THE
DANIELSON
GROUP

THE FRAMEWORK
FOR *remote* TEACHING

This self-assessment and reflection guide is designed to support teachers using **The Framework for <Remote> Teaching.**

A RECOMMENDED PATHWAY

The components (listed below) are not presented in the order they have always appeared in the FFT. Given the current context, our recommended pathway implores users of this guide to prioritize student wellbeing, equity, and racial justice. Without a deep understanding of students' identities and lives in the midst of these crises, we have little chance of meeting their needs.

01

Knowing and Valuing Your Students

Begin by deeply understanding your students' identities and assets; their current context and needs; and how to best support their social, emotional, and academic development in partnership with families and caregivers **(Components 1b and 4c).**

02

Building Responsive Learning Environments

Based on what you learn, create a supportive online learning environment and establish or adjust systems and supports that prioritize equitable access, easy navigation of learning experiences, and ongoing formative assessment **(Components 2a, 2c, and 3d).**

03

Engaging Students in Learning

With these systems and structures as a foundation, plan and facilitate engaging and coherent instruction designed to meet students where they are in this moment **(Components 1e, 3b, and 3c).**

HOW TO USE THIS TOOL

The Self-Assessment and Reflection protocol can be used in multiple ways and for a variety of purposes.

- As an opportunity for individual teachers to reflect on their practice by focusing on one, or all eight, of these critical components.
- By grade level and/or department teams, or an entire staff to gauge how teachers are doing and where support might be needed.
- As a way to gauge teacher growth and progress from a beginning point to an end-point (and along the way), whether it's the beginning/end of the year, or as a readiness indicator at the launch of an inquiry cycle.

However this tool is used, the intent should always be to promote reflection, improvement, and support.

The first page includes the **Elements of Success** for each of the stage's **Components**.

These specific elements can help you assess your current practice.

The second page includes free response reflection questions to help you think about strengths to maintain and priorities for growth.

Where is my practice?

Not yet: I have not yet started to work on this.

In process: I am currently taking steps to work on this.

Established: This is already happening in my classes.

Demonstrating Knowledge of Students (1b)

Respect for Students' Intersecting Identities
I use students' lived experience and funds of knowledge to help them continue to develop their identity, purpose, intellect, and character.

☐ Not yet   ☐ In process   ☐ Established

Understanding of Students' Current Knowledge and Skills
I design learning experiences that build on students' current knowledge and skills and acknowledge what they bring to my class.

☐ Not yet   ☐ In process   ☐ Established

Knowledge of Whole Child Development
I design learning environments and experiences to promote student success and autonomy, and address students' cognitive, physical, social, and emotional development.

☐ Not yet   ☐ In process   ☐ Established

Knowledge of the Learning Process
I provide students with learning experiences that require active intellectual engagement, and appropriate support aligned to their individual differences and needs.

☐ Not yet   ☐ In process   ☐ Established

Engaging Families & Communities (4c)

Respect and Cultural Competence
I interact with families and the community in ways that respect everyone's values and cultural backgrounds.

☐ Not yet   ☐ In process   ☐ Established

Learning Community Ethos and Values
I create learning experiences and environments that are extensions of the community and uphold its values, creating a shared vision of student success.

☐ Not yet   ☐ In process   ☐ Established

Standards and Curriculum
I keep families informed about the instructional program through established structures and processes, and bring the community into the decision-making process.

☐ Not yet   ☐ In process   ☐ Established

Engagement in Learning Experiences
I connect students' out-of-school learning and lives to their efforts in school, and take the lead in forming partnerships and relationships to strengthen those connections.

☐ Not yet   ☐ In process   ☐ Established

STAGE 01

Success Analysis

1. In which component of **Knowing and Valuing Your Students** have you been most effective at achieving your desired outcomes?

2. What were the results for students?

3. What do you believe made this successful?

Goal Setting

1. Which component (and element) within this stage will you prioritize next?

2. What would success look like for you and your students?

3. How will you begin to learn more or grow in this area?

Creating Environments of Respect & Rapport (2a)

Positive Relationships
My interactions with students, as well as interactions among students, demonstrate caring and respect that honors the dignity of each member of the community.

☐ Not yet   ☐ In process   ☐ Established

Sense of Belonging
I work with my students to co-create a community that reflects our unique collective identity and interests as a class while honoring individual identities.

