Enhancing Professional Practice
Framework Observation Overview

Presented by Melissa Linton
linton@danielsongroup.org
Outcomes

An opportunity to acquire information about the Charlotte Danielson’s Framework for Teaching as it relates to developing a district-wide observation system.

✓ Understand the structure and the language of the Framework for Teaching
✓ Develop a common understanding of how the Framework for Teaching can be used as a tool for teacher growth and improving student learning via a collaborative observation cycle.
✓ Distinguish the key components of a collaborative observation process using the Framework for Teaching
✓ Identify resources, training and tools to assist with implementation
### The Danielson Framework for Teaching

<table>
<thead>
<tr>
<th>Domain 1</th>
<th>Planning and Preparation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1a</td>
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<table>
<thead>
<tr>
<th>Domain 2</th>
<th>Classroom Environment</th>
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<tbody>
<tr>
<td>2a</td>
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<td>3a</td>
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<td>3b</td>
<td>Using Questioning and Discussion Techniques</td>
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<tr>
<td>3c</td>
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</tr>
<tr>
<td>3d</td>
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<td>Demonstrating Flexibility &amp; Responsiveness</td>
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<td>4f</td>
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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

Attention to Individual Students

Student
Assumption of Responsibility

Cultural Competence
High Expectations

Equity
Developmental Appropriateness

Appropriate Use of Technology
Framework for Teaching Evaluation Instrument 2013

- Tighter Rubric Language
- Levels of performance written at the component level
- Addition of Critical Attributes and Examples
- Incorporates instructional implications of the Common Core State Standards

You can purchase this tool or download a free PDF at:
Integrating Common Core and Danielson

**Common Core Learning Standards:**
- Focused on skills, concepts, and rigor for students;
- Specific to grade level and content area

**Danielson Framework:**
- Focused on teachers' strategies to intellectually engage students in learning skills and concepts;
- Not specific to grade level or content area

**Proficient Professional Practice**
- How do these visions of learning complement one another?
- What will educators need in order to sensibly integrate both visions?

Integration of the CCSS and Framework components shown in red:

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<thead>
<tr>
<th>Domain 1: Planning and Preparation</th>
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<td>1c: Setting Instructional Outcomes</td>
<td>2c: Managing Classroom Procedures</td>
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<td>1d: Demonstrating Knowledge of Resources</td>
<td>2d: Managing Student Behavior</td>
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<td>1e: Designing Coherent Instruction</td>
<td>2e: Organizing Physical Space</td>
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# Levels of Performance

<table>
<thead>
<tr>
<th>UNSATISFACTORY</th>
<th>BASIC</th>
<th>PROFICIENT</th>
<th>DISTINGUISHED</th>
</tr>
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<tbody>
<tr>
<td>Lack of</td>
<td>Inconsistent</td>
<td>Consistent</td>
<td>Solid</td>
</tr>
<tr>
<td>Unsafe</td>
<td>Partial</td>
<td>Frequent</td>
<td>Seamless</td>
</tr>
<tr>
<td>Harmful</td>
<td>General</td>
<td>Successful</td>
<td>Subtle</td>
</tr>
<tr>
<td>Unclear</td>
<td>Attempts</td>
<td>Appropriate</td>
<td>Skillful</td>
</tr>
<tr>
<td>Unaware</td>
<td>Awareness</td>
<td>Clear</td>
<td>Preventative</td>
</tr>
<tr>
<td>Poor</td>
<td>Moderate</td>
<td>Positive</td>
<td>Leadership</td>
</tr>
<tr>
<td>Unsuitable</td>
<td>Minimal</td>
<td>Smooth</td>
<td>Students</td>
</tr>
<tr>
<td></td>
<td>Whole class</td>
<td>Group</td>
<td>Individual</td>
</tr>
<tr>
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<tr>
<td></td>
<td></td>
<td>TEACHER DIRECTED</td>
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<td></td>
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### Unsatisfactory

The learning tasks and activities, materials, resources, instructional groups and technology are poorly aligned with the instructional outcomes or require only rote responses.

