



DANIELSON FRAMEWORK HOT TOPIC

I-KAN Regional Office of Education

Patty High, Professional Development Administrator

OUTCOMES

- Participants will review the Danielson Model for Teacher Evaluation with the goal of:
 - Understanding the expectations for Proficient and Excellent Teaching
 - Getting clarification on any unclear areas of the matrix
 - Establishing a school wide vision for Proficient and Excellent Teaching
 - Creating a common system for setting student expectations

PERA (PERFORMANCE EVALUATION REFORM ACT 2010

Establishment of valid and reliable performance evaluation systems for certified employees... that assess both **professional competence or practice** and **student growth**.

- Includes teachers, assistant principals, and principals

23 IL Administrative Code Part 50.30

PERA CONTINUED

- Use data collected during evaluation process to develop teacher and school-level PD plans
- Collaborate w/teachers to create supportive, targeted PD plans that:
 - Consider past evaluation results
 - Contribute to professional growth
 - Align goal-setting to school improvement goals

TEACHER EVALUATION: DOES IT MATTER?



DOES QUALITY EVALUATION IMPACT STUDENT LEARNING?

- Well-designed teacher-evaluation programs could have a direct and lasting effect on individual teacher performance and, therefore, student learning. Compared the achievement of students before, during, and after their teacher's evaluation year
- Found teachers are *more effective* at raising student achievement during their evaluation year *than they were previously*, and are *even more effective* in the years *after* evaluation
- Discovered that post-evaluation improvements were greatest for teachers whose performance was weakest prior to evaluation; so rigorous teacher evaluation may offer a new way to think about teacher professional development

EFFECTIVE TEACHER EVALUATION:

- Empowers Every Educator to Take Ownership of His/Her Performance
- Promotes Teacher Growth and Development Resulting in Improved Student Achievement
- Places Student Learning at the Center
- Recognizes Excellence
- Sets a High Bar for Teaching
- Sets Direction for School Improvement

Charlotte Danielson's FRAMEWORK FOR TEACHING

DOMAIN 1: Planning and Preparation

- 1a **Demonstrating Knowledge of Content and Pedagogy**
 - Content knowledge
 - Prerequisite relationships
 - Content pedagogy
- 1b **Demonstrating Knowledge of Students**
 - Child development
 - Learning process
 - Special needs
 - Student skills, knowledge, and proficiency
 - Interests and cultural heritage
- 1c **Setting Instructional Outcomes**
 - Value, sequence, and alignment
 - Clarity
 - Balance
 - Suitability for diverse learners
- 1d **Demonstrating Knowledge of Resources**
 - For classroom
 - To extend content knowledge
 - For students
- 1e **Designing Coherent Instruction**
 - Learning activities
 - Instructional materials and resources
 - Instructional groups
 - Lesson and unit structure
- 1f **Designing Student Assessments**
 - Congruence with outcomes
 - Criteria and standards
 - Formative assessments
 - Use for planning

DOMAIN 2: The Classroom Environment

- 2a **Creating an Environment of Respect and Rapport**
 - Teacher interaction with students
 - Student interaction with students
- 2b **Establishing a Culture for Learning**
 - Importance of content
 - Expectations for learning and achievement
 - Student pride in work
- 2c **Managing Classroom Procedures**
 - Instructional groups
 - Transitions
 - Materials and supplies
 - Non-instructional duties
 - Supervision of volunteers and paraprofessionals
- 2d **Managing Student Behavior**
 - Expectations
 - Monitoring behavior
 - Response to misbehavior
- 2e **Organizing Physical Space**
 - Safety and accessibility
 - Arrangement of furniture and resources

