



Enhancing Professional Practice:

An Introduction to the Framework for Teaching

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The Danielson Framework for Teaching

<p>DOMAIN 1: Planning and Preparation</p> <ul style="list-style-type: none"> a. Demonstrating Knowledge of Content and Pedagogy b. Demonstrating Knowledge of Students c. Setting Instructional Outcomes d. Demonstrating Knowledge of Resources e. Designing Coherent Instruction f. Designing Student Assessments 	<p>DOMAIN 2: Classroom Environment</p> <ul style="list-style-type: none"> a. Creating an Environment of Respect and Rapport b. Establishing a Culture for Learning c. Managing Classroom Procedures d. Managing Student Behavior e. Organizing Physical Space
<p>DOMAIN 4: Professional Responsibilities</p> <ul style="list-style-type: none"> a. Reflecting on Teaching b. Maintaining Accurate Records c. Communicating with Families d. Participating in a Professional Community e. Growing and Developing Professionally f. Showing Professionalism 	<p>DOMAIN 3: Instruction</p> <ul style="list-style-type: none"> a. Communicating With Students b. Using Questioning and Discussion Techniques c. Engaging Students in Learning d. Using Assessment in Instruction e. Demonstrating Flexibility and Responsiveness

Evolution of the Framework for Teaching

1996: “Enhancing Professional Practice: A framework for teaching” published by ASCD.

2007: Second edition of “Enhancing Professional Practice: A framework for teaching” published by ASCD. It updated the research base from the first edition. It also added a chapter providing frameworks for non-class- room specialists (school nurses, librarians, etc.) who are typically part of a teacher bargaining unit but who, while they do some teaching, typically do much more besides teaching.

2011: As a result of participating in several large research studies, notably the Measures of Effective Teaching (MET) project funded by the Gates Foundation, it became clear that precision of language in the levels of performance was critical for accuracy of judgment of teacher performance on the Framework for Teaching. The 2011 version of the framework for teaching offered that greater precision, and also provided rubrics written at the component, rather than the element, level. In addition, it added critical attributes and possible examples of each level of performance of each component of the framework.

2013: The evolution of even more precise language continued with the 2013 edition of the framework for teaching evaluation instrument; it also made explicit the instructional implications of the Common Core State Standards. From its inception, the framework has always been built on the same conceptual base as the CCSS; the 2013 edition makes those connections explicit.

Introduction to the Framework for Teaching Considerations for Visiting Artists

Outcomes:

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

Participants will:

- Understand the structure and the language of the Framework for Teaching
- Know the domains and components of the Framework for Teaching
- Identify the essential characteristics of each of the Framework's levels of performance
- Generate examples of classroom practice



Agenda:

- Welcome and Overview of the Agenda and Outcomes
- The Wisdom of Practice
- Domain Overview
- Domain and Component Quiz
- Domain 2: The Classroom Environment
- Lunch
- Most Important Point
- Domain 3: Instruction
- Connections Among the Components
- Levels of Performance
- Fine Arts Card Sort
- Reflection



Domain Jigsaw

Directions: For the domain you're assigned, work with others to identify the "big ideas" of the domain.

<p>DOMAIN 1: Planning and Preparation</p> <p>1a Demonstrating Knowledge of Content and Pedagogy</p> <ul style="list-style-type: none"> • Content knowledge • Prerequisite relationships • Content pedagogy <p>1b Demonstrating Knowledge of Students</p> <ul style="list-style-type: none"> • Child development • Learning process • Special needs • Student skills, knowledge, and proficiency • Interests and cultural heritage <p>1c Setting Instructional Outcomes</p> <ul style="list-style-type: none"> • Value, sequence, and alignment • Clarity • Balance • Suitability for diverse learners <p>1d Demonstrating Knowledge of Resources</p> <ul style="list-style-type: none"> • For classroom • To extend content knowledge • For students <p>1e Designing Coherent Instruction</p> <ul style="list-style-type: none"> • Learning activities • Instructional materials and resources • Instructional groups • Lesson and unit structure <p>1f Designing Student Assessments</p> <ul style="list-style-type: none"> • Congruence with outcomes • Criteria and standards • Formative assessments • Use for planning 	<p>Notes:</p>
<p>DOMAIN 4: Professional Responsibilities</p> <p>4a Reflecting on Teaching</p> <ul style="list-style-type: none"> • Accuracy • Use in future teaching <p>4b Maintaining Accurate Records</p> <ul style="list-style-type: none"> • Student completion of assignments • Student progress in learning • Non-instructional records <p>4c Communicating with Families</p> <ul style="list-style-type: none"> • About instructional program • About individual students • Engagement of families in instructional program <p>4d Participating in a Professional Community</p> <ul style="list-style-type: none"> • Relationships with colleagues • Participation in school projects • Involvement in culture of professional inquiry • Service to school <p>4e Growing and Developing Professionally</p> <ul style="list-style-type: none"> • Enhancement of content knowledge / pedagogical skill • Receptivity to feedback from colleagues • Service to the profession <p>4f Showing Professionalism</p> <ul style="list-style-type: none"> • Integrity/ethical conduct • Service to students • Advocacy • Decision-making 	<p>Notes:</p>

