Understanding the Charlotte Danielson Framework for Teaching

Presented by: Donna Mohr
Dennis Burd
SRI & ETTC
Good teaching produces student achievement.
Why Danielson?

- Comprehensive description of what teachers “do”
- Based on a large body of educational research
- There’s no “gotcha factor”
- Allows for all types of teaching situations
- Recognizes and respects the complexity of teaching captured with a clear set of themes
- Provides a common language among professionals
- Creates a forum for discussion about teaching, collaboration
- Encourages teacher self-reflection & evaluation
- Versatility for all levels of expertise & experience
- “No matter how good a lesson is, we can always make it better.” Danielson
Goals for the Workshop Series

Develop a strong understanding of the Danielson Framework

Strengthen observation skills as part of the formal evaluation of teachers

Practice the evaluation of instruction using the Danielson Framework

Judge the level of performance of a teacher using Danielson Framework

Consider how Danielson Framework compares to your current evaluation system
Today’s Session Will Focus On....

Developing an understanding of the 4 domains of Danielson Framework
Gaining familiarity with the components within each of the 4 domains through practice
Learning the difference between evidence and opinion and documenting it
Identifying evidence within actual teaching and linking it to Danielson Framework
The “Wow” Factor

Think of when you observed an excellent teacher in the classroom or a professional context. What would you see or hear that made you think this teacher was excellent at their profession? What would make you think I want my child in this teacher’s class or this is what I like to see in my school?

Write one trait on each post-it note. Can you come up with 5-7 major traits?
The Framework for Professional Practice

- **Domain I** - Planning
- **Domain II** - The Classroom Environment
- **Domain III** - Instruction
- **Domain IV** - Professional Responsibilities

**Common Themes**
- Equity
- Cultural Competence
- High Expectations
- Developmental Appropriateness
- Attention to Individual Students (Special Needs)
- Appropriate Use of Technology

*See p.3-4* Good breakdown including elements within 22 components

**Ways to demonstrate each component outlined within each Domain**
Framework for Specialists

• Specialists are NOT teachers.
• Teachers teach only. Teacher Framework includes phys ed, art, music, special ed
• A Specialist’s job typically involves some aspects of teaching, but differs from a classroom teacher
• Specialist’s framework is adjusted to capture “delivery of service”. Domains similar in structure and format. Found in 2nd Edition.
• We are focusing on teachers only at this time.
THE TRIANGLE
(Degrees of Specificity)

Domains
Components
Elements
Evidence
Domain 1: Planning and Preparation

- Demonstrating knowledge of content and pedagogy
  - Congruence w/inst. outcomes
    - Criteria and standards
    - Design of formative assessments
      - Use for planning
  - Learning activities
  - Instructional materials/resources
    - Instructional groups
    - Lesson and unit structure

Sources of evidence-
  - *lesson plan
  - *preconference
  - *activities or assignments

“Domain 1 describes the critical behind-the-scenes work of organizing classroom instruction.”
Domain 2: The Classroom Environment

• Creating an environment of respect and rapport

  • Teacher interaction w/students

  • Importance of content
    • Mgmt of groups
    • Mgmt of transitions

  • Expectations

  • Safety and accessibility
    • Arrangement of furniture and use of physical resources

Sources of evidence
- Classroom interactions
- Interviews with or surveys of students
- Teacher interaction w/students
- Student interaction w/students
- Importance of content
- Expectations for learning & achievement
- Student pride in work
- Mgmt of groups
- Mgmt of transitions
- Mgmt of supplies & materials
- Performance of non-instructional duties
- Supervision of volunteers/paraprofessionals
- Expectations
- Monitoring of student behavior
- Response to student misbehavior
- Safety and accessibility
- Arrangement of furniture and use of physical resources
Domain 3: Instruction

- Communicating with students
- Using questioning and discussion techniques
- Engaging students in learning
- Using assessment in instruction
- Demonstrating flexibility and responsiveness

Sources of evidence:
- Classroom interactions
- Observation
- Samples of student work

- Expectations for learning
- Quality of questions
- Activities and assignments
  - Assessment criteria
  - Monitoring of student learning
- Lesson adjustment
- Response to students
  - Persistence

