Enhancing Professional Practice

Ingenuity

Ron Anderson, Ed.D.

THE DANIELSON GROUP

Outcomes

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

- Understand the structure and the language of the Framework for Teaching

- Understand which Components affect student behavior.

- Identify the essential characteristics of each of the Framework's levels of performance

- Identify examples of practice that illustrate components of classroom management.

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Agenda

- What is good teaching?
- Four Domain Summaries
- Levels of Performance
- Components that Affect Beavhior
- Evidence of Engaging Students in Learning
- Components to enhance classroom management
- Evidence of Classroom Management
- Reflection

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Porgy and Bess Engagement Activity

- Choose a tentative hypothesis.

- Research and share: choose a topic of interest.

- Share round robin and discuss.

- Formulate a final hypothesis and defend.

Porgy and Bess Engagement Activity

- Choose a tentative hypothesis.

- Research and share: choose a topic of interest.

Porgy and Bess Engagement Activity

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Porgy and Bess Engagement Activity

- Choose a tentative hypothesis.

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Porgy and Bess Engagement Activity

- Choose a tentative hypothesis.

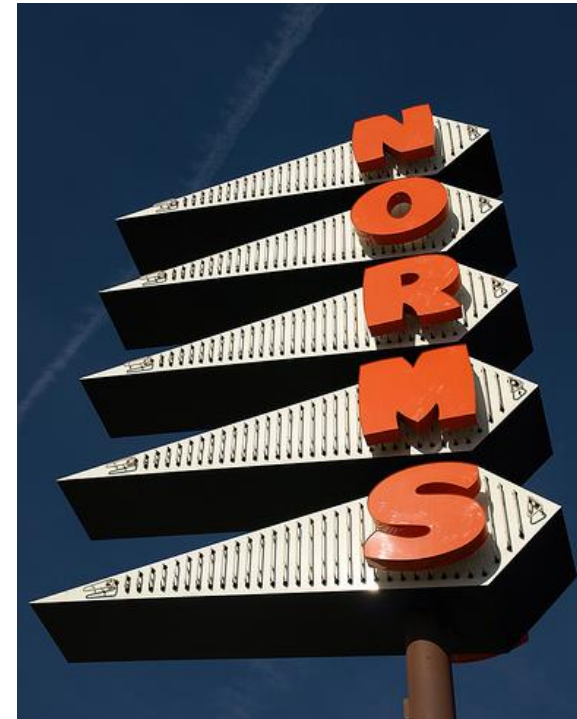- Research and share: choose a topic of interest.

Norms

Equity of voice

Attentive listening

Safety to share different perspectives

Commitment to the work

Appropriate use of technology

Stephen Frears,
Film 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."

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."