DOMAIN 4: Professional Responsibilities

- 4a **Reflecting on Teaching**
 - Accuracy
 - Use in future teaching
- 4b **Maintaining Accurate Records**
 - Student completion of assignments
 - Student progress in learning
 - Non-instructional records
- 4c **Communicating with Families**
 - About instructional program
 - About individual students
 - Engagement of families in instructional program
- 4d **Participating in a Professional Community**
 - Relationships with colleagues
 - Participation in school projects
 - Involvement in culture of professional inquiry
 - Service to school
- 4e **Growing and Developing Professionally**
 - Enhancement of content knowledge and pedagogical skill
 - Receptivity to feedback from colleagues
 - Service to the profession
- 4f **Showing Professionalism**
 - Integrity/ethical conduct
 - Service to students
 - Advocacy
 - Decision-making
 - Compliance with school/district regulations

DOMAIN 3: Instruction

- 3a **Communicating With Students**
 - Expectations for learning
 - Directions and procedures
 - Explanations of content
 - Use of oral and written language
- 3b **Using Questioning and Discussion Techniques**
 - Quality of questions
 - Discussion techniques
 - Student participation
- 3c **Engaging Students in Learning**
 - Activities and assignments
 - Student groups
 - Instructional materials and resources
 - Structure and pacing
- 3d **Using Assessment in Instruction**
 - Assessment criteria
 - Monitoring of student learning
 - Feedback to students
 - Student self-assessment and monitoring
- 3e **Demonstrating Flexibility and Responsiveness**
 - Lesson adjustment
 - Response to students
 - Persistence

LEVELS OF PERFORMANCE - REFRESH ACTIVITY

- Each of you will receive a copy of the Levels of Performance for Domains 1-4
- Each table will be assigned a Domain 1,2,3,4
- Take 10 minutes in your group to highlight or underline the key words or phrases that serve as “qualifiers,” behaviors characteristic of unsatisfactory, needs improvement, proficient, or excellent
- Discuss your findings briefly at your table
- Be ready to informally share out the information you find

EXAMPLES OF QUALIFIERS YOU MAY FIND:

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

DOMAIN 1: PLANNING AND PREPARATION

DOMAIN 1: Planning and Preparation

- 1a Demonstrating Knowledge of Content and Pedagogy
 - Content knowledge
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- 1b Demonstrating Knowledge of Students
 - Child development
 - Learning process
 - Special needs
 - Student skills, knowledge, and proficiency
 - Interests and cultural heritage
- 1c Setting Instructional Outcomes
 - Value, sequence, and alignment
 - Clarity
 - Balance
 - Suitability for diverse learners
- 1d Demonstrating Knowledge of Resources
 - For classroom
 - To extend content knowledge
 - For students
- 1e Designing Coherent Instruction
 - Learning activities
 - Instructional materials and resources
 - Instructional groups
 - Lesson and unit structure
- 1f Designing Student Assessments
 - Congruence with outcomes
 - Criteria and standards
 - Formative assessments
 - Use for planning

WHAT EVIDENCE WILL ILLUSTRATE COMPETENCE IN DOMAIN 1?

- Each table will be assigned a Component in Domain 1
- **Think-Pair-Share**
- Take 2-3 minutes to write your ideas on what evidence would best illustrate what you do in your assigned domain
- Pair up with a partner and compare your ideas
- Share out with your table and the larger group

DOMAIN 1: PLANNING AND PREPARATION

- 1a Demonstrating Knowledge of Content and Pedagogy

- Content knowledge
- Prerequisite relationships
- Content pedagogy

- 1b Demonstrating Knowledge of Students

- Child development
- Learning process
- Special needs
- Student skills, knowledge, and proficiency
- Interests and cultural heritage

DOMAIN 1: PLANNING AND PREPARATION

- 1c Setting Instructional Outcomes

- Value, sequence, and alignment
 - Clarity
 - Balance
 - Suitability for diverse learners

- 1d Demonstrating Knowledge of Resources

- For classroom
- To extend content knowledge
- For students

DOMAIN 1: PLANNING AND PREPARATION

• 1e Designing Coherent Instruction

- Learning activities
- Instructional materials and resources
- Instructional groups
- Lesson and unit structure