Domain Jigsaw

<p>Notes:</p>	<p>DOMAIN 2: The Classroom Environment</p> <p>2a Creating an Environment of Respect and Rapport</p> <ul style="list-style-type: none">• Teacher interaction with students• Student interaction with students <p>2b Establishing a Culture for Learning</p> <ul style="list-style-type: none">• Importance of content• Expectations for learning and achievement• Student pride in work <p>2c Managing Classroom Procedures</p> <ul style="list-style-type: none">• Instructional groups • Transitions• Materials and supplies • Non-instructional duties• Supervision of volunteers and paraprofessionals <p>2d Managing Student Behavior</p> <ul style="list-style-type: none">• Expectations • Monitoring behavior• Response to misbehavior <p>2e Organizing Physical Space</p> <ul style="list-style-type: none">• Safety and accessibility• Arrangement of furniture and resources
<p>Notes:</p>	<p>DOMAIN 3: Instruction</p> <p>3a Communicating With Students</p> <ul style="list-style-type: none">• Expectations for learning • Directions and procedures• Explanations of content• Use of oral and written language <p>3b Using Questioning and Discussion Techniques</p> <ul style="list-style-type: none">• Quality of questions • Discussion techniques• Student participation <p>3c Engaging Students in Learning</p> <ul style="list-style-type: none">• Activities and assignments • Student groups• Instructional materials and resources • Structure and pacing <p>3d Using Assessment in Instruction</p> <ul style="list-style-type: none">• Assessment criteria • Monitoring of student learning• Feedback to students• Student self-assessment and monitoring <p>3e Demonstrating Flexibility and Responsiveness</p> <ul style="list-style-type: none">• Lesson adjustment • Response to students• Persistence

Domain Quiz

1. The teacher stands on a podium so that everyone can see her.
2. The teacher is discussing an article about Election Songs with the class, asking all of the questions herself and calling on four or five students who continue to raise their hands to speak.
3. The teacher has asked students to help her design a rubric, which they will use as a class to assess their original art creations.
4. When discussing Rembrandt, the teacher introduces new art terminology, e.g. chiaroscuro, but does not explain what it means to the students.
5. Each term, students create a digital scrapbook of art they have created to send home to families.
6. During the scene rehearsal, virtually all students, including chorus members staged in the background, reacted to the character's lines both physically and emotionally and remained totally in character throughout the scene.
7. Most of the students are willing to share the improvisations they have created with the rest of the class, but a few are somewhat hesitant.
8. The teacher chokes up when talking to the class about the story behind the dance they are learning.
9. Realizing the actress was having difficulty hitting the high note, the teacher accompanying the student transposed the piece down a step at sight.
10. The teacher assigns roles to students in the drama class: a librarian who keeps track of assigned scripts and sides, an attendance taker, and another student who keeps record of borrowed plays and videos. Students are observed carrying out their roles without teacher prompting.
11. The drama teacher has invited the assistant principal to come in to her room to observe and give feedback as she tries a new classroom management strategy with the students.
12. "Since I teach art, it doesn't make a lot of sense for me to attend faculty meetings, so I don't.
13. After modeling and discussing the process for making stencil prints, the teacher will have her eighth grade students creating prints that demonstrate registration, inking, and lifting techniques.

