

WriterKEY® and Teacher Effectiveness: An Alignment Between Charlotte Danielson’s, Framework for Teaching¹, and WriterKEY®

WriterKEY® provides benefits to schools and teachers that use the 2013 Danielson Framework for Teaching. The 2013 Danielson Framework for Teaching domain elements are consistent with how WriterKEY® was designed to be implemented. The ongoing data collection and analytic tools provide evidence to support teachers as they make instructional decisions and evaluate teaching and learning in their classroom.

The purpose of the alignment is to show how WriterKEY is supports educators as they implement the the 2013 Danielson Framework for Teaching.

Danielson Framework for Teaching		WriterKEY® Implementation
1a - Demonstrating Knowledge of Content and Pedagogy:	Knowledge of content and the structure of the discipline. (1 of 3 elements)	WriterKEY organizes content and structures in sequential features. The tools supports organizing the teaching of writing into selected rhetorical genres, groupings of instructional objectives, and correctional feedback through comprehensive editing marks. Customization tools allow teachers to create additional ones at every step.
	Knowledge of prerequisite relationships. (2 of 3 elements)	WriterKEY® teachers articulate prerequisite relationships when they select instructional objectives. Because WriterKEY® helps teachers limit their focus to six objectives for each assignment, they plan sequentially towards larger curriculum goals.
	Knowledge of content-related pedagogy. (3 of 3 elements)	WriterKEY® feedback tools reflect the “signature pedagogies” of formative writing support for students. These pedagogies are reflected in the research base that is aligned to the product.
	Indicators explicitly found in WriterKEY®. (4 of 6 indicators)	<ul style="list-style-type: none"> • Clear and accurate classroom explanations • Accurate answers to students’ questions • Feedback to students that furthers learning • Interdisciplinary connections in plans and practice

¹ The Framework For Teaching 2013 Edition by Charlotte Danielson is available for educators to download by going to their site: <http://www.danielsongroup.org/article.aspx?page=frameworkforteaching>



Danielson Framework for Teaching		WriterKEY® Implementation
1b - Demonstrating Knowledge of Students	Knowledge of the learning process. (1 of 5 elements)	WriterKEY® uses a dynamic interface to require active intellectual engagement. Features such as supportive comments, reflections, and post-analysis feedback engage students actively in meta-cognitive processes. Writer's Workshop tools extend this learning to peer review.
	Knowledge of students' skills, knowledge, and language proficiency. (2 of 5 elements)	WriterKEY® students have access to every feature of WriterKEY® from any device, any time. As they develop their skills and knowledge, students access content and feedback directly related to what they are learning.
	Knowledge of student' special needs (3 of 5 elements)	WriterKEY® feedback tools and conferencing features are designed to promote teacher to student communication over time. Because nothing is lost in the process, WriterKEY® helps teachers build a relationship with a student, not just have a sequence of academic events.
	Indicators explicitly found in WriterKEY®. (2 of 5 indicators)	<ul style="list-style-type: none">• Formal and informal information about students gathered by the teacher for use in planning instruction.• Student interests and needs learned by the teacher for use in planning.



Danielson Framework for Teaching		WriterKEY® Implementation
71C – Setting Instructional Outcomes	Value, sequence, and alignment (1 of 4 elements)	WriterKEY® is fully aligned to grade-level standards. Each instructional objective is aligned to the standards, and every writing standard is accounted for.
	Clarity (2 of 4 elements)	Students who use WriterKEY® have outcomes for learning that are communicated prior to instruction and targeted for feedback at the assessment stage.
	Balance (3 of 4 elements)	WriterKEY® teachers use different rhetorical genres to teach different writing skills. Built in <i>Learning Activities</i> encourage foundational skill building prior to assessment.
	Suitability for diverse students (4 of 4 elements)	Teachers may customize every step of the process. All commenting and feedback is between the student and the teacher.
	Indicators explicitly found in WriterKEY®. (4 of 6 indicators)	<ul style="list-style-type: none"> • Outcomes of a challenging cognitive level • Statements of student learning, not activity • Outcomes central to the discipline and related to those in other disciplines • Outcomes permitting of assessment of student attainment • Outcome differentiated for students of varied ability

Danielson Framework for Teaching		WriterKEY® Implementation
1d-Demonstrating Knowledge of Resources:	Resources for classroom use (1 of 3 elements)	WriterKEY® ensures that learning outcomes are appropriately assessed. Data analytics ensure teachers have real time information to make decisions about re-teaching targeted areas.
	Resources to extend content knowledge and pedagogy (2 of 3 elements)	WriterKEY® is built with a sound pedagogy for the teaching of writing. Teachers expand their expertise as they become more facile with the tools.
	Resources for students (3 of 3 elements)	WriterKEY® has a built in Training Center that allows for teachers to modify content to meet the needs of their students and provide the appropriate level of challenge.
	Indicators explicitly found in WriterKEY®. (2 of 7 indicators)	<ul style="list-style-type: none"> • Materials provided by the district • Internet resources



