Charlotte Danielson's
The Framework for Teaching Alignment

First **Author**™

Writing Curriculum

DON·JOHNSTON

Human Learning Tools

Domain 1: **PLANNING** AND **PREPARATION**

The *First Author Writing Curriculum* lesson plans and support resources are designed to build teacher knowledge and competency by modeling and facilitating lessons that:

- Reflect important scientifically-derived concepts in writing and strategy instruction;
- Support understanding, progress monitoring and informed/differentiated instruction of students with complex instructional needs;
- Target outcomes that reflect rigor across multiple types of learning (knowledge, concepts and thinking).

Assessment Measures offer multiple formative and summative measures that guide instruction, support progress monitoring that is in alignment with national writing standards, and allow for documentation of teacher efficacy.

COMPONENT ELEMENTS			CURRICULUM ELEMENTS		
			L	A	C
1a		Knowledge of content and the structure of the discipline	●	●	●
		Knowledge of prerequisite relationships		●	
		Knowledge of content-related pedagogy	●	●	●
1b		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		●	●
1c		Value, sequence, and alignment	●	●	●
		Clarity	●	●	
		Balance	●	●	
		Suitability for diverse students	●	●	●
1d		Resources for classroom use	●	●	●
		Resources to extend content knowledge and pedagogy	●	●	●
		Resources for students	●		●
1e		Learning activities	●		●
		Instructional materials and resources	●		●
		Instructional groups	●	●	●
		Lesson and unit structure	●		
1f		Congruence with instructional outcomes	●	●	
		Criteria and standards	●		●
		Design of formative assessments		●	●
		Use for planning	●	●	

(Left vertical label: Domain 1: PLANNING AND PREPARATION)

Curriculum elements that are aligned to these domains are:
- **L**: Lessons
- **A**: Assessments
- **C**: Curriculum Guide and Other Resources

First Author Writing Curriculum: Alignment to *The Framework for Teaching*

Domain 2: THE CLASSROOM ENVIRONMENT

The *First Author Writing Curriculum* employs a social interactive, process-based approach to writing that emphasizes that all students are Authors, and creates a culture for learning in which standards of conduct, routines and procedures are clearly established, taught and monitored to ensure that students feel valued, safe and comfortable taking intellectual risks. Tools and processes like the Author's Chair celebrate and validate the efforts of emerging Authors to master challenging concepts, empowering learners to be joyful, vibrant, and fearless in their writing.

COMPONENT ELEMENTS			L	A	C
Domain 2: THE CLASSROOM ENVIRONMENT	**2a**	Teacher interactions with students, including both words and actions	●	●	●
		Student interactions with other students, including both words and actions	●		●
	2b	Importance of the content and of learning	●		●
		Expectations for learning and achievement	●	●	●
		Student pride in work	●	●	●
	2c	Management of instructional groups	●		●
		Management of transitions	●		●
		Management of materials and supplies	●		●
		Performance of classroom routines	●		●
		Supervision of volunteers and paraprofessionals	●		●
	2d	Expectations	●		●
		Monitoring of student behavior	●	●	●
		Response to student misbehavior			●
	2e	Safety and accessibility	●		●
		Arrangement of furniture and use of physical resources			●

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Domain 3: **INSTRUCTION**

Student engagement in learning is the centerpiece of the *First Author Writing Curriculum*, which applies a writing-based instructional approach paired with cognitive strategy instruction and social interaction training accomplished through extensive modeling and collaborative constructive learning. Writing is viewed as a "minds on" process during which students learn to become strategic thinkers, monitor their cognitive resources, and self-regulate during the writing process. The Writing Measures assess both writing quantity and quality through comprehensive, sensitive measurement using clearly-defined constructs. Using these formative assessments allow teachers to adjust instruction for their class or individual.

COMPONENT ELEMENTS		L	A	C
3a	Expectations for learning	●	●	●
	Directions for activities	●		●
	Explanations of content	●		●
	Use of oral and written language	●		●
3b	Quality of questions/prompts	●		●
	Discussion techniques	●		●
	Student participation	●	●	●
3c	Activities and assignments	●		●
	Grouping of students			●
	Instructional materials and resources	●		●
	Structure and pacing	●	●	●
3d	Assessment criteria	●	●	●
	Monitoring of student learning	●	●	●
	Feedback to students	●	●	●
	Student self-assessment and monitoring of progress	●	●	●
3e	Lesson adjustment	●		●
	Response to students			●
	Persistence		●	●

Domain 3: INSTRUCTION

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Domain 4: **PROFESSIONAL RESPONSIBILITIES**

The *First Author Writing Curriculum* includes multiple tools and resources to facilitate improvement in teaching and learning through collegial observations and conversations, critical examination of student work, and frequent conversational interactions with students. Student assessment tools include examination of student writing, student conferencing, and checklists to identify appropriate student accommodations, assess attitude and self-efficacy in writing, and assess accomplishments for communication and classroom behavior. Parent letters, printable student Developmental Writing Scale progress reports, and suggestions for celebration activities involving parents and others from outside of the classroom encourage frequent and culturally-appropriate opportunities for communication between home and school.

Review these tools during Professional Learning Community (PLCs) days to build capacity.

		COMPONENT ELEMENTS	L	A	C
Domain 4: PROFESSIONAL RESPONSIBILITIES	**4a**	Accuracy		●	●
		Use in future teaching		●	
	4b	Student completion of assignments			
		Student progress in learning		●	●
		Non-instructional needs			
	4c	Information about the instructional program	●	●	●
		Information about individual students		●	●
		Engagement of families in the instructional program			●
	4d	Relationships with colleagues			●
		Involvement in a culture of professional inquiry			●
		Service to the school			
		Participation in school and district projects			●
	4e	Enhancement of content knowledge and pedagogical skill			●
		Receptivity to feedback from colleagues			●
		Service to the profession			
	4f	Integrity and ethical conduct			
		Service to students			
		Advocacy			
		Decision-making			
		Compliance with school and district regulations			