CHARLOTTE DANIELSON'S FRAMEWORK FOR TEACHING
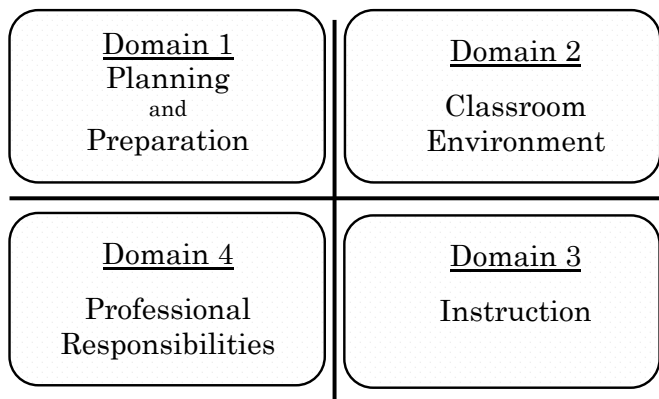
LEADERSHIP SUPPORT SERVICE
ARKANSAS DEPARTMENT OF EDUCATION

Overview for University of Arkansas CHED Mentors

"The effects of well-prepared teachers on student achievement can be stronger than the influences of student background factors, such as poverty, language background, and minority status."

Linda Darling-Hammond analyzing NAEP Data (2000)

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FRAMEWORK FOR TEACHING

Domain 1 Planning and Preparation	Domain 2 Classroom Environment
Domain 4 Professional Responsibilities	Domain 3 Instruction

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A Framework for Teaching: Components of Professional Practice

Domain 1: Planning and Preparation
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

Domain 2: The Classroom Environment
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

Domain 4: Professional Responsibilities
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

Domain 3: Instruction
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

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Domain 1 : Planning & Instruction

Component	Unsatisfactory	Basic	Proficient	Distinguished
1a: Demonstrating knowledge of content and pedagogy	Teacher's plans and practice display little knowledge of the content, prerequisite relationships between different aspects of the content, or of the instructional practices specific to that discipline.	Teacher's plans and practice reflect some awareness of the important concepts in the discipline, prerequisite relations between them and of the instructional practices specific to that discipline.	Teacher's plans and practice reflect solid knowledge of the content, prerequisite relations between important concepts and of the instructional practices specific to that discipline.	Teacher's plans and practice reflect extensive knowledge of the content and of the structure of the discipline. Teacher actively builds on knowledge of prerequisites and misconceptions when describing instruction or seeking causes for student misunderstanding.
1b: Demonstrating knowledge of students	Teacher demonstrates little or no knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and does not seek such understanding.	Teacher indicates the importance of understanding students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and attains this knowledge for the class as a whole.	Teacher actively seeks knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and attains this knowledge for groups of students.	Teacher actively seeks knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs from a variety of sources, and attains this knowledge for individual students.
1c: Setting instructional outcomes	Instructional outcomes are unsuitable for students, represent trivial or low-level learning, or are stated only as activities. They do not permit viable methods of assessment.	Instructional outcomes are of moderate rigor and are suitable for some students, but consist of a combination of activities and goals, some of which permit viable methods of assessment. They reflect more than one type of learning, but there is little or no attempt at coordination or integration.	Instructional outcomes are stated as goals reflecting high-level learning and curriculum standards. They are suitable for most students in the class, represent different types of learning, and are capable of assessment. The outcomes reflect opportunities for coordination.	Instructional outcomes are stated as goals that can be assessed, reflecting rigorous learning and curriculum standards. They represent different types of content, offer opportunities for both coordination and integration, and take account of the needs of individual students.
1d: Demonstrating knowledge of resources	Teacher demonstrates little or no familiarity with resources to enhance own knowledge, to use in teaching, or for students who need them. Teacher does not seek such knowledge.	Teacher demonstrates some familiarity with resources available through the school or district to enhance own knowledge, to use in teaching, or for students who need them. Teacher does not seek to extend such knowledge	Teacher is fully aware of the resources available through the school or district to enhance own knowledge, to use in teaching, or for students who need them.	Teacher seeks out resources in and beyond the school or district in professional organizations, on the Internet, and in the community to enhance own knowledge, to use in teaching, and for students who need them.
1e: Designing coherent instruction	The series of learning experiences are poorly aligned with the instructional outcomes and do not represent a coherent structure. They are suitable for only some students.	The series of learning experiences demonstrates partial alignment with instructional outcomes, some of which are likely to engage students in significant learning. The lesson or unit has a recognizable structure and reflects partial knowledge of students and resources.	Teacher coordinates knowledge of content, of students, and of resources, to design a series of learning experiences aligned to instructional outcomes and suitable to groups of students. The lesson or unit has a clear structure and is likely to engage students in significant learning.	Teacher coordinates knowledge of content, students, and resources to design learning experiences aligned to instructional outcomes, differentiated where appropriate for all students and significant learning. The lesson or unit's structure is clear and allows for different pathways according to student needs.
1f: Designing student assessments	Teacher's plan for assessing student learning contains no clear criteria or standards, is poorly aligned with the instructional outcomes, or is inappropriate to many students. The results of assessment have minimal impact on the design of future instruction.	Teacher's plan for student assessment is partially aligned with the instructional outcomes, without clear criteria, and inappropriate for at least some students. Teacher intends to use assessment results to plan for future instruction for the class as a whole.	Teacher's plan for student assessment is aligned with the instructional outcomes, using clear criteria, is appropriate to the needs of students. Teacher intends to use assessment results to plan for future instruction for groups of students.	Teacher's plan for student assessment is fully aligned with the instructional outcomes, with clear criteria and standards that show evidence of student contribution to their development. Assessment methodologies may have been adapted for individuals, and the teacher intends to use assessment results to plan future instruction for individual students.