Danielson Framework for Teaching		WriterKEY® Implementation
1e - Designing Coherent Instruction	Learning Activities (1 of 4 elements)	WriterKEY® has built in <i>Learning Activities</i> that use authentic writing as the basis for analysis and application. Select and annotate tools make an engaging alternative to paper and pen.
	Instructional materials and resources (2 of 4 elements)	Students who use WriterKEY® use the same tools as teachers to analyze text. Color-coding, typing, and drag and drop functions are all accessible.
	Instructional groups (3 of 4 elements)	WriterKEY® supports a full implementation of peer review using the Writer's Workshop toolkit. Every step is either locked in by the teacher or customizable by the student to encourage gradual release. Teachers or students can identify groups. Teachers use the data center to form targeted, small groups around specific learning objectives.
	Lesson and unit structure (4 of 4 elements)	Teachers' unit planning is integrated into WriterKEY®. As they plan for instruction, they link outcomes directly to assessment.
	Indicators explicitly found in WriterKEY®. (5 of 7 indicators)	<ul style="list-style-type: none">• Lessons that support instructional outcomes and reflect important concepts• Activities that represent high-level thinking• Opportunities for student choice• Use of varied resources• Thoughtfully planned learning groups



Danielson Framework for Teaching		WriterKEY® Implementation
1f – Designing Student Assessments	Congruence with instructional outcomes (1 of 4 elements)	WriterKEY® teachers select instructional objectives when they build assignments. The feedback tool builds these objectives into rubrics and instructional feedback targets. This feature is foundational to WriterKEY®.
	Criteria and standards (2 of 4 elements)	Expectations for learning are communicated through the assignment builder – every assignment, every time.
	Design of formative assessments (3 of 4 elements)	WriterKEY® assessments are part of the instructional process because they are so closely linked from creation to feedback. Teachers use data to identify strengths and areas for re-teaching. Students use data to monitor progress and set learning goals. Trend data informs conversations about relative performance growth.
	Use for planning (4 of 4 elements)	Data analytics are integrated fully into WriterKEY®. As teachers plan for instruction, they link outcomes directly to assessment. Drafts and revision encourage authentic writing assessments be used for learning.
	Indicators explicitly found in WriterKEY®. (4 of 6 indicators)	<ul style="list-style-type: none">• Lessons plans indicating correspondence between assessment and instructional outcomes• Assessment types suitable to the style of outcome• Variety of performance opportunities for students• Expectations clearly written with descriptors for each level of performance



Danielson Framework for Teaching		WriterKEY® Implementation
2a – Creating an Environment of Respect and Rapport	Teacher interactions with student, including both words and actions (1 of 2 elements)	WriterKEY® supports teachers and students with conference features that offer standards alignment and voice recording. Ongoing interaction is part of the model of our feedback where no writing is lost and feedback is part of an ongoing formative feedback cycle.
	Student interactions with other students, including both words and actions (2 of 4 elements)	The Writer’s Workshop Toolkit supports peer feedback and review. Student to student interaction is supported with pre-built sentence starters and response topics.
	Indicators explicitly found in WriterKEY®. (4 of 6 indicators)	<ul style="list-style-type: none"> • Respectful Talk • Acknowledgement of students’ backgrounds and lives outside the classroom • Politeness and encouragement • Fairness

Danielson Framework for Teaching		WriterKEY® Implementation
2b Establishing a Culture for Learning:	Importance of the content and of learning (1 of 3 elements)	WriterKEY® reinforces the importance of content and learning by focusing the student on formative growth. Students track their own data to monitor progress. The Training Center ensures students are supported as they learn.
	Expectations for learning and achievement (2 of 3 elements)	WriterKEY® uses the same academic language with students that is familiar to teachers building a secondary curriculum about the levels of expectation. Expectations are communicated as assignments are created helping students understand the learning path.
	Student pride in work (3 of 3 elements)	Students write reflections at numerous steps in the learning process. This ongoing dialogue gives valuable insight into the pride and experience of the student in his/her writing.
	Indicators explicitly found in WriterKEY®. (5 of 5 indicators)	<ul style="list-style-type: none"> • Belief in the value of what is being learned • High expectations, supported through both verbal and nonverbal behaviors, for both learning and participation • Expectation of high quality work on the part of students • Expectation and recognition of effort and persistence on the part of students • High expectations for expression and work products



Danielson Framework for Teaching	WriterKEY® Implementation
2c Managing Classroom Procedures 2d Managing Student Behavior 2e Organizing Physical Space	No Alignment with WriterKEY®