The Wisdom of Practice

If you were to walk into a classroom,
what might you see or hear there
(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,
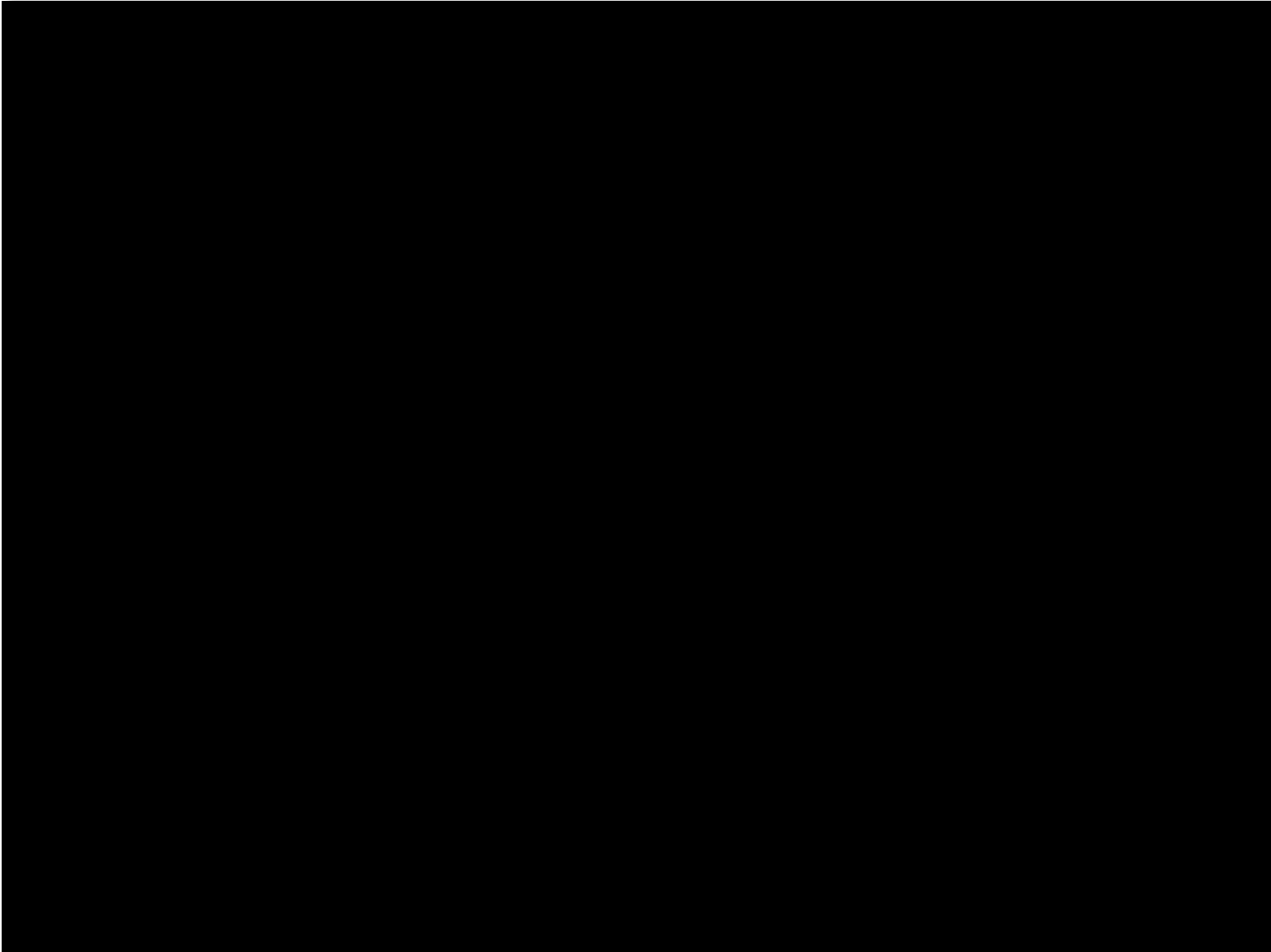I would want my child in this class."

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

Charlotte Danielson

Video Clip: The Wisdom of Practice

Domain 1
Planning and Preparation

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

Domain 2
Classroom Environment

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

The Danielson Framework for Teaching

Domain 4
Professional Responsibilities

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

Domain 3
Instruction

3a   Communicating with Students
3b   Using Questioning and Discussion Techniques
3c   Engaging Students in Learning
3d   Using Assessment in Instruction
3e   Demonstrating Flexibility & Responsiveness