- Monitoring of student learning
- Feedback to students
- Student self assessment & monitoring of progress
- Lesson adjustment
- Response to students
- Persistence
Domain 4: Professional Responsibilities

- Reflecting on teaching
- Maintaining accurate records
- Communicating with families
- Participating in a professional community
- Growing and developing professionally
- Showing professionalism

Sources of evidence:
* Teacher interaction w/others
* Documentation in logs

- Student completion of assignments
- Information about instructional program
- Relationship w/colleagues
- Enhancement of content knowledge & pedagogical skills
- Integrity & ethical conduct
- Service to students
- Advocacy
- Decision making
- Compliance w/school and district regulations
Common Themes

• Equity
• Cultural competency and sensitivity
• High expectations
• Developmental appropriateness
• Attention to individual students (Special Needs)
• Appropriate use of technology
• Student assumption of responsibility
Common Theme Activity

• Each of you has been assigned a “common theme”. Review the description from Danielson’s book and be ready to summarize it as a team.

• Go through each of the components of each domain. Identify which components may have elements of a common theme within it.

• Write component (# and letter) in the chart provided.
Equity

All students are:

• Valued
• Invited and encouraged to participate
• Given feedback
• Expected to work to their potential (w/o preconceived ideas about abilities)
Cultural Competence

– Recognizing different cultures of students
– Learning about students’ backgrounds
– Lesson is prepared and presented to suit varied cultures
High Expectations

• Belief that all students are capable of high levels of learning
• Awareness of expectations on students in classroom
• Establishing a culture of hard work and persistence
Developmental Appropriateness

Awareness of students’ abilities based on such things as:

- age of students
- previous knowledge
- subject being taught
Attention to Individual Students

• Awareness of each individual student's needs
• Designing lessons to meet a variety of levels of ability
• Sensitivity to any special accommodations needs
  – Special needs
  – ESL, etc
Appropriate Use of Technology

• Knowledge of instructional technologies
• Use of technology in all aspects of teaching (planning, act of teaching, and reflection- all 4 domains)
• Willingness to learn technologies to enhance own learning or instruction
Student Assumption of Responsibility

Allowing students opportunity to take responsibility for their own learning.

• Planning so students have chance to give input
• Conducting lessons where students have some say in what they are doing and how they do it
• Establishing a “learning community”
Knowing the Domains & Components

• Each of you has been given a handout of the DOMAINS and COMPONENTS within each. You will serve as “experts” in those areas.

• Take a few minutes to review the framework including the ELEMENTS. Be prepared to give a “meat & potatoes” summary and identify your areas if asked.

• Review your post-its. Do any of them align with your components? Be ready to share them.
THE TRIANGLE
(Degrees of Specificity)

Domains

Components

Elements

Evidence

• THIS IS NEW!!!!
• Revised language within components to be more precise
• Critical attributes or observable teacher/student behaviors or actions added within each component and level of performance
• Possible teaching examples listed within each component and level of performance
Considering the Best Fit

Using the Evidence and Best Fit Handout provided, can you determine under which domain and component each vignette would be considered a “best fit”?