Danielson Framework for Teaching	WriterKEY® Implementation	
3a Communicating with Students	Expectations for learning (1 of 4 elements)	Teachers use WriterKEY® to communicate their expectations for learning and instructional objectives when they create and publish assignments to their students.
	Expectations for learning and achievement (2 of 3 elements)	WriterKEY® uses the same academic language with students that is familiar to teachers building a secondary curriculum about the levels of expectation. Expectations are communicated as assignments are created helping students understand the learning path.
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Danielson Framework for Teaching	WriterKEY® Implementation
3b Using questioning and discussion technique	No Alignment with WriterKEY®



Danielson Framework for Teaching	WriterKEY® Implementation	
3c Engaging Students in Learning	Activities and assignments (1 of 4 elements)	WriterKEY® teachers select instructional objectives when they build assignments. The tools support rigorous thinking as students revise during the drafting process.
	Grouping of students (2 of 4 elements)	Writer’s Workshops create opportunities for teachers to create different groups of students for each assignment. The tools also support other models of forming groups.
	Instructional materials and resources (3 of 4 elements)	WriterKEY® supports students with content relevant to every comment and correctional mark. Each objective and editing mark is tied to specific standards. Resource loading tools encourage teachers to add additional materials for students.
	Structure and pacing (4 of 4 elements)	WriterKEY® can be accessed by any internet connected device such as a laptop, tablet, or smartphone. Students are able to work at their own pace and utilize the embedded tools anytime.
	Indicators explicitly found in WriterKEY®. (5 of 5 indicators)	<ul style="list-style-type: none">• Student enthusiasm, interest, thinking, problem solving, etc.• Learning tasks that require high-level student thinking and invite students to explain their thinking• Students highly motivated to work on all tasks and persistent even when the tasks are challenging• Students actively “working,” rather than watching while their teacher “works”• Suitable pacing of the lesson: neither dragged out nor rushed, with time for closure and student reflection.



Danielson Framework for Teaching		WriterKEY® Implementation
3d Using assessment in instruction	Assessment Criteria (1 of 4 elements)	WriterKEY® teachers select instructional objectives when they build assignments. Students know the instructional objectives as soon as the assignment is published to their desktop.
	Monitoring of student learning (2 of 4 elements)	No WriterKEY® alignment
	Feedback to students (3 of 4 elements)	WriterKEY® is built to improve to the feedback between and among teachers and students. Students and the teacher know the timeliness of the feedback from the built in timing features. Substantive and constructive feedback is communicated efficiently. All writing is stored to be used as an instructional point for future assignments.
	Student self-assessment and monitoring of progress (4 of 4 elements)	Students are required to engage in ongoing reflection of their writing process every time they submit an assignment. Full access to all data in the data center encourages students to take responsibility for their learning.
	Indicators explicitly found in WriterKEY®. (3 of 4 indicators)	<ul style="list-style-type: none"> • The teacher paying close attention to evidence of student learning • The teacher posing specifically created questions to elicit evidence of student understanding • Students assessing their own work against established criteria

Danielson Framework for Teaching	WriterKEY® Implementation
3e Demonstrating flexibility and responsiveness	No Alignment with WriterKEY®

Danielson Framework for Teaching	WriterKEY® Implementation
4a Reflecting on teaching	No Alignment with WriterKEY®



Danielson Framework for Teaching		WriterKEY® Implementation
4b Maintaining accurate records	Student completion of assignments (1 of 3 elements)	WriterKEY® makes it simple for teachers to view the status of every student and the student's completion of assignments. Student reflections can be quickly scanned for efficient views of potential issues.
	Student progress in learning (2 of 3 elements)	WriterKEY® updates all student data in real time. Teachers who are logged in get accurate, up to the minute, data.
	Noninstructional records(3 of 3 elements)	All communication between teacher and student is saved and accessible at any time.
	Indicators explicitly found in WriterKEY®. (x of 3 indicators)	<ul style="list-style-type: none"> • Routines and systems that track student completion of assignments • Systems of information regarding student progress against instruction • Processes of maintaining accurate noninstructional records

Danielson Framework for Teaching		WriterKEY® Implementation
4c Communicating with families	Information about the instructional program (1 of 3 elements)	WriterKEY® makes it simple for teachers to share the status of every student and the student's completion of assignments with parents. Once the permission is entered in the system, the parent has full viewing access to all aspects of a student's account.
	Information about individual students (2 of 3 elements)	WriterKEY® updates all student data in real time. Parents who are logged in get accurate, up to the minute, data.
	Engagement of families in the instructional program (3 of 3 elements)	All communication between teacher and student is secure, saved and accessible at any time by the parent.
	Indicators explicitly found in WriterKEY®. (x of 3 indicators)	<ul style="list-style-type: none"> • Frequent and culturally appropriate information sent home regarding the instructional program and student progress • Two- way communication between the teacher and the families • Frequent opportunities for families to engage in the learning process