The Framework for Teaching

4   Domains

22   Components

76   Elements

DOMAIN = 3. Instruction

**COMPONENT =   c. Engaging Students
                    in Learning**

ELEMENT =   •   Grouping of Students

Common Themes
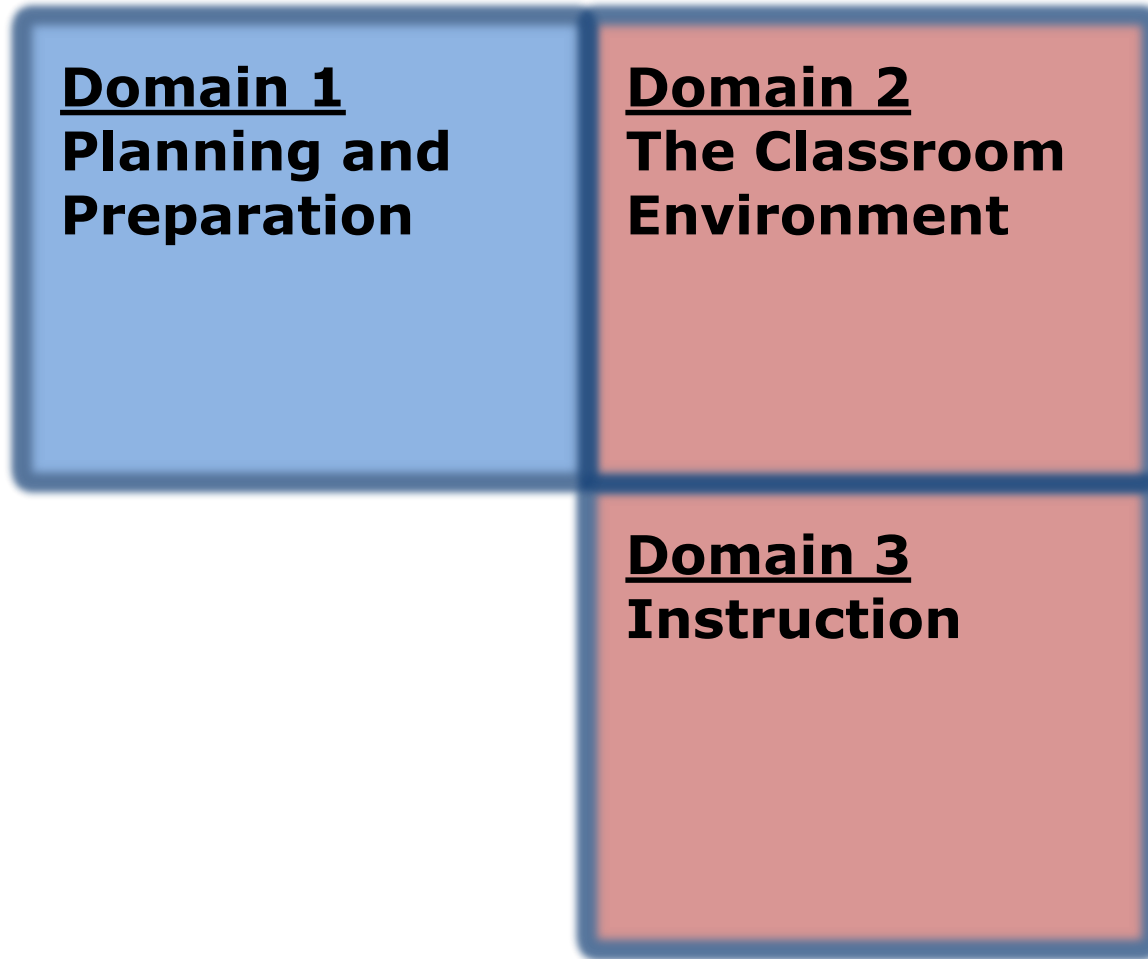
Cultural Competence

High Expectations

Equity

Developmental Appropriateness

Attention to Individual Students

Student Assumption of Responsibility

Appropriate Use of Technology

1-3 Domains Jigsaw

Domain 1
Planning and Preparation

Domain 2
The Classroom Environment

Domain 3
Instruction

Use corresponding pages 4 – 8 in the participant packet.

The Domain Quiz

DOMAIN 1
Planning and Preparation

DOMAIN 2
The Classroom Environment

DOMAIN 4
Professional Responsibilities

DOMAIN 3
Instruction

Page 9.

Levels of Performance

- Read through the rubrics at your assigned Level of Performance, through the entire Harmony Framework for Teaching components.
- Identify and highlight key words and phrases that capture the essence of the level of performance for each component and record key words on page 10.
- When you are finished go to the corner of the room designated as "ineffective, effective: emerging, effective: proficient and highly effective."
- With others, compare your notes, and create a chart with the words that capture the essence of your level of performance across the rubrics.
- Designate a spokesperson to report to the full group.

