



Enhancing Professional Practice:

Deeper Understanding of the Framework for Teaching



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The Danielson Framework for Teaching

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

Enhancing Professional Practice Deeper Understanding of the Framework for Teaching

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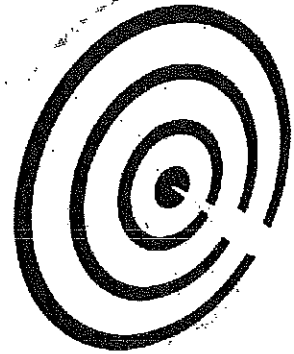


Deeper Understanding of the Framework for Teaching

Outcomes:

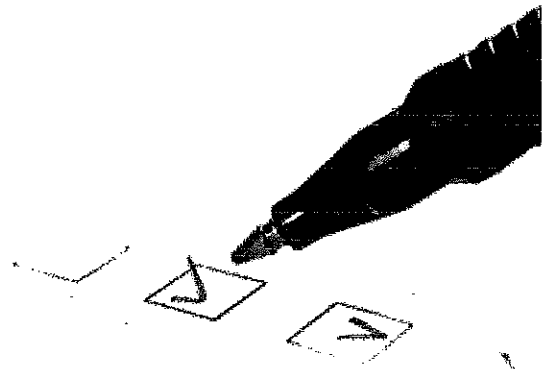
An exploration of the bigger concepts included in the Framework for Teaching

- Increase depth of knowledge of the Framework for Teaching through analysis and application of the 22 components.
- Identify classroom examples of Domains 2 and 3 from videos.
- Experience the nature of student engagement in learning and explore implications for teaching.
- Explore the relationships among the four Domains of the Framework for Teaching
- Engage in opportunities for professional conversation and collaboration with colleagues.



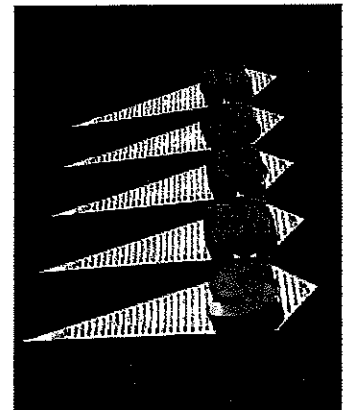
Agenda:

- Welcome! Getting Focused
- Concept Harvest/Framework Review
- Domain 1: Designing for Learning
- “On Stage” Domains 2 and 3
- Experiencing Student Engagement
- Domain 4: Professional Responsibilities
- Reflection



Norms:

- Equity of voice
- Attentive Listening
- Safety to share different perspectives
- Commitment to the work
- Appropriate use of technology



Grounding

The three most important things I know about the Framework for Teaching and how it applies to my work...

1.

2.

3.

Three questions I still have about the Framework for Teaching...

1.

2.

3.



Concept Harvest

<p>Engagement</p> <p>Active Conversation Participation</p> <p>Domain 3</p>	<p>Domain 1</p> <p>Planning & Preparation</p> <p>"Before"</p>	<p>Unsatisfactory</p> <p>Not Acceptable</p> <p>Missing Key Components</p> <p>improvement Plan</p>
<p>Domain 3</p> <p>Instruction Observable</p>	<p>Critical Attributes</p> <p>* Look-fors</p> <p>* examples & non-examples</p>	<p>Heart of the Framework</p> <p>inform teaching</p>
<p>Basic</p> <p>- approaching expectations</p> <p>- Needs improvement</p> <p>- Action planning</p>	<p>Component "22"</p> <p>within each of the 4 domains</p> <p>- multiple attached to each domain</p>	<p>Proficient</p> <p>- Meets expectations</p>
<p>Distinguished</p> <p>- exceeds expectations</p> <p>- place you visit next like</p>	<p>Element</p> <p>- details w/in the Component</p>	<p>Domain 2</p> <p>Classroom environment</p> <p>observable</p>
<p>Why is the Framework for Teaching a <u>growth</u> model?</p> <p>Room to grow</p> <p>- move through rubrics</p>	<p>Domain 4</p> <p>Professionalism</p> <p>"Behind the Scenes"</p>	<p>Levels of Performance</p> <p>- different wording than what POE uses</p> <p>- 4 Levels</p> <p>- Rubric</p>



