



Great Books Programs and Charlotte Danielson’s Framework for Teaching

Introduction

The Great Books Foundation provides strong, inquiry-based language arts programs for grades K–12 that improve students’ achievement in reading, thinking, writing, and communication. Great Books programs combine classroom materials and the Shared Inquiry™ method of learning to help students meet the English Language Arts/Literacy Common Core State Standards. Great Books programs also help teachers develop the competencies and skills outlined in the Danielson Framework for Teaching.

The Danielson Framework, adopted by school districts around the country, is a road map of

professional practice designed to guide, support, and evaluate teachers. It provides research-based definitions of teaching with components clustered into four domains: Planning and Preparation, Classroom Environment, Instruction, and Professional Responsibilities.

Great Books programs promote the most effective teaching practices outlined in the Danielson Framework. The green circles on the following chart indicate where Great Books programs are **most closely aligned** with the Danielson Framework’s best teaching practices. For the complete Danielson Framework visit www.danielsongroup.org.

The Danielson Framework for Teaching

Domain 1: Planning and Preparation	Domain 2: Classroom Environment
<p>A. Demonstrating Knowledge of Content and Pedagogy</p> <ul style="list-style-type: none"> • Knowledge of content and the structure of the discipline • Knowledge of prerequisite relationships ● Knowledge of content-related pedagogy 	<p>A. Creating an Environment of Respect and Rapport</p> <ul style="list-style-type: none"> ● Teacher interactions with students, including both words and actions ● Student interactions with other students, including both words and actions
<p>B. Demonstrating Knowledge of Students</p> <ul style="list-style-type: none"> ● Knowledge of child and adolescent development ● Knowledge of the learning process • Knowledge of students’ skills, knowledge, and language proficiency • Knowledge of students’ interests and cultural heritage ● Knowledge of students’ special needs 	<p>B. Establishing a Culture for Learning</p> <ul style="list-style-type: none"> ● Importance of the content and of learning ● Expectations for learning and achievement ● Student pride in work
<p>C. Setting Instructional Outcomes</p> <ul style="list-style-type: none"> ● Value, sequence, and alignment • Clarity • Balance ● Suitability for diverse students 	<p>C. Managing Classroom Procedures</p> <ul style="list-style-type: none"> ● Management of instructional groups • Management of transitions • Management of materials and supplies • Performance of classroom routines

For more information about Great Books programs, contact the sales representative for your state at 800.222.5870 or visit www.greatbooks.org.

The Danielson Framework for Teaching

Domain 1: Planning and Preparation, <i>cont.</i>	Domain 2: Classroom Environment, <i>cont.</i>
<p>D. Demonstrating Knowledge of Resources</p> <ul style="list-style-type: none"> ● Resources for classroom use ● Resources to extend content knowledge and pedagogy ● Resources for students 	<p>D. Managing Student Behavior</p> <ul style="list-style-type: none"> ● Expectations • Monitoring of student behavior ● Response to student misbehavior
<p>E. Designing Coherent Instruction</p> <ul style="list-style-type: none"> ● Learning activities ● Instructional materials and resources ● Instructional groups ● Lesson and unit structure 	
<p>F. Designing Student Assessments</p> <ul style="list-style-type: none"> ● Congruence with instructional outcomes ● Criteria and standards ● Design of formative assessments • Use for planning 	

Domain 3: Instruction	Domain 4: Professional Responsibilities
<p>A. Communicating with Students</p> <ul style="list-style-type: none"> ● Expectations for learning ● Directions for activities ● Explanations of content ● Use of oral and written language 	<p>A. Reflecting on Teaching</p> <ul style="list-style-type: none"> • Accuracy ● Use in future teaching
<p>B. Using Questioning and Discussion Techniques</p> <ul style="list-style-type: none"> ● Quality of questions/prompts ● Discussion techniques ● Student participation 	<p>B. Maintaining Accurate Records</p> <ul style="list-style-type: none"> • Student completion of assignments ● Student progress in learning • Noninstructional records
<p>C. Engaging Students in Learning</p> <ul style="list-style-type: none"> ● Activities and assignments ● Grouping of students ● Instructional materials and resources ● Structure and pacing 	<p>C. Communicating with Families</p> <ul style="list-style-type: none"> ● Information about the instructional program ● Information about individual students • Engagement of families in the instructional program
<p>D. Using Assessment in Instruction</p> <ul style="list-style-type: none"> ● Assessment criteria ● Monitoring of student learning ● Feedback to students ● Student self-assessment and monitoring of progress 	<p>D. Participating in the Professional Community</p> <ul style="list-style-type: none"> • Relationships with colleagues ● Involvement in a culture of professional inquiry • Service to the school • Participation in school and district projects
<p>E. Demonstrating Flexibility and Responsiveness</p> <ul style="list-style-type: none"> ● Lesson adjustment ● Response to students ● Persistence 	<p>E. Growing and Developing Professionally</p> <ul style="list-style-type: none"> ● Enhancement of content knowledge and pedagogical skill • Receptivity to feedback from colleagues • Service to the profession
	<p>F. Showing Professionalism</p> <ul style="list-style-type: none"> • Integrity and ethical conduct ● Service to students • Advocacy • Decision making • Compliance with school and district regulations