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	Ineffective	Effective: Emerging	Effective: Proficient	Highly Effective
2c: Managing Classroom Procedures	Much instructional time is lost due to inefficient classroom routines and procedures. There is little or no evidence of the teacher managing instructional groups, transitions, and/or the handling of materials and supplies effectively. There is little evidence that students know or follow established routines.	Some instructional time is lost due to only partially effective classroom routines and procedures. The teacher's management of instructional groups, transitions, and/or the handling of materials and supplies is inconsistent, leading to some disruption of learning. With regular guidance and prompting, students follow established routines.	There [is little loss] of instructional time due to effective classroom routines and procedures. The teacher's management of instructional groups and/or the handling of materials and suppl[ies is con]sistently successful. With minimal guidance and pr[ompting, stud]ents follow established classroom routines.	Instructional time is maximized due to efficient classroom routines and procedures. Students contribute to the management of instructional groups, transitions, and/or the handling of materials and supplies. Routines are well understood and may be initiated by students.
Critical Attributes	Students not wo[rking with the] teacher are disruptive to the class. • There are no established procedures for distributing and collecting materials. • Procedures for other activities are confused or chaotic.	• Small groups are only partially engaged [while not working dire]ctly with the teacher. • Procedures for transitions, and distribution/collection of materials, seem to have been established, but their operation is rough. • Classroom routines function unevenly	• The students are productively engaged [during sm]all group work. • Transitions between large and small group activities are smooth. • Routines for distribution and collection of materials and supplies work efficiently. • Classroom routines function smoothly.	In addition to the characteristics of "proficient," • Students take the initiative with their classmates to ensure that their time is used productively. • Students themselves ensure that transitions and other routines are accomplished smoothly. • Students take initiative in distributing and collecting materials efficiently.
Possible Examples	• When moving into small groups, students are confused as to where they are supposed to go, whether they should take their chairs, etc. • There are long lines for materials and supplies or distributing supplies is time consuming. • Students bump into one another lining up or sharpening pencils. • Roll-taking consumes much time at the beginning of the lesson and students are not working on anything. • Most students ask what they are to do or look around for clues from others.	• Some students not working with the teacher are not productively engaged in learning. • Transitions between large and small group activities are rough but they are accomplished. • Students are not sure what to do when materials are being distributed or collected. • Students ask some clarifying questions about procedures • The attendance or lunch count consumes more time than it would need if the procedure were more routinized.	• Students get started on an activity while the teacher takes attendance. • Students move smoothly between large and small group activities. • The teacher has an established timing device, such as counting down, to signal students to return to their desks. • Teacher has an established attention signal, such as raising a hand, or dimming the lights. • One member of each small group collects materials for the table. • There is an established color-coded system indicating where materials should be stored. • In small group work, students have established roles, they listen to one another, summarize g different views, etc.	• Students redirect classmates in small groups not working directly with the teacher to be more efficient in their work. • A student reminds classmates of the roles that they are to play within the group. • A student re-directs a classmate to the table s/he should be at following a transition. • Students propose an improved attention signal. • Students independently check themselves into class on the attendance board.

Levels of Performance

Ineffective	Effective: Emerging	Effective: Proficient	Highly Effective
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	Students
	Whole class	Group	Individual

TEACHER DIRECTED SUCCESS

STUDENT DIRECTED SUCCESS

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The Danielson Framework for Teaching

Domain 4
Professional Responsibilities

4a   Reflecting on Teaching
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A Closer Look…

Using the Harmony Public Schools' Evaluation Tool and participant packet page 15, you will become the expert on one of the components for your group.

- In groups of 5, assign one component to each person.

- Read the component narrative in the evaluation tool and the "effective-proficient" column.

- Write 3-5 key ideas about your component on page 15.

- Share your component with the others in your group. Learn about all five components together.

NEXT…

- As a group, brainstorm "examples of classroom practice" for each component.

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3c Engaging Students in Learning

Watch the video and capture evidence related to:

- Activities and assignments

- Grouping of students

- Instructional materials and resources

- Structure and pacing
  Use page 18 to collect evidence.

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Mrs. Warburton

Domain 3 Ms. Warburton

Engaging Activities and Assignments

- Students are answering a question or solving a problem

- Permit student choice and initiative

- Encourage depth rather than breadth

- Require student thinking

- Offer multiple levels of challenge

- Designed to be relevant and authentic

Give One, Get One

1. Using the grid, jot down 3 ideas that were intriguing from the morning's session.

2. Get up and find someone from another table group.

3. GIVE ONE idea from your list to your partner.

4. GET ONE idea for your list from your partner.

5. Move to a new colleague and repeat the process. If your list and your partner's list are identical, brainstorm together an idea that can be added to both your lists.
   NOTE: Exchange no more than one idea with any given partner.