P.26-32 are helpful for this exercise
<table>
<thead>
<tr>
<th>Evidence</th>
<th>Domain &amp; Component</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students are seated on a rug on the floor. Mrs. T says, “Turn to the person next to you and share...”. After 3 minutes, Mrs. T claps a pattern for attention.</td>
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<tr>
<td>In the reflection conference, Mrs. K stated her observed lesson had been perfect because she completed every item in the plan.</td>
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<tr>
<td>Mr. V read aloud a story about measurement; modeled a measuring activity and directed students to each do the activity then each report to their table group and discuss results at their tables.</td>
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<tr>
<td>In Mr. G’s room, classroom rules are posted; twice in 20 minutes rule #3 was broken by the same student. Mr. G took no action.</td>
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<td>Evidence</td>
<td>Domain and Component</td>
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<td>-------------------------------------------------------------------------</td>
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<tr>
<td>Ms. E plans to give the students a Web site to explore as an extended</td>
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<td>learning activity on understanding the judicial system.</td>
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<td>Mrs. A gives directions for the lab activity, listing and sharing the</td>
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<td>steps to follow; she cautions the class about different parts and asks</td>
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<tr>
<td>2 students to restate/review her directions for the class.</td>
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<tr>
<td>The essential questions and core concepts for the units covered thus</td>
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<td>far in Mrs. J’s Science class are posted on the wall and linked together</td>
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<td>to show connections.</td>
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<tr>
<td>Mrs. K followed her plan as presented in the pre observation conference,</td>
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<td>ignoring 3 students who tried to ask questions.</td>
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<tr>
<td>In service records how Ms. P’s attendance only at trainings offered at</td>
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<td>her school.</td>
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<tr>
<td>Evidence</td>
<td>Domain &amp; Component</td>
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<tr>
<td>During group presentations, 2 students seated at the back of the room begin arm wrestling. Mrs. Y walks over and stands by them. Students stop arm wrestling.</td>
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<tr>
<td>Students in Mr. H’s math class are looking puzzled after he provides an explanation of “slope” in algebra. Instead of assigning a worksheet as he had planned, he tries a different approach to clarifying the concept.</td>
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<tr>
<td>During a pre-conference, Mr. B shared a rubric for student presentations. It identifies key elements of a good presentation and three levels of performance for each of the elements.</td>
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<td>For one of her flexible grouping assignments, Ms. R plans to create cooperative groups that will each include two English language learners.</td>
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<tr>
<td>Ms. C has her class watch a clip of Martin Luther King Jr.’s “I Have a Dream” speech using a video guide containing questions that are factual, interpretive, and analytic in nature. After the film clip, students work in pairs to respond to the questions.</td>
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</table>
Preparing for Observation
Sources of Evidence

• Formal observation
  – 3 stages- pre, observation, and post-conference

• Informal observation
  – Abbreviated visit
  – Unannounced w/informal conversation

– Teaching artifacts
– Planning documentation
– Forms of communication, etc
Evidence

- Evidence may include statements, actions, or behaviors.
- Evidence may also include artifacts prepared by the teacher, students, or others.
- Evidence is *not* personal opinion or bias. It is selected through the observer’s and/or teacher’s use of professional judgment.
Types of Observational Evidence

• Verbatim scripting of teacher or student comments:
  – “Bring your white boards, markers and erasers to the carpet and sit on your square.”

• Non-evaluative statements of observed teacher or student behavior:
  – Teacher presented the content from the front of room.

• Numeric information about time, student participation, resource use, etc.:

• An observed aspect of the environment:
  – Desks were arranged in groups of four with room to walk between each group.
Evidence versus Opinion

• Read each statement. Is it evidence or opinion?

• If it is opinion, how can it be fixed to be “evidence”?

• Discuss your answer with a neighbor.

• When finished, determine the domain and component for each statement.

• Be prepared to discuss your thoughts.
1. The teacher says today’s activities are an extension of the math unit.
2. The pacing of the lesson was slow, allowing for student restlessness, disengagement, and disruptive behavior.
3. The new table arrangement encourages concentration and controlled interaction with neighbor.
4. “I assure you that today’s lesson will be quite interesting.”
5. The teacher clearly has planned and organized for maximum effect.
6. The last activity, discussion of the key scene, was rushed.

7. The teacher said that the Civil war was a tragedy for U.S. civilization.

8. As the activity progressed, students started calling out, “What should we do next?”

9. Some students have difficulty paying attention.

10. Students worked with a classmate in choosing key scenes and discussing the reasons for their choice.
Practicing Observation Skills
Stages to formal observation

• Pre-conference or “planning conference”
  – Teacher interview
  – Review of documents
  – Discussion of procedure/process

• Observation
  – Gathering of evidence

• Post-conference or “reflection conference”
  – Teacher lesson reflection
  – Discussion w/teacher
Preconference

• Purpose- chance for the teacher to discuss their planning process/skills

• Things to consider
  – Give teachers questions in advance to review
  – Have teachers bring copies of written materials for lesson
  – Review the teacher’s lesson prior to the conference

• Seen as core part of evaluating Domain 1
Classroom Observation

• Focuses on Domains 2 & 3
• One observation may not capture every component—over time a teacher should demonstrate them all**
• Observer should
  – Focus on evidence/facts and avoid interpretation or opinion (adj/adv.)
  – Be familiar w/components so they are recognized during lesson
  – Note what teacher says/does as well as questions, statements, actions (verbal/non verbal)
• Recommended to give teacher notes after visit- helps w/transparency
As you watch the brief video clip, write down *evidence* that you note as it applies to the components of Domain 2 & 3.