Domain 1: Planning and Preparation

"Knowing" Components	Key Ideas	How might teachers make their thinking visible?
<p>1a: Demonstrating Knowledge of Content and Pedagogy</p>		
<p>1b: Demonstrating Knowledge of Students</p>		
<p>1d: Demonstrating Knowledge of Resources</p>		



Domain 1: Planning and Preparation

"Doing" Components	Key Ideas	How might teachers make their thinking visible?
1c: Setting Instructional Outcomes		
1f: Designing Student Assessments		
1e: Designing Coherent Instruction		



Analyzing Evidence of Domain 1

Domain 1: Planning and Preparation

Component	Observable Evidence from the Written Lesson	Additional Information Needed	Possible Questions/Comments
1E	Small group Teacher led/whole group		
1F	formative	what	What is the written task?



Sample Lesson Plans

Name: Rios

Grade: Second Grade

Subject: Mathematics

Standards addressed: 1.0 Students understand that measurement is accomplished by identifying a unit of measure, iterating (repeating) that unit, and comparing it to the item to be measured:

- 1.1. Measure the length of objects by iterating (repeating) a nonstandard or standard unit.
- 1.2. Use different units to measure the same object and predict whether the measure will be greater or smaller when a different unit is used.
- 1.3. Measure the length of an object to the nearest inch and/or centimeter.

What are your objectives for this lesson?

This lesson is a continuation of the study of estimation and measurement that was introduced through reading a book in a previous lesson.

- Students will learn the differences between estimates and measurement.
- Students will learn measurement terms: Ruler; Inch

Success Criteria

- Students will practice and demonstrate estimation and measurement skills, estimating and measuring lengths of actual objects.
- Students will be able to demonstrate their understanding through completing an estimation/measurement chart, and in their response to writing prompts.

Learning Activities:

- Review of measurement terms from a book read in the previous lesson (teacher instruction, question and answer) (5 minutes)
- Whole group read aloud (teacher reads to students) (10 minutes)
- Model - estimation and measurement (5 minutes)
- Guided practice (5 minutes)
- Independent practice - estimation and measurement (15 minutes)
- Completion of worksheet; comparing estimation and actual measurements (10 minutes)
- Writing—reflection on learning

Students grouping:

- Students will sit as a class for teacher modeling and direct instruction
- Students will sit in groups to do estimates and measurements

How will you assess student learning?

- Whole group and individual student questioning to review terms
- Student observation during independent work
- Students will complete a worksheet, on which they will record their estimations and measurements of objects provided to them

Students will summarize their learning by writing



Materials:

- Book for class read aloud
- Rulers
- Bag of items for students to measure

What adjustments to the lesson do you anticipate?

- Adjust as needed to allow students time to make estimates and measurements.
- Address any misconceptions about how to measure using a ruler

Are there any special circumstances of which the observer should be aware? (e.g., new students, special events, special needs)

- Students are both regular and special needs, as are most classes in the school.



Understanding by Design 1-Page Template

Name: Steven Greenberg

Date:

Lesson Title: Unit Pricing

Grade Level: 6th Grade Subject: Math

Stage One—Desired Results

Establish Goals: (Standards of Learning, content standards)

- To understand concept of unit pricing
- To be able to calculate unit price
- To compare unit prices with given set of data to determine 'best deal'

Content Standard: 3.2 Math

Understandings:

What will learners understand about what big ideas as a result of the lesson (which may be part of a larger unit)?

"Learners will understand that..."

Unit price is the cost of each one.

Already know how to divide, how to round, now will know how to find unit price.