6. Return to your table and share themes with your group.

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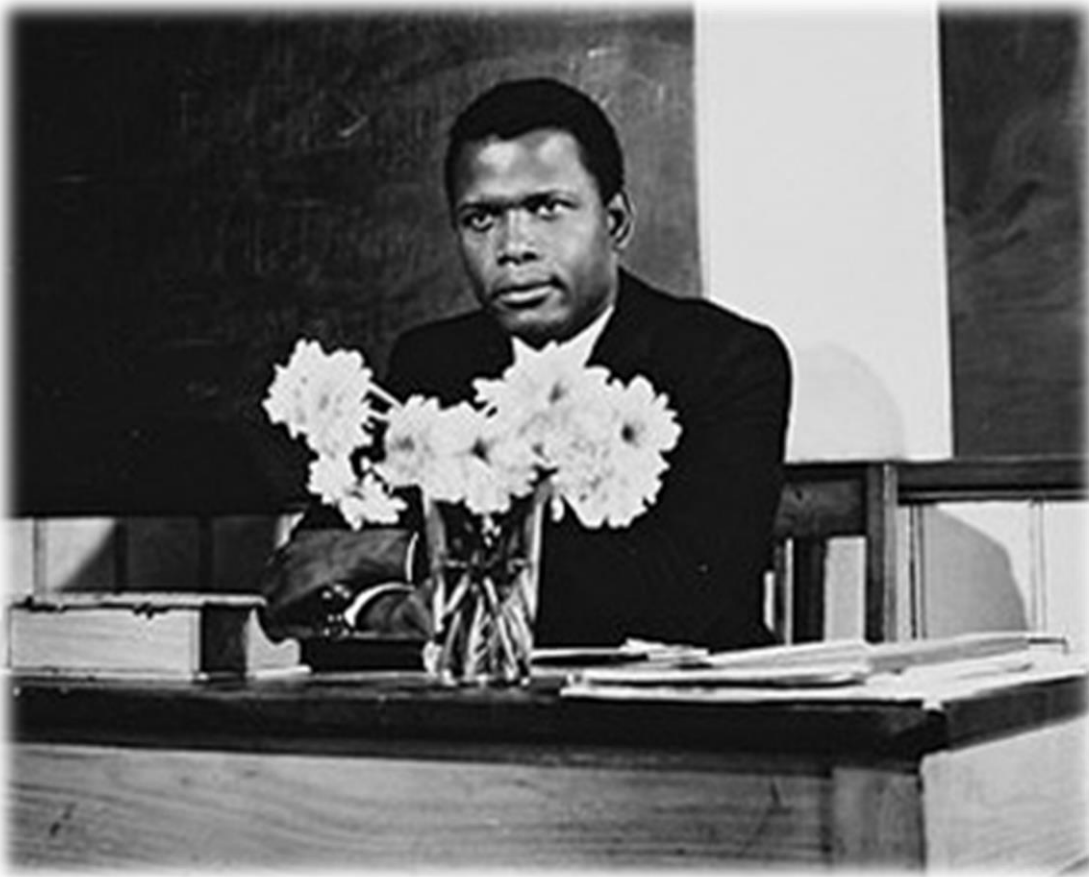4f   Showing Professionalism

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LUNCH

- Let's Eat!

Please return promptly.

Sidney Poitier in "To Sir, With Love"

Consider your life as a student. Recall an occasion (or pattern of occasions) involving a teacher that you still remember (positive or negative).
What makes this so memorable?

School Memories

	+	-
Domain 2		
Domain 3		
Other		

School Memories

	+	-
Domain 2		
Domain 3		
Other		

Maya Angelou, author

"People will forget what you said.
People will forget what you did.
But they will never forget
how you made them feel."

Domain 1
Planning and Preparation

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A Closer Look…

Using the participant packet pages 12-14, you will become the expert on one of the components for your group.

- In groups of 3, assign one component to each person.
- Read the corresponding component narrative in the participant packet:

2a is on page 12

2d is on page 13

3a is on page 14

- Write 3-5 key ideas about your component on page 16.
- Share your component with the others in your group. Learn about all three components together.

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The Classroom Environment

Watch the video and capture evidence related to the components:

2a Creating an environment of respect and rapport

2c Classroom procedures

2d Managing student behavior

3a Communicating with students

Discuss your evidence with your table group.

