan

Year \_\_\_\_\_

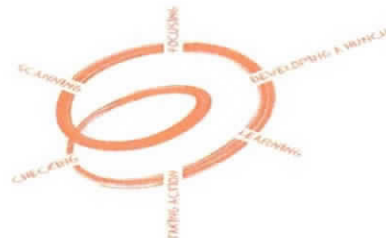
School \_\_\_\_\_

Name \_\_\_\_\_

Assignment \_\_\_\_\_ FTE: \_\_\_\_\_

Immediate Supervisor \_\_\_\_\_

Focus of School's School Growth Plan:



YFNs Ways of Knowing and Doing – Self-Assessment:

	Awareness	Developing	Acquiring	Action/Advocacy
Beliefs and attitudes towards Yukon First Nations:				
Knowledge of Yukon First Nations Peoples and history on local, regional and national levels:				
Communicating and Engaging with the Community and Yukon First Nation:				

Teacher Learning Focus in relation to:

- School Growth Plan:
- YFNs Ways of Knowing and Doing:
- Professional Growth:

Which Domain of the Framework for Teacher Growth in Yukon does this learning mainly relate to?



- 1) **Scanning:** Briefly summarize your scanning process. How did you use the observations, and the four key questions as part of the scanning process? What did you notice about the experiences of your learners that were most important to you?
- 2) **Focus:** In a few sentences, explain why you have selected this area. What changes are you hoping to obtain for your learners?
- 3) **Hunch:** Describe your hunches about the ways in which your practice or practices in the classroom may contribute to the experiences of your learners. Develop your hypothesis.
- 4) **New professional learning:** What new areas of professional learning do you plan to explore? What resources may be helpful? What specific tools will you use for your professional learning to support the learning of your students?
- 5) **Taking action:** Describe the strategies you and your team will use. How will learning rounds be structured and support your learning?
- 6) **Checking (after taking action, or in debriefing in Learning Rounds):** Summarize the differences you made. Were they enough? Were you satisfied? What did you use as baseline - and change - evidence? How much richer are your learners' answers to the four questions? How will you make learning visible?
- 7) **Reflections/advice:** Finish by sharing what you learned from this inquiry, where you plan to go next, and what advice you would offer others with similar interest.
- 8) **Student achievement/Key indicators for success:**

	Baseline	Target	Results

<p><b>Year-end comments – Teacher</b></p>     <p><b>Signature:</b></p> <p><b>Date:</b></p>	<p><b>Year-end comments – Supervisor</b></p>     <p><b>Signature:</b></p> <p><b>Date:</b></p>
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