**Rubrics for the Framework for
Teaching Evaluation
Instrument, 2013 Edition**

Rubrics for the Framework for Teaching Evaluation Instrument, 2013 Edition

Domain 1: Planning and Preparation

Component	Unsatisfactory	Basic
1a: Demonstrating Knowledge of Content and Pedagogy	In planning and practice, the teacher makes content errors or does not correct errors made by students. The teacher displays little understanding of prerequisite knowledge important to student learning of the content. The teacher displays little or no understanding of the range of pedagogical approaches suitable to student learning of the content.	The teacher is familiar with the important concepts in the discipline but displays a lack of awareness of how these concepts relate to one another. The teacher indicates some awareness of prerequisite learning, although such knowledge may be inaccurate or incomplete. The teacher's plans and practice reflect a limited range of pedagogical approaches to the discipline or to the students.
1b: Demonstrating Knowledge of Students	The teacher displays minimal understanding of how students learn—and little knowledge of their varied approaches to learning, knowledge and skills, special needs, and interests and cultural heritages—and does not indicate that such knowledge is valuable.	The teacher displays generally accurate knowledge of how students learn and of their varied approaches to learning, knowledge and skills, special needs, and interests and cultural heritages, yet may apply this knowledge not to individual students but to the class as a whole.
1c: Setting Instructional Outcomes	The outcomes represent low expectations for students and lack of rigor, and not all of these outcomes reflect important learning in the discipline. They are stated as student activities, rather than as outcomes for learning. Outcomes reflect only one type of learning and only one discipline or strand and are suitable for only some students.	Outcomes represent moderately high expectations and rigor. Some reflect important learning in the discipline and consist of a combination of outcomes and activities. Outcomes reflect several types of learning, but teacher has made no effort at coordination or integration. Outcomes, based on global assessments of
1d: Demonstrating Knowledge of Resources	The teacher is unaware of resources to assist student learning beyond materials provided by the school or district, nor is the teacher aware of resources for expanding one's own professional skill.	The teacher displays some awareness of resources beyond those provided by the school or district for classroom use and for extending one's professional skill but does not seek to expand this knowledge.
1e: Designing Coherent Instruction	Learning activities are poorly aligned with the instructional outcomes, do not follow an organized progression, are not designed to engage students in active intellectual activity, and have unrealistic time allocations. Instructional groups are not suitable to the activities and offer no variety.	Some of the learning activities and materials are aligned with the instructional outcomes and represent moderate cognitive challenge, but with no differentiation for different students. Instructional groups partially support the activities, with some variety. The lesson or unit has a recognizable structure; but the progression of activities is uneven, with only
1f: Designing Student Assessments	Assessment procedures are not congruent with instructional outcomes and lack criteria by which student performance will be assessed. The teacher has no plan to incorporate formative assessment in the lesson or unit.	Assessment procedures are partially congruent with instructional outcomes. Assessment criteria and standards have been developed, but they are not clear. The teacher's approach to using formative assessment is rudimentary, including only some of the instructional

Domain 1: Planning and Preparation

Proficient	Distinguished
<p>The teacher displays solid knowledge of the important concepts in the discipline and how these relate to one another. The teacher demonstrates accurate understanding of prerequisite relationships among topics. The teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the subject.</p>	<p>The teacher displays extensive knowledge of the important concepts in the discipline and how these relate both to one another and to other disciplines. The teacher demonstrates understanding of prerequisite relationships among topics and concepts and understands the link to necessary cognitive structures that ensure student understanding. The teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline and the ability to anticipate student misconceptions.</p>
<p>The teacher understands the active nature of student learning and attains information about levels of development for groups of students. The teacher also purposefully acquires knowledge from several sources about groups of students' varied approaches to learning, knowledge and skills, special needs, and interests and</p>	<p>The teacher understands the active nature of student learning and acquires information about levels of development for individual students. The teacher also systematically acquires knowledge from several sources about individual students' varied approaches to learning, knowledge and skills, special needs, and interests and</p>
<p>Most outcomes represent rigorous and important learning in the discipline and are clear, are written in the form of student learning, and suggest viable methods of assessment. Outcomes reflect several different types of learning and opportunities for coordination, and they are differentiated, in whatever way is needed, for different groups of students.</p>	<p>All outcomes represent high-level learning in the discipline. They are clear, are written in the form of student learning, and permit viable methods of assessment. Outcomes reflect several different types of learning and, where appropriate, represent both coordination and integration. Outcomes are differentiated, in whatever way is needed, for individual students.</p>
<p>The teacher displays awareness of resources beyond those provided by the school or district, including those on the Internet, for classroom use and for extending one's professional skill, and seeks out such resources.</p>	<p>The teacher's knowledge of resources for classroom use and for extending one's professional skill is extensive, including those available through the school or district, in the community, through professional organizations and universities, and on the Internet.</p>
<p>Most of the learning activities are aligned with the instructional outcomes and follow an organized progression suitable to groups of students. The learning activities have reasonable time allocations; they represent significant cognitive challenge, with some differentiation for different groups of students and varied use of instructional groups.</p>	<p>The sequence of learning activities follows a coherent sequence, is aligned to instructional goals, and is designed to engage students in high-level cognitive activity. These are appropriately differentiated for individual learners. Instructional groups are varied appropriately, with some opportunity for student choice.</p>
<p>All the instructional outcomes may be assessed by the proposed assessment plan; assessment methodologies may have been adapted for groups of students. Assessment criteria and standards are clear. The teacher has a well-developed strategy for using formative assessment and has designed particular approaches to be used.</p>	<p>All the instructional outcomes may be assessed by the proposed assessment plan, with clear criteria for assessing student work. The plan contains evidence of student contribution to its development. Assessment methodologies have been adapted for individual students as the need has arisen. The approach to using formative assessment is well designed and includes student as well as teacher use of the</p>