It takes time to be familiar with the components. Focus on differentiating between D2 & D3.
Share evidence you have collected with colleagues at your table.
   – Discuss domain & component matches.
   – Use the *Video Review Activity Sheet* to organize thoughts.
   – Was it evidence or opinion?

Be prepared to share with the group.
Post-Observation Conference or “Reflection Conference”

• Conversation designed to promote teacher thinking and growth
• Provides perspective on Domain 4
• Encouraged to have the teacher self-assess in preparation for this conference Chance to “compare notes” and identify strengths/areas for improvement
• Discussion should include a written summary that captures views of both parties
What about Domain 4?

• Best demonstrated through “stuff” that you typically don’t see from observation directly

• “Stuff” might include:
  – Class newsletters
  – Phone log
  – Letter to parents about a new program
  – Involvement in school programming
  – Documents from professional development

• Suggested to gather evidence through interview, artifacts, and teacher’s self reflection
Informal observations

• Unannounced observation of teaching
• Last about 5-10 minutes
• May be used as evidence in a teacher’s evaluation (depends on negotiated contract)
• Danielson’s suggested procedure
  – Take notes on lesson (see informal observation form)
  – (Opt) Leave note for teacher w/brief supportive comment about lesson
  – Speak w/teacher briefly after to have a professional conversation about aspects seen
  – If form used, note relevant aspects observed in domains
Determining Level of Performance
Levels of Performance

• 4 Levels within each of the Domains & Components
  – Unsatisfactory (1)
  – Basic (2)
  – Proficient (3)
  – Distinguished (4)

• Levels represent the performance of teaching not of teachers

• It is natural for teachers to move among ratings

• Higher levels reflect experience as well as expertise

• Most effective when multiple measures are used before determining a level of performance

See summary chart of ratings in Enhancing Professional Practice book p.41-42 for synopsis within each domain.
Distinguished (4)

Teachers performing at the Distinguished level are master teachers and make a contribution to the field, both in and outside their school. Their classrooms operate at a qualitatively different level from those of other teachers. Such classrooms consist of a community of learners, with students highly motivated and engaged and assuming considerable responsibility for their own learning.

**Key Traits**

- Performance is consistently of very high quality—at levels from a “master” teacher
- Classroom seems to run itself... “seamless”
- Students work as a community of learners w/high level of engagement, motivation, and considerable responsibility for their own learning
- **From a teacher “distinguished level performance is a good place to visit but don’t expect to live there”**
The teacher performing at the Proficient level clearly understands the concepts underlying the component and implements it well. Most experienced, capable teachers will regard themselves and be regarded by others as performing at this level. Teachers performing at the Proficient level have mastered the work of teaching while working to improve their practice.

**Key Traits**

- Performance is consistently of good quality - as expected of a proficient tenured teacher
- Know content, students, and curriculum
- Broad repertoire of strategies and activities
- Move easily to Plan B when needed
- Possess a sophisticated understanding of classroom dynamics
Basic (2)

The teacher performing at the basic level appears to understand the concepts underlying the component and attempts to implement its elements. But implementation is sporadic, intermittent, or otherwise not entirely successful. Additional reading, discussion, visiting classrooms of other teachers, and experience (particularly supported by a mentor) will enable the teacher to become proficient in this area.

Key Traits

• Performance is minimally competent for teachers early in their careers- characteristic of those new to the profession
• Improvement is likely to occur with experience
• Implementation of activities may be rough or inconsistent
Unsatisfactory (1)

The teacher does not yet appear to understand the concepts underlying the component. Working on the fundamental practices associated with the elements will enable the teacher to grow and develop in this area.

Key Traits
• Little to no evidence of understanding of content, students, and resources
• Poor recordkeeping and low ethical standards
• Rigid adherence to an instructional plan despite signs that revision is needed during instruction
• Teacher may display behaviors below minimal licensing standard such as a chaotic environment (Component 2a) or treating students with sarcasm or put down (Component 2C)
• Intervention is needed and a priority
Understanding Levels of Performance

• Reference the copy of the Danielson Domain Levels of Performance.