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LEVELS OF PERFORMANCE

Unsatisfactory	Basic	Proficient	Distinguished
Not No Not clear Unaware Does not respond Poor Not congruent	Some Attempts to Limited Moderate Uneven Inconsistent Rudimentary	Consistent High quality Timely Accurate Appropriate Clear Effective High expectations	All students Highly effective Entirely appropriate Adapted for individual students Fully aligned Extensive

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EVIDENCE SHOULD BE . . .

- **Factual**
- **Representative**
- **Relevant**
- **Free from Bias**
- **No Judgments**

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Of all the approaches available to educators to promote teacher learning, the most powerful is that of professional conversation.

Talk About Teaching!
Charlotte Danielson
2009, Corwin Press

FORMATIVE ASSESSMENTS

- Using Glow and Grows and Bi-Weeklies to encourage growth throughout the internship

> "In reality, it is through assessment that attitudes, skills, knowledge and thinking are fostered, nurtured, and accelerated --or stifled."
>
> -Hynes, 1991

FORMATIVE ASSESSMENTS

- Every other week: <u>Glow and Grow</u>
- Every other week: <u>Bi-Weekly</u>

- These are aligned to Danielson and can help build understanding of the domains and the criteria.

BUILDING SUCCESS THROUGH FORMATIVE ASSESSMENTS

- Try to set a time for weekly conversation about either the Glow and Grow or Bi-Weekly
- When first starting with an intern, you may want to talk together about a certain domain or indicator that you want to concentrate on and center your discussion on that domain or indicator.
- Invite the intern to participate in the assessment as well. How might they assessment themselves? Reflect on the lesson or the week?

PROTOCOL FOR SUMMATIVE

- Intern sends to observer (liaison/fall mentor/spring)
  - <u>Preobservation questionnaire</u>
  - Complete lesson plan
  - Class profile
  - Sketch of classroom
- Liaison/Mentor
  - Looks over materials
  - Conducts 30 min. – maximum 60 min. observation
  - Scripts evidence for domains 1, 2, 3
- Intern sends to observer within 24 hours
  - <u>Post observation questionnaire</u>
  - <u>Evidence form for Domain 4</u>

POST OBSERVATION

- Intern posts all documents to **Chalk and Wire** and selects the appropriate assessor
- Assessor
  - Uses <u>summative form</u> to plug in **explicit evidence** from forms and scripting to **arrive at a score** for each indicator for each domain.
  - Conducts **postobservation conference** with the intern to share scores and rationale for scores.
  - **Completes assessment cycle** by putting scores in Chalk and Wire and uploading the summative evaluation form.
- Assessor **AND** Intern
  - Develop **<u>growth plan</u>** based on observation

QUESTIONS?