Domain 2: The Classroom Environment

Component	Unsatisfactory	Basic
2a: Creating an Environment of Respect and Rapport	<p>Patterns of classroom interactions, both between teacher and students and among students, are mostly negative, inappropriate, or insensitive to students' ages, cultural backgrounds, and developmental levels. Student interactions are characterized by sarcasm, put-downs, or conflict. The teacher does not deal with disrespectful behavior.</p>	<p>Patterns of classroom interactions, both between teacher and students and among students, are generally appropriate but may reflect occasional inconsistencies, favoritism, and disregard for students' ages, cultures, and developmental levels. Students rarely demonstrate disrespect for one another. The teacher attempts to respond to disrespectful behavior, with uneven results. The net result of the interactions is neutral, conveying</p>
2b: Establishing a Culture for Learning	<p>The classroom culture is characterized by a lack of teacher or student commitment to learning, and/or little or no investment of student energy in the task at hand. Hard work and the precise use of language are not expected or valued. Medium to low expectations for student achievement are the norm, with high expectations for learning reserved for only one or two students.</p>	<p>The classroom culture is characterized by little commitment to learning by the teacher or students. The teacher appears to be only "going through the motions," and students indicate that they are interested in the completion of a task rather than the quality of the work. The teacher conveys that student success is the result of natural ability rather than hard work, and refers only in passing to the precise use of language. High expectations for learning are reserved for those students thought to have a natural</p>
2c: Managing Classroom Procedures	<p>Much instructional time is lost due to inefficient classroom routines and procedures. There is little or no evidence of the teacher's managing instructional groups and transitions and/or handling of materials and supplies effectively. There is little evidence that students know or follow established routines, or that volunteers or paraprofessionals have clearly</p>	<p>Some instructional time is lost due to partially effective classroom routines and procedures. The teacher's management of instructional groups and transitions, or handling of materials and supplies, or both, are inconsistent, leading to some disruption of learning. With regular guidance and prompting, students follow established routines and volunteers and</p>
2d: Managing Student Behavior	<p>There appear to be no established standards of conduct, or students challenge them. There is little or no teacher monitoring of student behavior, and response to students' misbehavior is repressive or disrespectful of student dignity.</p>	<p>Standards of conduct appear to have been established, but their implementation is inconsistent. The teacher tries, with uneven results, to monitor student behavior and respond to student misbehavior.</p>
2e: Organizing Physical Space	<p>The classroom environment is unsafe, or learning is not accessible to many. There is poor alignment between the arrangement of furniture and resources, including computer technology, and the lesson activities.</p>	<p>The classroom is safe, and essential learning is accessible to most students. The teacher makes modest use of physical resources, including computer technology. The teacher attempts to adjust the classroom furniture for a lesson or, if necessary, to adjust the lesson to the furniture, but with limited effectiveness.</p>