• For each level of performance, highlight the “action” or key words that help differentiate between levels.

• Record your key words on the Common Terms & Levels Activity sheet

• If time, discuss overall key words you might use to describe the “overall” performance.
# Common Terms & Levels

<table>
<thead>
<tr>
<th>Unsatisfactory (1)</th>
<th>Basic (2)</th>
<th>Proficient (3)</th>
<th>Distinguished (4)</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td>Some</td>
<td>Consistent</td>
<td>All students</td>
</tr>
<tr>
<td>Not</td>
<td>Attempts to</td>
<td>High quality</td>
<td>Highly effective</td>
</tr>
<tr>
<td>Not clear</td>
<td>Limited</td>
<td>Timely</td>
<td>Entirely appropriate</td>
</tr>
<tr>
<td>Unaware</td>
<td>Moderate</td>
<td>Accurate</td>
<td>Adapted for</td>
</tr>
<tr>
<td>Does not respond</td>
<td>Uneven</td>
<td>Appropriate</td>
<td>individual students</td>
</tr>
<tr>
<td>Poor</td>
<td>Inconsistent</td>
<td>Clear</td>
<td>Fully aligned</td>
</tr>
<tr>
<td>Not congruent</td>
<td>Rudimentary</td>
<td>Effective</td>
<td>Extensive</td>
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<tr>
<td>Little</td>
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<td>High expectations</td>
<td>Highly</td>
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<tr>
<td>Low</td>
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<td>Aligned</td>
<td>developed</td>
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<td>Inadequate</td>
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<td>Solid</td>
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<td></td>
<td></td>
<td>Smoothly</td>
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<td></td>
<td></td>
<td>Productive</td>
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<tr>
<td>Domain 1</td>
<td>Planning &amp; Preparation</td>
<td>Unsatisfactory</td>
<td>Basic</td>
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<tr>
<td></td>
<td>Teacher's plans reflect little understanding of the content, the students, and available resources. Instructional outcomes are either lacking or inappropriate; assessment methodologies are inadequate.</td>
<td>Teacher's plans reflect moderate understanding of the content, the students, and available resources. Some instructional outcomes are suitable to the students as a group, and the approaches to assessment are partially aligned to the goals.</td>
<td>Teacher's plans reflect solid understanding of the content, the students, and available resources. Instructional outcomes represent important learning suitable to most students. Most elements of the instructional design, including the assessments, are aligned to the goals.</td>
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<table>
<thead>
<tr>
<th>Domain 2</th>
<th>The Classroom Environment</th>
<th>Unsatisfactory</th>
<th>Basic</th>
<th>Proficient</th>
<th>Distinguished</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Classroom environment is characterized by chaos and conflict, with low expectations for learning, no clear standards, of student conduct, poor use of physical space, and negative interactions between individuals.</td>
<td>Classroom environment functions somewhat effectively, with modest expectations for student learning and conduct, and classroom routines and use of space that partially support student learning. Students and the teacher rarely treat one another with disrespect.</td>
<td>Classroom environment functions smoothly, with little or no loss of instructional time. Expectations for student learning are high, and interactions among individuals are respectful. Standards for student conduct are clear, and the physical environment supports learning.</td>
<td>Students themselves make a substantive contribution to the smooth functioning of the classroom, with highly positive personal interactions, high expectations and students pride in work, seamless routines, clear standards of conduct, and a physical environment conducive to high-level learning.</td>
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<table>
<thead>
<tr>
<th>Domain 3</th>
<th>Instruction</th>
<th>Unsatisfactory</th>
<th>Basic</th>
<th>Proficient</th>
<th>Distinguished</th>
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<tbody>
<tr>
<td></td>
<td>Instruction is characterized by poor communication, low-level questions, little student engagement or participation in discussion, little or no use of assessment in learning, and rigid adherence to an instructional plan despite evidence that it should be revised or modified.</td>
<td>Only some students are engaged in learning because of only partially clear communication, uneven use of discussion strategies, and only some suitable instructional activities and materials. The teacher displays some use of the assessment in instruction and is moderately flexible in adjusting the instructional plan and in response to students' interests and their success in learning.</td>
<td>All students are engaged in learning as a result of clear communication and successful use of questioning and discussion techniques. Activities and assignments are high quality, and teacher and students make productive use of assessment. The teacher demonstrates flexibility in contributing to the success of the lesson and of each student.</td>
<td>All students are highly engaged in learning and make material contributions to the success of the class through their participation in discussions, active involvement in learning activities, use of assessment information in their learning. The teacher persists in the search for approaches to meet the needs of every student.</td>
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<thead>
<tr>
<th>Domain 4</th>
<th>Professional Responsibilities</th>
<th>Unsatisfactory</th>
<th>Basic</th>
<th>Proficient</th>
<th>Distinguished</th>
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<tr>
<td></td>
<td>The teacher demonstrates low ethical standards and levels of professionalism, with poor record keeping systems and skills in reflection, little or no communication with families or colleagues, and avoidance of school and district responsibilities and participation in activities for professional growth.</td>
<td>The teacher demonstrates moderate ethical standards and levels of professionalism, with rudimentary record-keeping systems and skills in reflection, modest communication with families or colleagues, and compliance with expectations regarding participation in school and district projects and activities for professional growth.</td>
<td>The teacher demonstrates high ethical standards and a genuine sense of professionalism by engaging in accurate reflection on instruction, maintaining accurate records, communicating frequently with families, actively participating in school and district events, and engaging in activities for professional development.</td>
<td>The teacher's ethical standards and sense of professionalism are highly developed, showing perceptive use of reflection, effective systems for record keeping and communication with families, leadership roles in both school and district projects, and extensive professional development activities. Where appropriate, students contribute to the systems for record keeping and family communications.</td>
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</table>
Putting Levels into Practice

