

COMPANION DOCUMENT  
**SELF-ASSESSMENT  
AND REFLECTION**



# THE FRAMEWORK FOR TEACHING INTELLECTUAL ENGAGEMENT

**FFT FOCUS SERIES**



This self-assessment and reflection guide is designed to support teachers using **The Framework for Teaching: Focus on Intellectual Engagement.**

## 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.



## 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.

**STAGE 02**

**Creating Environments of Respect & Rapport (2a)**

<b>Positive Relationships</b> My interactions with students, as well as interactions among students, demonstrate caring and respect that honors the dignity of each member of the community.	<b>Sense of Belonging</b> 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.
<input type="checkbox"/> Not yet <input type="checkbox"/> In process <input type="checkbox"/> Established	<input type="checkbox"/> Not yet <input type="checkbox"/> In process <input type="checkbox"/> Established
<b>Cultural Responsiveness</b> I work to be culturally competent and establish ways of interacting in my classroom are culturally responsive.	<b>Positive Conflict Resolution</b> There is a clear, established, and culturally competent approach to resolving conflict and restoring trust in my class.
<input type="checkbox"/> Not yet <input type="checkbox"/> In process <input type="checkbox"/> Established	<input type="checkbox"/> Not yet <input type="checkbox"/> In process <input type="checkbox"/> Established

**Managing Routines & Procedures (2c)**

<b>Productive Collaboration</b> I model, teach, and reinforce collaboration so that students work purposefully and cooperatively in groups, to support one another's success.	<b>Student Autonomy and Responsibility</b> I have established routines that support the development of skills, habits, and mindsets that promote student autonomy and responsibility.
<input type="checkbox"/> Not yet <input type="checkbox"/> In process <input type="checkbox"/> Established	<input type="checkbox"/> Not yet <input type="checkbox"/> In process <input type="checkbox"/> Established

**Using Assessment for Learning (3d)**

<b>Equitable Access to Resources and Supports</b> I deploy resources and supports efficiently, effectively, and equitably for the benefit of all students.	<b>Clear Standards for Success</b> I provide clear criteria for success and describe the characteristics of high-quality work for students and those supporting them.
<input type="checkbox"/> Not yet <input type="checkbox"/> In process <input type="checkbox"/> Established	<input type="checkbox"/> Not yet <input type="checkbox"/> In process <input type="checkbox"/> Established
<b>Timely, Constructive Feedback</b> I make sure high-quality, specific feedback focused on improvement comes from many sources, including students.	<b>Monitoring Student Understanding</b> My students and I monitor their learning constantly, and I make use of specific strategies to elicit evidence of understanding.
<input type="checkbox"/> Not yet <input type="checkbox"/> In process <input type="checkbox"/> Established	<input type="checkbox"/> Not yet <input type="checkbox"/> In process <input type="checkbox"/> Established

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**STAGE 02**

**02: BUILDING RESPONSIVE LEARNING ENVIRONMENTS**

**Success Analysis**

1. In which component of Stage 02: 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?

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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.



## Applying Knowledge of Content & Pedagogy (1a)

### Disciplinary Expertise

Teachers have deep knowledge of the disciplines they teach, including structures, central concepts and skills, prerequisite relationships, and methods of inquiry.

☐ Not yet ☐ In process ☐ Established

### Knowledge of Interdisciplinary Relationships and Skills

Teachers make interdisciplinary connections to scaffold learning, support engagement, and build essential knowledge and skills that cross disciplines and support student learning in multiple contexts.

☐ Not yet ☐ In process ☐ Established

### Pedagogical Content Knowledge

Teachers make content accessible to students by understanding and addressing preconceptions, presenting ideas in comprehensible and powerful ways, and thoughtfully implementing the most effective pedagogical approaches.

☐ Not yet ☐ In process ☐ Established

## Knowing and Valuing Students (1b)

### Respect for Students' Intersecting Identities

Students' lived experiences and funds of knowledge are the foundation for the development of identity, purpose, intellect, and character.

☐ Not yet ☐ In process ☐ Established

### Knowledge of Whole Child Development

Students' cognitive, physical, social, and emotional development are all addressed in the design of learning environments and experiences to promote student success and autonomy.

☐ Not yet ☐ In process ☐ Established

### Understanding Students' Current Knowledge and Skills

Learning experiences reflect what students bring and are designed with their current knowledge and skills in mind.