Essential Questions:

What arguable, recurring, and thought-provoking questions will guide inquiry and point toward the big ideas of the lesson (which may be part of a larger unit)?

How do we use math in the real world?

Why do we need to know how to find unit price?

What key knowledge and skills are needed to develop the desired understandings and meet the goals of the lesson?

What knowledge and skills relate to the content standards on which the lesson is focused?

Learners will know: That best deal (price) is not necessarily the lowest price

Learners will be able to: Accurately calculate (division) and give reasons for which price is the best deal.

Stage Two—Assessment

Performance Tasks: What evidence will be collected to determine whether or not the understandings have been developed, the knowledge and skill attained, and the state standards met? [Anchor the work in performance tasks that involve application, supplemented as needed by prompted work, quizzes, observations, and so forth.]

Students will complete a poster board showing the unit price for three different items and then identify which is the best deal. In the last part of the poster, they will tell why it is best deal by giving three reasons.

Other Evidence: (Quizzes, tests and so on. Include learner self-assessment and reflection where appropriate and feasible.)

Chapter test at end of next week. Homework. Math Binder entries.

Stage Three—Learning Plan

Learning Activities: What sequence of learning activities and teaching will enable learners to perform well at the understandings in Stage 2 and thus display evidence of the desired results in stage one?

1. For warm-up, DO NOW. Four problems (won't do all) on the SMART BOARD. Reviewing strategies used in division.
2. Introduction of concept of unit pricing using PPT on SMART BOARD. Relate to student experiences.
3. Teacher-demonstration of how to calculate unit price for two cereals. Cereal boxes for visual aids.
4. Volunteer will explain work and strategies on SMARTBOARD
5. Group work – mixed ability groups work on poster. Teacher monitors.
6. Students do 3-2-1.
7. Closure questions: Why do we need to find unit price? And How do you do it?



Developing Evidence-Based Arguments

Grade	9	Subject	History
Unit Name	Imperialism	Lesson	Developing evidence based arguments
Lesson #	5 of 5	Teacher	David Riesenfeld

CC Standards for ELA & Literacy in History/Social Studies, Science and Technical Subjects	<p>Reading Standards (page 61)</p> <p>RH9;10.1—Identification and use of textual evidence</p> <p>RH9;10.2—Identification and analysis of central idea (of text)</p> <p>RH9;10.7—Analyze various accounts of a subject told in different mediums (using multiple texts)</p> <p>Writing Standards (page 64 and 66)</p> <p>WH9-10.1a-e—Development of introduction, substantiating claims with key ideas, and making relevant and substantive conclusions.</p> <p>WH9-10.8—Gathering information from multiple print and digital texts sources.</p>
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Unit Overview

Day One	Word Study (Building Central Definitions, applying knowledge of basic vocabulary to the development of historical understanding), Geography of Imperialism (Map Literacy)
Day Two	Close Reading (Battle Hymn, Conrad)
Day Three	Digging into Text (Columbus, de las Casas)
Day Four	Digging into Text (Conrad, Achebe)
Day Five	Developing Evidence-Based Arguments about European/Imperialist & Indigenous African Values

Lesson plan: Developing Evidence-Based Arguments

SECTION	TIME	SHIFT	DETAIL
Prompt	2 minutes		<p>Teacher-led introduction to lesson.</p> <p>Leading questions:</p> <p>Q1: How could multiple perspectives influence our understanding of 19th Century European Imperialism?</p> <p>Q2: When thinking about Imperialism, what issues may arise related to cultural or tribal values? (Building from day one regarding clashing values)</p> <p>Q3: If you are arguing for one side or the other what is essential for proving what we believe about these values?</p>
Review	6 minutes		Small group work: response to prompt, recall from prior day's work

