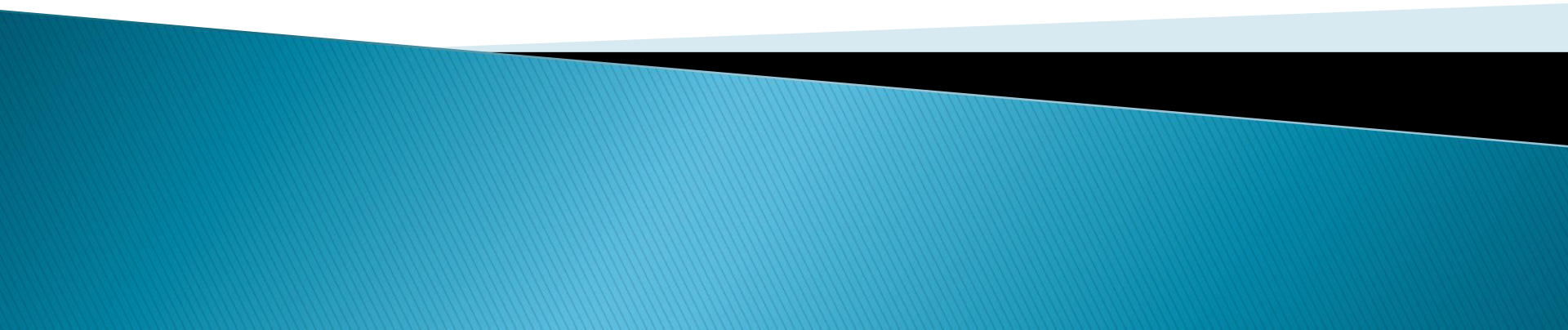


Danielson Framework:

Not Just for Evaluations!




Welcome!

- ▶ Please have a seat anywhere you're comfortable
- ▶ As you settle in, reflect on this question:

How do I know what I'm doing in my classroom is right?



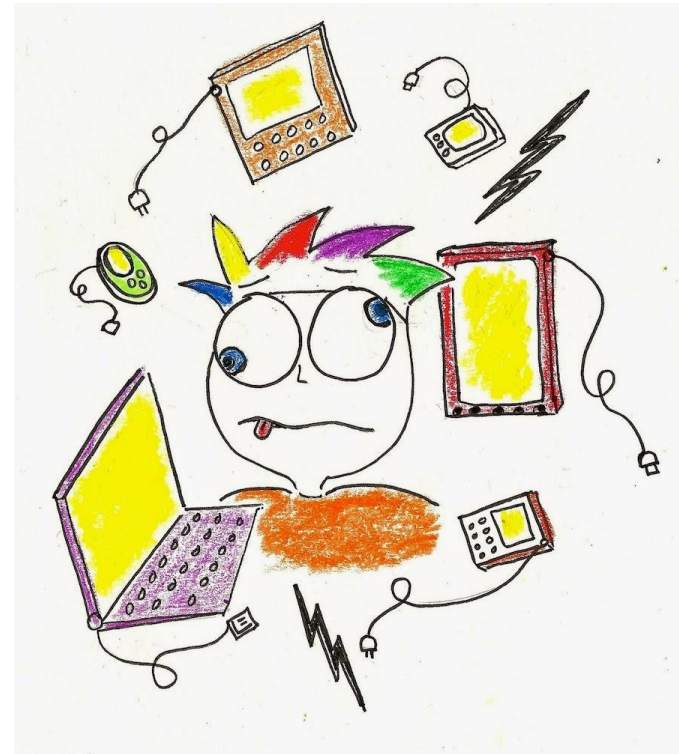
Agenda and Norms

Agenda	Norms
<ul style="list-style-type: none">• Welcome• Agenda/Norms• Introduction• Framework Overview• “Unpacking” the rubric• Personal Goal setting!• Exit Slip	<ul style="list-style-type: none">• Be Present• Be Honest• Be Supportive 

Introductions

- ▶ Stephanie Stephens
- ▶ 6th Grade, Baldwin South
- ▶ 5th year teaching 6th grade
- ▶ Taught 4 of those in Chicago Public Schools

Connection:
First year teacher OVERLOAD!!!