Domain 2: The Classroom Environment

Proficient	Distinguished
<p>Teacher-student interactions are friendly and demonstrate general caring and respect. Such interactions are appropriate to the ages, cultures, and developmental levels of the students.</p> <p>Interactions among students are generally polite and respectful, and students exhibit respect for the teacher. The teacher responds successfully to disrespectful behavior among students. The net result of the interactions is polite, respectful, and business-like, though students may be somewhat cautious about taking intellectual risks.</p>	<p>Classroom interactions between teacher and students and among students are highly respectful, reflecting genuine warmth, caring, and sensitivity to students as individuals. Students exhibit respect for the teacher and contribute to high levels of civility among all members of the class. The net result is an environment where all students feel valued and are comfortable taking intellectual risks.</p>
<p>The classroom culture is a place where learning is valued by all; high expectations for both learning and hard work are the norm for most students. Students understand their role as learners and consistently expend effort to learn. Classroom interactions support learning, hard work, and the precise use of language.</p>	<p>The classroom culture is a cognitively busy place, characterized by a shared belief in the importance of learning. The teacher conveys high expectations for learning for all students and insists on hard work; students assume responsibility for high quality by initiating improvements, making revisions, adding detail, and/or assisting peers in their precise use of language.</p>
<p>There is little loss of instructional time due to effective classroom routines and procedures. The teacher's management of instructional groups and transitions, or handling of materials and supplies, or both, are consistently successful. With minimal guidance and prompting, students follow established classroom routines and volunteers and paraprofessionals contribute to the class.</p>	<p>Instructional time is maximized due to efficient and seamless classroom routines and procedures. Students take initiative in the management of instructional groups and transitions, and/or the handling of materials and supplies. Routines are well understood and may be initiated by students. Volunteers and paraprofessionals make an independent contribution to the class.</p>
<p>Student behavior is generally appropriate. The teacher monitors student behavior against established standards of conduct.</p> <p>Teacher response to student misbehavior is consistent, proportionate, and respectful to students and is effective.</p>	<p>Student behavior is entirely appropriate. Students take an active role in monitoring their own behavior and/or that of other students against standards of conduct. Teacher monitoring of student behavior is subtle and preventive.</p> <p>The teacher's response to student misbehavior is sensitive to individual student needs and respects students' dignity.</p>
<p>The classroom is safe, and students have equal access to learning activities; the teacher ensures that the furniture arrangement is appropriate to the learning activities and uses physical resources, including computer technology, effectively.</p>	<p>The classroom environment is safe, and learning is accessible to all students, including those with special needs. The teacher makes effective use of physical resources, including computer technology. The teacher ensures that the physical arrangement is appropriate to the learning activities. Students contribute to the use or adaptation of the physical environment to advance</p>

Domain 3: Instruction

Component	Unsatisfactory	Basic
3a: Communicating with Students	<p>The instructional purpose of the lesson is unclear to students, and the directions and procedures are confusing. The teacher's explanation of the content contains major errors and does not include any explanation of strategies students might use. The teacher's spoken or written language contains errors of grammar or syntax. The teacher's academic vocabulary is inappropriate, vague, or used incorrectly, leaving students confused.</p>	<p>The teacher's attempt to explain the instructional purpose has only limited success, and/or directions and procedures must be clarified after initial student confusion. The teacher's explanation of the content may contain minor errors; some portions are clear, others difficult to follow. The teacher's explanation does not invite students to engage intellectually or to understand strategies they might use when working independently. The teacher's spoken language is correct but uses vocabulary that is either limited or not fully appropriate to the students' ages or backgrounds. The teacher rarely takes</p>
3b: Using Questioning and Discussion Techniques	<p>The teacher's questions are of low cognitive challenge, with single correct responses, and are asked in rapid succession. Interaction between the teacher and students is predominantly recitation style, with the teacher mediating all questions and answers; the teacher accepts all contributions without asking students to explain their reasoning. Only a few students participate in the</p>	<p>The teacher's questions lead students through a single path of inquiry, with answers seemingly determined in advance. Alternatively, the teacher attempts to ask some questions designed to engage students in thinking, but only a few students are involved. The teacher attempts to engage all students in the discussion, to encourage them to respond to one another,</p>
3c: Engaging Students in Learning	<p>The learning tasks/ activities, materials and, resources are poorly aligned with the instructional outcomes, or require only rote responses, with only one approach possible. The groupings of students are unsuitable to the activities. The lesson has no clearly defined structure, or the pace of the lesson is too slow or rushed.</p>	<p>The learning tasks and activities are partially aligned with the instructional outcomes but require only minimal thinking by students and little opportunity for them to explain their thinking, allowing most students to be passive or merely compliant. The groupings of students are moderately suitable to the activities. The lesson has a recognizable structure; however, the pacing of the lesson may not provide students the time needed to be intellectually engaged or may be</p>
3d: Using Assessment in Instruction	<p>Students do not appear to be aware of the assessment criteria, and there is little or no monitoring of student learning; feedback is absent or of poor quality. Students do not engage in self- or peer assessment.</p>	<p>Students appear to be only partially aware of the assessment criteria, and the teacher monitors student learning for the class as a whole. Questions and assessments are rarely used to diagnose evidence of learning. Feedback to students is general, and few students assess their own work.</p>
3e: Demonstrating Flexibility and Responsiveness	<p>The teacher ignores students' questions; when students have difficulty learning, the teacher blames them or their home environment for their lack of success. The teacher makes no attempt to adjust the lesson even when students don't understand the content.</p>	<p>The teacher accepts responsibility for the success of all students but has only a limited repertoire of strategies to use. Adjustment of the lesson in response to assessment is minimal or ineffective.</p>