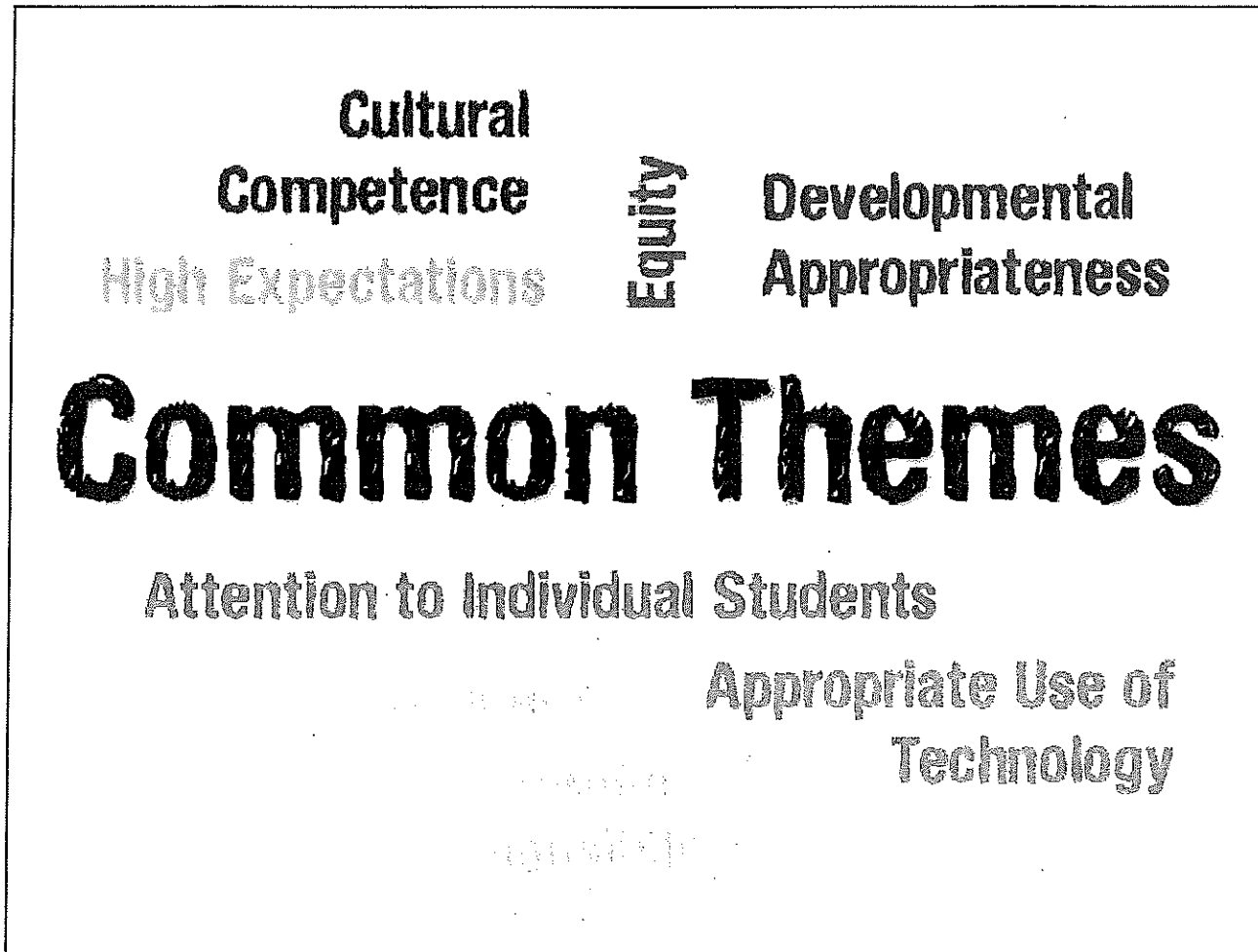


Developing Evidence-Based Arguments

SECTION	TIME	SHIFT	DETAIL
Discussion	5 minutes		Whole class questioning, discussion, making notes. <i>Key points:</i> <ul style="list-style-type: none"> • Motives Behind Colonization/Imperialism (Economic, Political, Geographic) • Geography of Imperialism (Africa, India, China, Japan, Caribbean, Latin America) • Language focus: Politics (Colonial Governments, Power), Society (Assimilation, Values), Economy (Resources, Mercantile Trade, Expanding Markets)
Revision— Developing Arguments	5 minutes	Evidence from text Text selection	Whole class skills reflection (developing arguments) <i>Key points:</i> <ul style="list-style-type: none"> • What is essential to developing effective arguments? • What makes a solid claim? (Using text and discussion) • How do we know if it's good evidence? (text-based evidence as support) • How could vocabulary strengthen one's argument?
Introduction— Arguing for Imperialist/ Indigenous Values	2 minutes	Evidence from text Academic Vocabulary	Teacher-led introduction: task is to gather evidence from texts in order to write a paragraph that argues for specific values. <i>Key points:</i> <ul style="list-style-type: none"> • Review contents of reading packet (all familiar documents) • Instruction sheet (brief intro) • Review the chart and its uses (brief) • Reminder: Answer questions in paragraph form • Be ready to speak about evidence gathered from the text dealing with competing values
Gathering evidence	20 minutes	Evidence from text Evidence from text	Small group work <i>Focus:</i> Gathering evidence from multiple source texts and primary sources
Sharing Evidence	8 minutes	Evidence from text Evidence from text	Whole class consolidation and collection of ideas <i>Focus:</i> <ul style="list-style-type: none"> • Competing Values? • Imperialist Argument? • Indigenous Argument?
Close	2 minutes		Assign Final Writing task