• The best way to understand the levels is to attempt to use them.

• Warnings for this exercise
  – This is a “norming” exercise. It is a snapshot to help understand the ratings.
    • Can assign ratings with each element of evaluation during year
    • Can assign rating at end of year as summative judgment
  – Some elements are not best judged by observation (Domain 1 & 4 for example)
# Video Review Activity w/Levels

We are going to watch a video and try to assign “levels” of performance. When done watching, consider what level you would give each area and note it. Be ready to defend it with our resident experts.

## Video Review Activity- Assigning Ratings

<table>
<thead>
<tr>
<th>DOMAIN II: Classroom Environment</th>
<th>NA</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
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<tbody>
<tr>
<td>2a. Creating an environment of respect and rapport</td>
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<td>Teacher interaction with students</td>
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<td>Student Interaction</td>
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<td>2b. Establishing a culture for learning</td>
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<td>Importance of the content</td>
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<td>Student pride in work</td>
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<td>Expectations for learning and achievement</td>
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<td>2c. Managing classroom procedures</td>
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<td>Management of instructional groups</td>
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<td>Management of transitions</td>
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<td>Management of materials and supplies</td>
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<tr>
<td>Performance of non-instructional duties</td>
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<td>2d. Managing student behavior</td>
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<td>2e. Organizing physical space</td>
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<td>Accessibility to learning and use of physical resources</td>
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<td>Quality: accurate, substantive, constructive and specific</td>
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## Reflecting on Today’s Work

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Reflection for the Day’s Work

• Name the 4 domains of Danielson.
• Explain the differences between them and when they are seen.
• Why is evidence important?
• What are the typical steps in a formal observation?
• What domains are not “observed”?
• What questions do you have for me?
Suggested activities

• Read the books you have been provided. Build your familiarity with the components.
• Print and review a copy of the 2011 Danielson *revised* Framework for teacher.
• Consider how to align the details of the Framework for Teachers with your teacher evaluation guidelines and forms.
• Review some of the research about teacher evaluation and the Danielson Framework
  – Praxis III
Places to get additional information

• [www.delicious.com/nboakes](http://www.delicious.com/nboakes) under Danielson “stack” (for iPad users you can follow me using the Yummy app)

• [www.danielsongroup.com](http://www.danielsongroup.com) to download a copy of the 2011 Edition of the Framework

• [Teachscape & Danielson](http://Teachscape & Danielson) page prepared by Teachscape to assist schools with 12-13 NJ Teacher Evaluation Requirements