• 1f Designing Student Assessments

- Congruence with outcomes
- Criteria and standards
- Formative assessments
- Use for planning
- Value, sequence, and alignment
 - Clarity
 - Balance
 - Suitability for diverse learners

DOMAIN 4: PROFESSIONAL RESPONSIBILITIES

- DOMAIN 4: Professional Responsibilities
 - 4a Reflecting on Teaching
 - Accuracy
 - Use in future teaching
 - 4b Maintaining Accurate Records
 - Student completion of assignments
 - Student progress in learning
 - Non-instructional records
 - 4c Communicating with Families
 - About instructional program
 - About individual students
 - Engagement of families in instructional program
 - 4d Participating in a Professional Community
 - Relationships with colleagues
 - Participation in school projects
 - Involvement in culture of professional inquiry
 - Service to school
 - 4e Growing and Developing Professionally
 - Enhancement of content knowledge and pedagogical skill
 - Receptivity to feedback from colleagues
 - Service to the profession
 - 4f Showing Professionalism
 - Integrity/ethical conduct
 - Service to students
 - Advocacy
 - Decision-making

WHAT EVIDENCE WILL ILLUSTRATE COMPETENCE IN DOMAIN 4?

- Each table will be assigned an Component in Domain 4
- **Think-Pair-Share**
- Take 2-3 minutes to write your ideas on what evidence would best illustrate what you do in your assigned domain
- Pair up with a partner and compare your ideas
- Share out with your table and the larger group

DOMAIN 4: PROFESSIONAL RESPONSIBILITIES

- 4a Reflecting on Teaching

- Accuracy
- Use in future teaching

- 4b Maintaining Accurate Records

- Student completion of assignments
- Student progress in learning
- Non-instructional records

DOMAIN 4: PROFESSIONAL RESPONSIBILITIES

- 4c Communicating with Families

- About instructional program
- About individual students
- Engagement of families in instructional program

- 4d Participating in a Professional Community

- Relationships with colleagues
- Participation in school projects
- Involvement in culture of professional inquiry
- Service to school

DOMAIN 4: PROFESSIONAL RESPONSIBILITIES

- 4e Growing and Developing Professionally

- Enhancement of content knowledge and pedagogical skill
- Receptivity to feedback from colleagues
- Service to the profession

- 4f Showing Professionalism

- Integrity/ethical conduct
- Service to students
- Advocacy
- Decision-making
- Compliance with school/district regulations

DOMAIN 2: THE CLASSROOM ENVIRONMENT

- 2a) Creating an Environment of Respect & Rapport
 - Teacher interaction with students, including both words and actions
 - Student interactions with other students, including both words and actions
 - Use of oral and written language
- 2b) Establishing a Culture for Learning
 - Importance of content and learning
 - Expectations for learning and achievement
 - Student pride in work
- 2c) Managing Classroom Procedures
 - Management of instructional groups
 - Management of transitions
 - Management of materials and supplies
 - Performance of classroom routines
- 2d) Managing Student Behavior
 - Expectations
 - Monitoring of student behavior
 - Response to student misbehavior
- 2e) Organizing Physical Space
 - Safety and accessibility
 - Arrangement of furniture
 - Use of physical resources

WHAT EVIDENCE WILL ILLUSTRATE COMPETENCE IN DOMAIN 2?