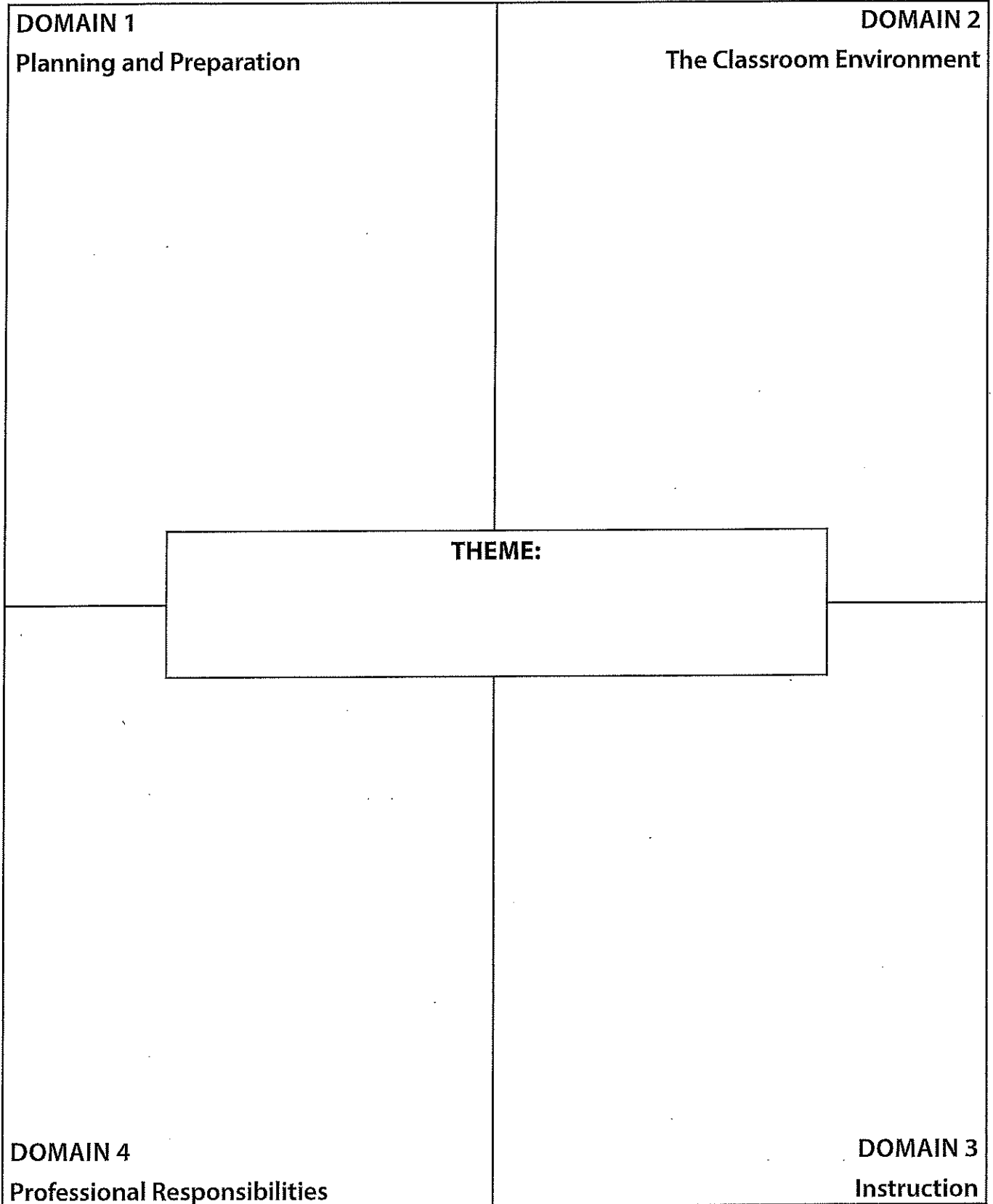
Common Themes Across the Framework



- 1) Equity — p 32
- 2) Cultural Competence — p 33
- 3) High Expectations — p 33
- 4) Developmental Appropriateness — p 34
- 5) Students' Individual Needs — p 35
- 6) Appropriate Use of Technology — p 36
- 7) Student Assumption of Responsibility — p 37



Common Themes Across the Framework



Domain 2: The Classroom Environment—3-2-1

Directions: For the component you have been assigned, determine:

1. The three “big ideas” of the component
2. Two examples of the component in practice
3. Link this component to one other component in another domain

Component: _____

The three “big ideas” of the component and its elements

Two examples of the component in practice

Link component to one other component in another domain



Domain 2: The Classroom Environment

Video Notes



Know, Want to Know, and Inferences

Questions we have that we KNOW can be answered from the information we have	Questions for which we WOULD LIKE TO KNOW the answer but we need more information	Inferences we might make to create a story that explains the cheques

