

Which of these classic movie titles best describe your first year of teaching? Why?

- It's a Wonderful Life
- One Flew Over the Cuckoo's Nest
- All's Quiet on the Western Front
- Snow White and the Seven Dwarfs
- Gone with the Wind

Stephen Frears, Director

"I know it seems crazy when everyone else in the world wants to be a film director, but for me, teaching is one of the few heroic jobs left. All the biggest miracles take place in classrooms. Nothing happens without teachers."

Outcomes

An introduction to the Danielson Framework as a tool for examining and improving teaching practice

- Increase your understanding of the structure and the language of the Framework for Teaching
- Identify some of the essential characteristics of each of the Framework's levels of performance
- Use the Framework to reflect on current practice

Norms

- Participate fully.
- Listen attentively.
- Silence cell phones.
- Take care of your needs.

Research shows...

Teacher quality matters more than anything else within a school when it comes to student achievement!

Research shows...

More than school funding.

More than class size.

More than technology.


7

The Wisdom of Practice

If you were to walk into a classroom,
what might you see or hear
(from the students as well as the teacher)
that would cause you to think that you were
in the presence of an expert?

What would you see and hear that would make you think:
“Oh, this is good; if I had a child this age,
I would want my child in this class.”

Using one post-it per idea, jot down 4-6 things you might see or
hear in the classroom of a highly effective teacher.



A WORD FROM CHARLOTTE

<p>Domain 1 Planning and Preparation</p> <p>1a Demonstrating Knowledge of Content & Pedagogy 1b Demonstrating Knowledge of Students 1c Setting Instructional Outcomes 1d Demonstrating Knowledge of Resources 1e Designing Coherent Instruction 1f Designing Student Assessment</p>	<p>Domain 2 Classroom Environment</p> <p>2a Creating an Environment of Respect & Rapport 2b Creating a Culture of Learning 2c Managing Classroom Procedures 2d Managing Student Behavior 2e Managing Physical Space</p>
The Danielson Framework for Teaching	
<p>Domain 4 Professional Responsibilities</p> <p>4a Reflecting on Teaching 4b Maintaining Accurate Records 4c Communicating with Families 4d Participating in a Professional Community 4e Growing and Developing Professionally 4f Showing Professionalism</p>	<p>Domain 3 Instruction</p> <p>3a Communicating with Students 3b Using Questioning and Discussion Techniques 3c Engaging Students in Learning 3d Using Assessment in Instruction 3e Demonstrating Flexibility & Responsiveness</p>


The Framework for Teaching

4 Domains
22 Components
76 Elements

DOMAIN = 3. Instruction

COMPONENT = c. Engaging Students in Learning


ELEMENT = Grouping of Students



Priorities of the FFT

Cognitive engagement
“minds-on”

Constructivist learning
“learning is done by the learner”




Directions

- Form groups of four (if possible)
- Number off in your group 1-4.
- Read the narrative for the domain that you have been assigned and fill out your portion of the domain worksheet.
- Share your learning in order.
- Take notes on the other domains as your colleagues report.

Prepared by Darlene Artell-Development and Resources 13

The 2013 Edition

- *2013 Framework for Teaching Evaluation Instrument*
- www.danielsongroup.org



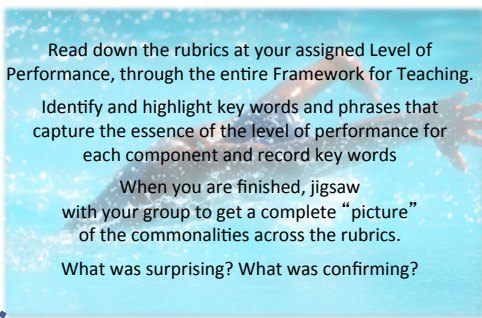
Levels of Performance

Read down the rubrics at your assigned Level of Performance, through the entire Framework for Teaching.

Identify and highlight key words and phrases that capture the essence of the level of performance for each component and record key words

When you are finished, jigsaw with your group to get a complete "picture" of the commonalities across the rubrics.

What was surprising? What was confirming?



The Desires Group 3

Illinois Performance Levels

- Excellent (*Distinguished*)
- Proficient
- Needs Improvement (*Basic*)
- Unsatisfactory

16

Performance Levels: Key Words p. 8

Unsatisfactory	Needs Improvement	Proficient	Excellent
Unsafe Lack of Unaware Harmful Unclear Poor Unsuitable None			

The Desires Group 17

Performance Levels: Key Words p.8

Unsatisfactory	Needs Improvement	Proficient	Excellent
Unsafe Lack of Unaware Harmful Unclear Poor Unsuitable None	Partial Generally Inconsistently Attempts Awareness Moderate Minimal Some		

The Desires Group 18

Levels of cognition and constructivist learning increase

Performance Levels: Key Words p. 8

Unsatisfactory	Needs Improvement	Proficient	Excellent
Unsafe	Partial	Consistent	
Lack of	Generally	Frequent	
Unaware	Inconsistently	Successful	
Harmful	Attempts	Appropriate	
Unclear	Awareness	Clear	
Poor	Moderate	Positive	
Unsuitable	Minimal	Smooth	
None	Some	Most	

Levels of cognition and constructivist learning increase

Performance Levels: Key Words p. 8

Unsatisfactory	Needs Improvement	Proficient	Excellent
Unsafe	Partial	Consistent	Seamless
Lack of	Generally	Frequent	Solid
Unaware	Inconsistently	Successful	Subtle
Harmful	Attempts	Appropriate	Skillful
Unclear	Awareness	Clear	Preventative
Poor	Moderate	Positive	Leadership
Unsuitable	Minimal	Smooth	STUDENTS
None	Some	Most	Nearly Always

Levels of cognition and constructivist learning increase

Self-Assessment of Practice

Reflect on your teaching practice during your first year.

Circle or highlight the word or words/phrases which you believe closely reflect your level of performance in each component.

Follow-Up Questions

- What have you learned about your teaching?
- What is the next step you plan to take?



Lee Shulman,
Educational Psychologist

“Teaching is perhaps the most complex, most challenging, and most demanding, subtle, nuanced, and frightening activity that our species has ever invented... The only time a physician could possibly encounter a situation of comparable complexity would be in the emergency room of a hospital during a natural disaster.”