Danielson Framework for Teaching: 4 Domains

Domain 1: Planning and Preparation What a teacher does and knows in preparation for teaching.	Domain 2: The Classroom Environment
Domain 4: Professional Responsibilities	Domain 3: Instruction

Danielson Framework for Teaching: 4 Domains

Domain 1: Planning and Preparation What a teacher does and knows in preparation for teaching.	Domain 2: The Classroom Environment The culture of the classroom characterized by the relationships and management of the room for the purpose of learning.
Domain 4: Professional Responsibilities	Domain 3: Instruction

Danielson Framework for Teaching: 4 Domains

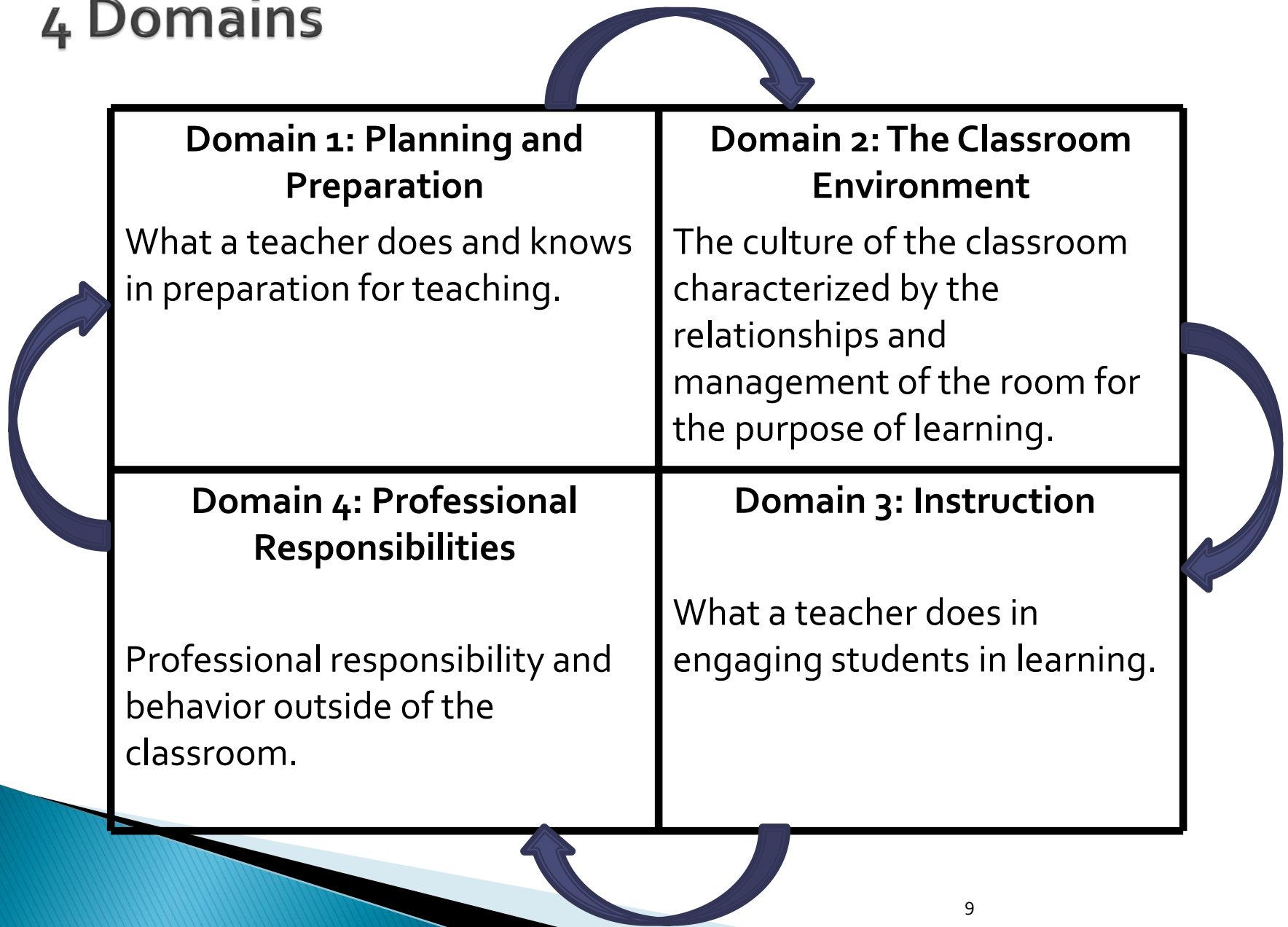
Domain 1: Planning and Preparation What a teacher does and knows in preparation for teaching.	Domain 2: The Classroom Environment The culture of the classroom characterized by the relationships and management of the room for the purpose of learning.
Domain 4: Professional Responsibilities	Domain 3: Instruction What a teacher does in engaging students in learning