Domain 3: Instruction

Component	Key Ideas/Questions
3a: Communicating with Students	
3b: Using Questioning and Discussion Techniques	
3c: Engaging Students in Learning	
3d: Using Assessment in Instruction	
3e: Demonstrating Flexibility and Responsiveness	



Domain 3: Instruction

Video Notes



Domain 4: Professional Responsibilities

Component	Impact on Professional Practice	Impact on Student Learning
4a: Reflecting on Teaching		
4b: Maintaining Accurate Records		
4c: Communicating with Families		
4d: Participating in the Professional Community		
4e: Growing and Developing Professionally		
4f Showing Professionalism		

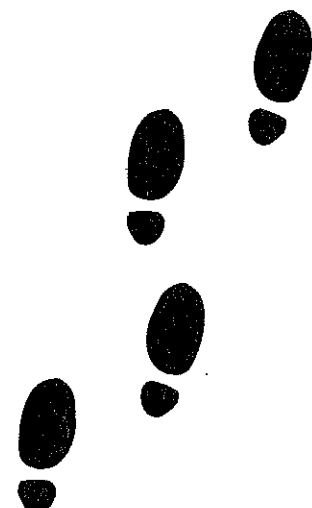


Next Steps

How will today's learning impact your own teaching practice?

In what ways might you share what you learned today with colleagues back at your school?

What is one concrete next step you plan to take as a result of today's learning?





Evaluation

Please complete an evaluation survey at: <https://www.research.net/r/danielsonworkshop>