Domain 3: Instruction

Proficient	Distinguished
<p>The instructional purpose of the lesson is clearly communicated to students, including where it is situated within broader learning; directions and procedures are explained clearly and may be modeled. The teacher’s explanation of content is scaffolded, clear, and accurate and connects with students’ knowledge and experience. During the explanation of content, the teacher focuses, as appropriate, on strategies students can use when working independently and invites student intellectual engagement. The teacher’s spoken and written language is clear and correct and is suitable to students’ ages and interests. The teacher’s use of academic vocabulary is precise and serves to extend</p>	<p>The teacher links the instructional purpose of the lesson to the larger curriculum; the directions and procedures are clear and anticipate possible student misunderstanding. The teacher’s explanation of content is thorough and clear, developing conceptual understanding through clear scaffolding and connecting with students’ interests. Students contribute to extending the content by explaining concepts to their classmates and suggesting strategies that might be used. The teacher’s spoken and written language is expressive, and the teacher finds opportunities to extend students’ vocabularies, both within the discipline and for more general use. Students contribute to the correct use of academic vocabulary.</p>
<p>While the teacher may use some low-level questions, he poses questions designed to promote student thinking and understanding. The teacher creates a genuine discussion among students, providing adequate time for students to respond and stepping aside when doing so is appropriate. The teacher challenges students to justify their thinking and successfully engages most students in the discussion,</p>	<p>The teacher uses a variety or series of questions or prompts to challenge students cognitively, advance high-level thinking and discourse, and promote metacognition. Students formulate many questions, initiate topics, challenge one another’s thinking, and make unsolicited contributions. Students themselves ensure that all voices are heard in the discussion.</p>
<p>The learning tasks and activities are fully aligned with the instructional outcomes and are designed to challenge student thinking, inviting students to make their thinking visible. This technique results in active intellectual engagement by most students with important and challenging content and with teacher scaffolding to support that engagement. The groupings of students are suitable to the activities. The lesson has a clearly defined structure, and the pacing of the lesson is appropriate, providing most students the time needed to be intellectually engaged.</p>	<p>Virtually all students are intellectually engaged in challenging content through well-designed learning tasks and activities that require complex thinking by students. The teacher provides suitable scaffolding and challenges students to explain their thinking. There is evidence of some student initiation of inquiry and student contributions to the exploration of important content; students may serve as resources for one another. The lesson has a clearly defined structure, and the pacing of the lesson provides students the time needed not only to intellectually engage with and reflect upon their learning but</p>
<p>Students appear to be aware of the assessment criteria, and the teacher monitors student learning for groups of students. Questions and assessments are regularly used to diagnose evidence of learning. Teacher feedback to groups of students is accurate and specific; some students engage in self-assessment</p>	<p>Assessment is fully integrated into instruction, through extensive use of formative assessment. Students appear to be aware of, and there is some evidence that they have contributed to, the assessment criteria. Questions and assessments are used regularly to diagnose evidence of learning by individual students. A variety of forms of feedback, from both teacher and peers, is accurate and specific and advances learning. Students self-assess and monitor their own progress. The teacher</p>
<p>The teacher successfully accommodates students’ questions and interests. Drawing on a broad repertoire of strategies, the teacher persists in seeking approaches for students who have difficulty learning. If impromptu measures are needed, the teacher makes a minor adjustment to the lesson and does so smoothly.</p>	<p>The teacher seizes an opportunity to enhance learning, building on a spontaneous event or students’ interests, or successfully adjusts and differentiates instruction to address individual student misunderstandings. Using an extensive repertoire of instructional strategies and soliciting additional resources from the school or community, the teacher persists in seeking effective approaches for students</p>

