

Nine Power Components from the Charlotte Danielson Frameworks

1c

•Setting Instructional Outcomes

Instructional outcomes are stated as goals that can be assessed, reflecting rigorous learning and curriculum standards. They represent different types of content, offer opportunities for both coordination and integration, and take account of the needs of individual students.

1f

•Assessing Student Learning

The teacher's plan for student assessment is fully aligned with the instructional outcomes, with clear criteria and standards that show evidence of student contribution to their development. Assessment methodologies may have been adapted for individuals, and the teacher intends to use assessment results to plan future instruction for individual students.

2a

•Creating an Environment of Respect and Rapport

Classroom interactions between the teacher and individual students are highly respectful, reflecting genuine warmth and caring and sensitivity to students' culture and levels of development. Students themselves ensure high levels of civility among members of the class.

2b

•Establishing a Culture for Learning

High levels of student energy and teacher passion for the subject create a culture for learning in which everyone shares a belief in the importance of the subject and all students hold themselves to high standards for performance—for example, by initiating improvements to their work.

3b

•Using Questioning and Discussion Techniques

Questions reflect high expectations and are culturally and developmentally appropriate. Students formulate many of the high level questions and ensure that all voices are heard.

3c

•Engaging Students in Learning

Students, throughout the lesson, are highly intellectually engaged in significant learning, and make material contributions to the activities, student groupings, and materials. The lesson is adapted as necessary to the needs of individuals, and the structure and pacing allow for student reflection and closure.

3d

•Using Assessment in Instruction (Formatively)

Assessment is used in a sophisticated manner in instruction, through student involvement in establishing the assessment criteria, self-assessment by students, monitoring of progress by both students and teacher, and high-quality feedback to students from a variety of sources.

4a

•Reflecting on Teaching

The teacher's reflection on the lesson is thoughtful and accurate, citing specific evidence. The teacher draws on an extensive repertoire to suggest alternative strategies and predicts the likely success of each.

4b

•Maintaining Accurate Records

The teacher's systems for maintaining both instructional and noninstructional records are accurate, efficient, effective, and students contribute to its maintenance.