☐ Not yet ☐ In process ☐ Established

### Knowledge of the Learning Process and Learning Differences

Learning requires active intellectual engagement and appropriate support aligned to students' individual differences and needs.

☐ Not yet ☐ In process ☐ Established

## Planning Coherent Instruction (1e)

### Tasks and Activities

Tasks and activities are specifically matched to learning outcomes, encourage higher-level thinking and student agency, and create authentic opportunities to engage with meaningful content.

☐ Not yet ☐ In process ☐ Established

### Student Collaboration

Student groups are an essential component of learning and development, and are organized thoughtfully to maximize opportunities and build on students' strengths.

☐ Not yet ☐ In process ☐ Established

### Flexible Learning

Multiple strategies and approaches are tailored to individual student needs to create the appropriate level of challenge and support for each student.

☐ Not yet ☐ In process ☐ Established

### Structure and Flow

Lesson and unit plans are well structured and flow from one to the next to support student learning and development.

☐ Not yet ☐ In process ☐ Established

**Success Analysis**

1. In which component of **Arranging for 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?



## Fostering a Culture for Learning (2b)

### Purpose and Motivation

Teachers and students share an overarching dedication to both content mastery and personal growth.

☐ Not yet ☐ In process ☐ Established

### Dispositions for Learning

Teachers model, encourage, explicitly teach, and reinforce curiosity, critical thinking, reasoning, and reflection to support student success and their social, emotional, and academic growth.

☐ Not yet ☐ In process ☐ Established

### Student Agency and Pride in Work

Students make informed choices, devote energy to learning, take pride in their accomplishments, and actively suggest ways to make the classroom more joyful, rigorous, and purposeful.

☐ Not yet ☐ In process ☐ Established

### Support and Perseverance

Teachers and students encourage one another to persevere and use strategies to support each other through challenging work.

☐ Not yet ☐ In process ☐ Established

## Supporting Positive Student Behavior (2d)

### Expectations to Support the Common Good

Students play an active role in establishing and maintaining expectations with regular opportunities for critical reflection both individually and as a group.

☐ Not yet ☐ In process ☐ Established

### Self-Monitoring, Reflection, and Active Responsibility

Students successfully monitor their own behavior, attend to their impact on other students, and appropriately support one another.

☐ Not yet ☐ In process ☐ Established

### Modeling and Teaching Habits of Character

Teachers model, explicitly teach, and reinforce habits that promote learning, ethical behavior, and citizenship.

☐ Not yet ☐ In process ☐ Established

## Communicating About Purpose and Content (3a)

### Purpose for Learning and Criteria for Success

Teachers communicate the goals and objectives of learning activities and outline an instructional pathway for students to meet the established criteria for success.

☐ Not yet ☐ In process ☐ Established

### Specific Expectations

Student actions during each step of learning activities are clearly and effectively communicated with specific expectations articulated and reinforced throughout.

☐ 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

#### Success Analysis

1. In which component of **Facilitating Engaging Learning Experiences** 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?



### Using Questioning and Discussion Techniques (3b)

#### Critical Thinking and Deeper Learning

Questions and discussions require critical thinking, have multiple answers, and are used to deepen student understanding.

☐ Not yet ☐ In process ☐ Established

#### Reasoning and Reflection

Questions and discussions challenge students to reason, reflect on learning, justify their thinking, and generate ideas for future inquiry.

☐ Not yet ☐ In process ☐ Established

#### Student Participation

Students 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

Students demonstrate agency and critical thinking in completion of tasks and activities that require high levels of intellectual engagement.

☐ Not yet ☐ In process ☐ Established

#### Use of Instructional Materials and Resources

Instructional materials and resources are used effectively to support intellectual engagement and deep learning of the content.

☐ Not yet ☐ In process ☐ Established

#### Collaboration and Teamwork

Student collaboration is 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

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

### Responding Flexibly to Student Needs (3e)

#### Evidence-Based Adjustments

When appropriate, teachers use their expertise to alter or replace pre-planned activities based on students' understanding, questions, and interests.

☐ Not yet ☐ In process ☐ Established

#### Receptiveness and Responsiveness

Teachers are open to and capitalize upon unexpected student actions, questions, and internal and external events; they encourage and support students to pursue new learning and opportunities on their own.

☐ Not yet ☐ In process ☐ Established

#### Determination and Persistence

Teachers are committed to efficacy, even when students encounter difficulty in learning, and pursue alternative approaches when necessary to help students be successful.

☐ Not yet ☐ In process ☐ Established



#### 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?