Domain 4: Professional Responsibilities

Component	Unsatisfactory	Basic
4a: Reflecting on Teaching	The teacher does not know whether a lesson was effective or achieved its instructional outcomes, or the teacher profoundly misjudges the success of a lesson. The teacher has no suggestions for how a lesson could be improved.	The teacher has a generally accurate impression of a lesson's effectiveness and the extent to which instructional outcomes were met. The teacher makes general suggestions about how a lesson could be improved.
4b: Maintaining Accurate Records	The teacher's system for maintaining information on student completion of assignments and student progress in learning is nonexistent or in disarray. The teacher's records for noninstructional activities are in disarray, the result being errors and confusion.	The teacher's system for maintaining information on student completion of assignments and student progress in learning is rudimentary and only partially effective. The teacher's records for noninstructional activities are adequate but inefficient and, unless given frequent
4c: Communicating with Families	The teacher provides little information about the instructional program to families; the teacher's communication about students' progress is minimal. The teacher does not respond, or responds insensitively, to parental concerns.	The teacher makes sporadic attempts to communicate with families about the instructional program and about the progress of individual students but does not attempt to engage families in the instructional program. Moreover, the communication that does take place may not be culturally sensitive to those
4d: Participating in the Professional Community	The teacher's relationships with colleagues are negative or self-serving. The teacher avoids participation in a professional culture of inquiry, resisting opportunities to become involved. The teacher avoids becoming involved in school events or school and district projects.	The teacher maintains cordial relationships with colleagues to fulfill duties that the school or district requires. The teacher participates in the school's culture of professional inquiry when invited to do so. The teacher participates in school events and school and district projects when specifically asked.
4e: Growing and Developing Professionally	The teacher engages in no professional development activities to enhance knowledge or skill. The teacher resists feedback on teaching performance from either supervisors or more experienced colleagues. The teacher makes no effort to share knowledge with others or to assume professional responsibilities.	The teacher participates to a limited extent in professional activities when they are convenient. The teacher engages in a limited way with colleagues and supervisors in professional conversation about practice, including some feedback on teaching performance. The teacher finds limited ways to assist other teachers and contribute to the profession.
4f Showing Professionalism	The teacher displays dishonesty in interactions with colleagues, students, and the public. The teacher is not alert to students' needs and contributes to school practices that result in some students' being ill served by the school. The teacher makes decisions and recommendations that are based on self-serving interests. The teacher does not comply with school and district regulations.	The teacher is honest in interactions with colleagues, students, and the public. The teacher's attempts to serve students are inconsistent, and unknowingly contributes to some students being ill served by the school. The teacher's decisions and recommendations are based on limited though genuinely professional considerations. The teacher must be reminded by supervisors about complying with school and district regulations.