- Each table will be assigned an Component in Domain 2
- **Think-Pair-Share**
- Take 2-3 minutes to write your ideas on what evidence would best illustrate what you do in your assigned domain
- Pair up with a partner and compare your ideas
- Share out with your table and the larger group

DOMAIN 2: THE CLASSROOM ENVIRONMENT

- 2a) Creating an Environment of Respect & Rapport
 - Teacher interaction with students, including both words and actions
 - Student interactions with other students, including both words and actions
 - Use of oral and written language

- 2b) Establishing a Culture for Learning
 - Importance of content and learning
 - Expectations for learning and achievement
 - Student pride in work

DOMAIN 2: THE CLASSROOM ENVIRONMENT

- 2c) Managing Classroom Procedures
 - Management of instructional groups
 - Management of transitions
 - Management of materials and supplies
 - Performance of classroom routines
- 2d) Managing Student Behavior
 - Expectations
 - Monitoring of student behavior
 - Response to student misbehavior

DOMAIN 2: THE CLASSROOM ENVIRONMENT

- 2e) Organizing Physical Space
 - Safety and accessibility
 - Arrangement of furniture
 - Use of physical resources

DOMAIN 3: INSTRUCTION

- 3a) Communicating with Students
 - Expectations for learning
 - Directions for activities
 - Explanation of content
- 3b) Using Questioning/Prompts & Discussion Techniques
 - Quality of questions/prompts
 - Discussion techniques
 - Student participation
- 3c) Engaging Students in Learning
 - Activities and assignments
 - Grouping of students
 - Instructional materials and resources
 - Structure and pacing
- 3d) Using Assessment In Instruction
 - Assessment criteria
 - Monitoring of student learning
 - Feedback to students
 - Student self-assessment and monitoring of progress
- 3e) Demonstrate Flexibility/Responsiveness
 - Lesson adjustment
 - Response to students
 - Persistence

DOMAIN 3: INSTRUCTION

- 3a) Communicating with Students
 - Expectations for learning
 - Directions for activities
 - Explanation of content

DOMAIN 3: INSTRUCTION

3A COMMUNICATING WITH STUDENTS

- What does this look like in your setting?
- How can set clear expectations for student learning?
- What can we do to encourage students to take academic risks and not shut down when the work is difficult?
- How can we make sure that we are differentiating our explanations of content to meet all learners?

DOMAIN 3: INSTRUCTION

3b) Using Questioning/Prompts & Discussion Techniques

- Quality of questions/prompts
- Discussion techniques
- Student participation

DOMAIN 3: INSTRUCTION

3c) Engaging Students in Learning

- Activities and assignments
- Grouping of students
- Instructional materials and resources
- Structure and pacing

DOMAIN 3: INSTRUCTION

3c) Engaging Students in Learning

- Activities and assignments
- Grouping of students
- Instructional materials and resources
- Structure and pacing

DOMAIN 3: INSTRUCTION

3C ENGAGING STUDENTS IN LEARNING

- What does this look like in your setting?
- How can we determine if students working in packets are engaged?
- How does Student Engagement impact Student Behavior?
- How do we balance controlling the behaviors with engaging the students in the learning?

DOMAIN 3: INSTRUCTION

- 3d) Using Assessment In Instruction
 - Assessment criteria
 - Monitoring of student learning
 - Feedback to students
 - Student self-assessment and monitoring of progress

DOMAIN 3: INSTRUCTION

- 3e) Demonstrate Flexibility/Responsiveness
 - Lesson adjustment
 - Response to students
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QUESTIONS DURING CONFERENCES TO HELP

- Prior to the observation
 - What part of the curriculum does this lesson relate?
 - How does this learning objective fit in the sequence of learning in the class?
 - Describe the students in your class?
 - What are your learning outcomes
 - How will this lesson engage students in the learning?
 - How will you differentiate instruction
 - How will you know whether students have mastered the content?

QUESTIONS DURING CONFERENCES TO HELP

- After the Observation
 - How successful did you think the lesson was?
 - Bring samples of student work and levels of engagement.
 - Comment on your classroom procedures, student conduct and use of space and how it contributed to students' learning.
 - What the plan follow completely or did you modify the lesson and why?
 - Comment on different aspects of your instructional delivery
 - Reflect on if you had an opportunity to teach this lesson again what would you do differently or keep the same?

QUESTIONS

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- Beginning Teacher Book Study!!!