Danielson Framework for Teaching:

4 Domains

Domain 1: Planning and Preparation What a teacher does and knows in preparation for teaching.	Domain 2: The Classroom Environment The culture of the classroom characterized by the relationships and management of the room for the purpose of learning.
Domain 4: Professional Responsibilities Professional responsibility and behavior outside the classroom.	Domain 3: Instruction What a teacher does in engaging students in learning.

Danielson Framework for Teaching: 4 Domains



Danielson Framework for Teaching: 4 Domains

<p>Domain 1: Planning and Preparation</p> <p>What a teacher does and knows in</p> <p>“Behind the Scenes” Domains</p> <p>Evidence collected during pre-observation conference (Domain 1), post-observation conference (Component 4a), and throughout the year (Components 4b-4e)</p> <p>Pr behavior outside of the classroom.</p>	<p>Domain 2: The Classroom Environment</p> <p>The culture of the classroom characterized by the</p> <p>“On Stage” Domains</p> <p>Evidence collected during classroom observations and additional evidence is collected at the post-observation conference.</p> <p>engaging students in learning.</p>
--	--

Framework Vocabulary

Domain 3: Instruction

3a. Communicating with Students

Standards-Based Learning Objectives
Directions for Activities
Content Delivery and Clarity
Use of Oral and Written Language

3b. Using Questioning and Discussion Techniques

Low- and High-Level Questioning
Discussion Techniques and Explanation of Thinking
Student Participation

3c. Engaging Students in Learning

Alignment of Learning Objectives
Task and Text Complexity
Scaffolding and Differentiating Instruction
Pacing and Sequencing
Grouping

3d. Using Assessment in Instruction

Monitoring of Student Learning with Checks for Understanding
Assessment Performance Levels
Student Self-Assessment
Feedback to Students

3e. Demonstrating Flexibility and Responsiveness

Response to Student Needs
Teacher's Persistence
Lesson Adjustment

Domains

Components

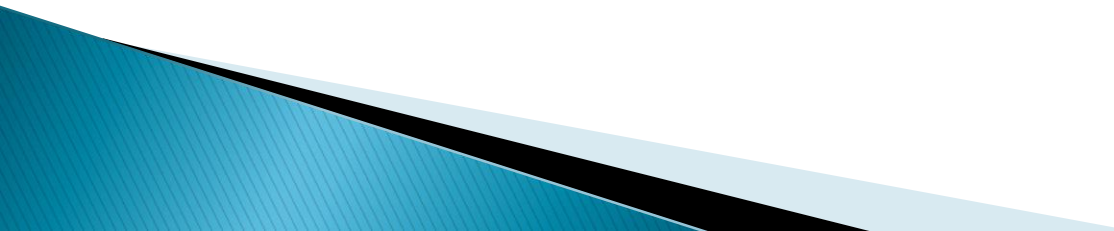
Distinct, yet inter-related
aspects of each domain

Elements

Specific features of
each component

2013

Reading the Rubric

- ▶ Read rubric for component 3b: Using Questioning and Discussion Techniques
 - ▶ Guiding questions:
 - What are the characteristics of a proficient teacher in this area?
 - What are the differences between proficient and needs improvement? Proficient and excellent?
- 

Small Group Discussion

- ▶ Guiding questions:
 - What are the characteristics of a proficient teacher in this area?
 - What are the differences between proficient and needs improvement? Proficient and excellent?

Whole Group Share

- ▶ Guiding questions:
 - What are the characteristics of a proficient teacher in this area?
 - What are the differences between proficient and needs improvement? Proficient and excellent?

Personal Goal Setting

- ▶ Look at the rubric for a component you are working to improve

1st– Read the Rubric

3d: Using assessment in Instruction

2nd–Identify areas of strength within component

Allow opportunities for self-assessment for students

3rd–Identify area of growth within component

Allow student input into assessment criteria

4th–Plan how you can improve

Next project, create rubric/criteria as a whole class!

Exit Slip

- ▶ Please complete your exit slip before leaving!
- ▶ Thank you for sharing your practice and goals!

Contact Info: Stephanie Stephens
stephest@qps.org