Domain 4: Professional Responsibilities

Proficient	Distinguished
<p>The teacher makes an accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes and can cite general references to support the judgment. The teacher makes a few specific suggestions of what could be tried another time the lesson is taught.</p>	<p>The teacher makes a thoughtful and accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes, citing many specific examples from the lesson and weighing the relative strengths of each. Drawing on an extensive repertoire of skills, the teacher offers specific alternative actions, complete with the</p>
<p>The teacher's system for maintaining information on student completion of assignments, student progress in learning, and noninstructional records is fully effective.</p>	<p>The teacher's system for maintaining information on student completion of assignments, student progress in learning, and noninstructional records is fully effective. Students contribute information and participate in maintaining the records.</p>
<p>The teacher provides frequent and appropriate information to families about the instructional program and conveys information about individual student progress in a culturally sensitive manner. The teacher makes some attempts to engage families in the instructional program.</p>	<p>The teacher communicates frequently with families in a culturally sensitive manner, with students contributing to the communication. The teacher responds to family concerns with professional and cultural sensitivity. The teacher's efforts to engage families in the instructional program are frequent and successful.</p>
<p>The teacher's relationships with colleagues are characterized by mutual support and cooperation; the teacher actively participates in a culture of professional inquiry. The teacher volunteers to participate in school events and in school and district projects, making a substantial contribution.</p>	<p>The teacher's relationships with colleagues are characterized by mutual support and cooperation, with the teacher taking initiative in assuming leadership among the faculty. The teacher takes a leadership role in promoting a culture of professional inquiry. The teacher volunteers to participate in school events and district projects, making a substantial contribution and assuming a leadership role in at least one</p>
<p>The teacher seeks out opportunities for professional development to enhance content knowledge and pedagogical skill. The teacher actively engages with colleagues and supervisors in professional conversation about practice, including feedback about practice. The teacher participates actively in assisting other educators and looks for ways to contribute to the profession.</p>	<p>The teacher seeks out opportunities for professional development and makes a systematic effort to conduct action research. The teacher solicits feedback on practice from both supervisors and colleagues. The teacher initiates important activities to contribute to the profession.</p>
<p>The teacher displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public. The teacher is active in serving students, working to ensure that all students receive a fair opportunity to succeed. The teacher maintains an open mind in team or departmental decision making. The teacher complies fully with school and district regulations.</p>	<p>The teacher can be counted on to hold the highest standards of honesty, integrity, and confidentiality and takes a leadership role with colleagues. The teacher is highly proactive in serving students, seeking out resources when needed. The teacher makes a concerted effort to challenge negative attitudes or practices to ensure that all students, particularly those traditionally underserved, are honored in the school. The teacher takes a leadership role in team or departmental decision making and helps ensure that such decisions are based on the highest professional standards. The teacher complies fully</p>

Levels of Performance

Directions: Thinking about all of the Domains together, list some descriptive words that are common to each Level of Performance.

Unsatisfactory	Basic	Proficient	Distinguished

Give One Get One

Directions:

1. Jot down 3 ideas that were intriguing from the morning's session.
2. Get up and find someone from another tablegroup.
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.

NOTE: Exchange no more than one idea with any given partner...

Your ideas:

Additions to your ideas from colleagues:

Domain 2: The Classroom Environment

Component	Key Ideas	Examples from the Video
2a Environment of Respect and Rapport		
2b Establishing a Culture for Learning		
2c Managing Classroom Procedures		
2d Managing Student Behavior		
2e Organizing Physical Space		

Evaluation

Please complete an evaluation survey at:
<http://fluidsurveys.com/s/dgworkshop/eval/>



Danielson Group Seminar Formative Evaluation

Date _____ Name (optional) _____

District/school/organization: _____

Role: Teacher Principal Asst. Principal Other _____

Name of your Danielson Group facilitator: _____

Name of seminar: _____

Content And Concepts

The session content:	Strongly disagree	Disagree	Agree	Strongly Agree
1. Clearly matched the stated outcomes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Deepened my understanding of the session content	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Provided me with skills that inform or are applicable to my work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

If any response is "Strongly disagree" or "Disagree," please explain:

Facilitation/Presentation

The presenter(s):	Strongly disagree	Disagree	Agree	Strongly Agree
1. Communicated concepts clearly, and provided useful examples of the concepts in action	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Exhibited mastery of the seminar topics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Listened to participants, addressed questions and concerns	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Created a safe learning environment where I felt comfortable posing questions about the work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

If any response is "Strongly disagree" or "Disagree," please explain:

Training Design

The session included:	Strongly disagree	Disagree	Agree	Strongly Agree
1. Learning tasks were engaging and allowed enough time to reflect on and apply ideas, skills and practices to my own work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Adequate time to explore important questions related to seminar content	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Opportunities to engage and collaborate with colleagues regarding seminar content	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

If any response is "Strongly disagree" or "Disagree," please explain:

Overall Quality

The session provided:	Strongly disagree	Disagree	Agree	Strongly Agree
1. Satisfaction with the overall quality of the content and facilitation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Strategies and structures that met the intended outcomes of the seminar	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Opportunities for participant engagement and deeper understanding/skill building of the concepts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

If any response is "Strongly disagree" or "Disagree," please explain:

Comments

What were the significant learnings for you from this seminar?

Describe any content or topics that you would like to explore further.