Use page 19 to collect evidence.
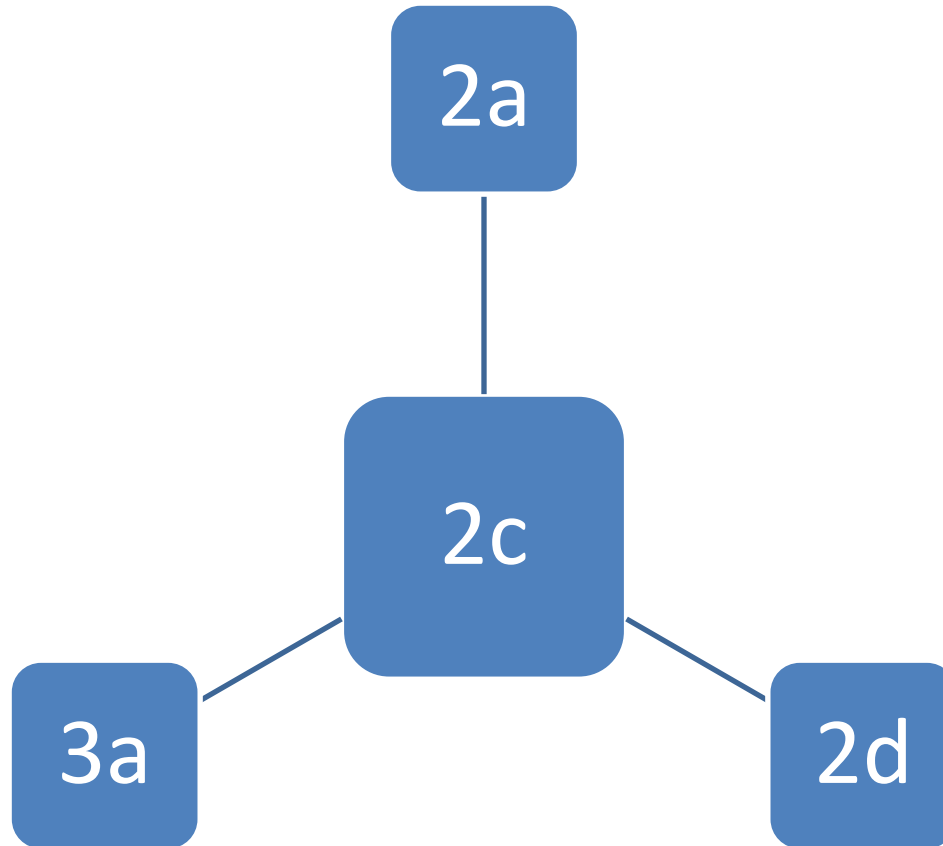
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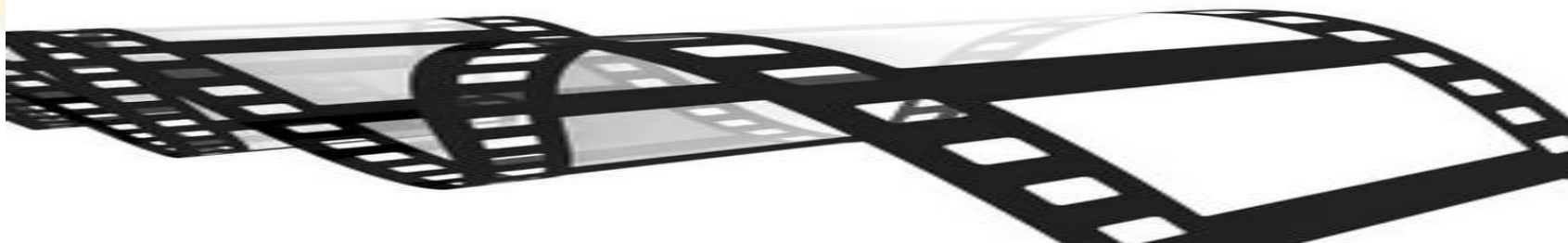
Bonnie Chen

Domain 2 Bonnie Chen

Content-Based
Coaching

9th Grade
Biology Lesson

Concept Map
(participant packet page 17)

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Thinking about the Harmony School District's five components
and your classroom management,
note one or two next steps you might take to improve your practice.

REFLECTION

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Please complete the survey electronically.