☐ Not yet   ☐ In process   ☐ Established

Cultural Responsiveness
I work to be culturally competent and establish ways of interacting in my classroom are culturally responsive.

☐ Not yet   ☐ In process   ☐ Established

Positive Conflict Resolution
I have a clear, established, and culturally competent approach to resolving conflict and restoring trust in my class.

☐ Not yet   ☐ In process   ☐ Established

Managing Routines & Procedures (2c)

Productive Collaboration
I model, teach, and reinforce collaboration so that students work purposefully and cooperatively in groups, to support one another's success.

☐ Not yet   ☐ In process   ☐ Established

Student Autonomy and Responsibility
I have established routines that support the development of skills, habits, and mindsets that promote student autonomy and responsibility.

☐ Not yet   ☐ In process   ☐ Established

Equitable Access to Resources and Supports
I deploy resources and supports efficiently, effectively, and equitably for the benefit of all students.

☐ Not yet   ☐ In process   ☐ Established

Using Assessment for Learning (3d)

Clear Standards for Success
I provide clear critieria for success and describe the characteristics of high-quality work for students and those supporting them.

☐ Not yet   ☐ In process   ☐ Established

Monitoring Student Understanding
My students and I monitor their learning constantly, and I make use of specific strategies to elicit evidence of understanding.

☐ Not yet   ☐ In process   ☐ Established

Timely, Constructive Feedback
I make sure high-quality, specific feedback focused on improvement comes from many sources, including students.

☐ Not yet   ☐ In process   ☐ Established

Success Analysis

1. In which component of **Building Responsive Learning Environments** have you been most effective at achieving your desired outcomes?

2. What were the results for students?

3. What do you believe made this successful?

Goal Setting

1. Which component (and element) within this stage will you prioritize next?

2. What would success look like for you and your students?

3. How will you begin to learn more or grow in this area?

Planning Coherent Instruction (1e)

Tasks and Activities
I develop and select tasks and activities to meet specific learning outcomes, provide opportunities for higher-level thinking, encourage student agency, and create authentic opportunities to engage with meaningful content.

❑ Not yet ❑ In process ❑ Established

Collaboration
I create student groups that are an essential component of learning and development, and I organize them thoughtfully to maximize opportunities and build on students' strengths.

❑ Not yet ❑ In process ❑ Established

Flexible Learning
I tailor strategies and approaches to individual student needs to create the appropriate level of challenge and support for each student.

❑ Not yet ❑ In process ❑ Established

Structure and Flow
I structure lessons and unit plans carefully so that they flow from one to the next to support student learning and development.

❑ Not yet ❑ In process ❑ Established

Using Questioning and Discussion Techniques (3b)

Critical Thinking and Deeper Learning
I ask questions with multiple answers and facilitate discussions that require critical thinking in order to deepen student understanding.

❑ Not yet ❑ In process ❑ Established

Reasoning and Reflection
I use questioning and discussions to challenge students to reason, reflect on learning, justify their thinking. and generate ideas for future inquiry.

❑ Not yet ❑ In process ❑ Established

Student Participation
I encourage students to demonstrate curiosity and engage one another through questions and dialogue, challenging each other's thinking with respect and humility.

❑ Not yet ❑ In process ❑ Established

Engaging Students in Learning(3c)

Rich Learning Experiences
I encourage students to demonstrate agency and critical thinking in completing tasks and activities that require high levels of intellectual engagement.

❑ Not yet ❑ In process ❑ Established

Use of Instructional Materials and Resources
I use instructional materials and resources effectively to support intellectual engagement and deep learning of the content.

❑ Not yet ❑ In process ❑ Established

Collaboration and Teamwork
I promote student collaboration as a key component of learning and engagement, and students take initiative to collaborate in new or unplanned ways that further their learning and make it more engaging and meaningful.

❑ Not yet ❑ In process ❑ Established

Opportunities for Thinking and Reflection
I make sure that individual lessons, activities, and tasks, as well as instructional pathways, have multiple and effective opportunities to think, reflect, and consolidate understanding.

❑ Not yet ❑ In process ❑ Established

STAGE 03

Success Analysis

1. In which component of **Engaging Students in Learning** have you been most effective at achieving your desired outcomes?

2. What were the results for students?

3. What do you believe made this successful?

Goal Setting

1. Which component (and element) within this stage will you prioritize next?

2. What would success look like for you and your students?

3. How will you begin to learn more or grow in this area?