The pace of the lesson is too slow or too rushed.

Few students are intellectually engaged or interested.

### Basic

The learning tasks and activities are partially aligned with the instructional outcomes but require only minimal thinking by students, allowing most to be passive or merely compliant.

The pacing of the lesson may not provide students the time needed to be intellectually engaged.

### Proficient

The learning tasks and activities are aligned with the instructional outcomes and designed to challenge student thinking, the result being that most students display active intellectual engagement with important and challenging content and are supported in that engagement by teacher scaffolding.

The pacing of the lesson is appropriate, providing most students the time needed to be intellectually engaged.

### Distinguished

Virtually all students are intellectually engaged in challenging content through well-designed learning tasks and suitable scaffolding by the teacher and fully aligned with the instructional outcomes.

In addition, there is evidence of some student initiation of inquiry and of student contribution to the exploration of important content.

The pacing of the lesson provides students the time needed to intellectually engage with and reflect upon their learning and to consolidate their understanding.

Students may have some choice in how they complete tasks and may serve as resources for one another.

### Critical Attributes

- Few students are intellectually engaged in the lesson.
- Learning tasks require only recall or have a single correct response or method.
- The materials used ask students to perform only rote tasks.
- Only one type of instructional group is used (whole group, small groups) when variety would better serve the instructional purpose.
- Instructional materials used are unsuitable to the lesson and/or the students.
- The lesson drags or is rushed.

- Some students are intellectually engaged in the lesson.
- Learning tasks are a mix of those requiring thinking and recall.
- Students are in large part passively engaged with the content, learning primarily facts or procedures.
- Students have no choice in how they complete tasks.
- The teacher uses different instructional groupings; these are partially successful in achieving the lesson objectives.
- The materials and resources are partially aligned to the lesson objectives and only in some cases demand student thinking.
- The pacing of the lesson is uneven—suitable in parts, but rushed or dragging in others.

- Most students are intellectually engaged in the lesson.
- Learning tasks have multiple correct responses or approaches and/or demand higher-order thinking.
- Students have some choice in how they complete learning tasks.
- There is a mix of different types of groupings, suitable to the lesson objectives.
- Materials and resources support the learning goals and require intellectual engagement, as appropriate.
- The pacing of the lesson provides students the time needed to be intellectually engaged.

- In addition to the characteristics of "proficient":
  - Virtually all students are highly engaged in the lesson.
  - Students take initiative to modify a learning task to make it more meaningful or relevant to their needs.
  - Students suggest modifications to the grouping patterns used.
  - Students have extensive choice in how they complete tasks.
  - Students suggest modifications or additions to the materials being used.
  - Students have an opportunity for both reflection and closure after the lesson to consolidate their understanding.
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

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

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

The Danielson Framework for Teaching

Plan
Teach
Apply
Reflect
Evidence Organization

3b 3b 3b 3b 3b 3b

Analysis

Judgment
“The goal of the evaluator should always be to use approaches that strengthen a teacher’s capacity for greater reflection and self-reliance in making improvements in classroom teaching and learning.”

(Glickman, 2002)
Questions about the Collaborative Observation Process or The Framework for Teaching?
Enhancing Professional Practice
Framework Observation Overview

Presented by Melissa Linton
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Resources, Tools, and Training
HOW CAN THE DANIELSON GROUP HELP YOU TO IMPLEMENT THE FFT?

- Interactive introduction to the Framework modeling best practices for teachers and administrators
- Practical application and skill development that supports the implementation of a collaborative observation process
- Customized attention to individual needs of school and districts to assist their implementation of the FFT
Training Modules

• Introduction to the Framework
• A Deeper Understanding of the Framework
  • Observation Training
  • Learning Focused Conversations
• Teacher Evaluation System Development
• Specialist Scenarios of the Framework (Special Education, Counselors)
• Domain 1 and 4 – Deeper Understanding
  • Engagement in Learning

For more information, see our electronic brochure at www.danielsongroup.org
Observation Training

• For educators who observe teaching in the classroom
• Evidence based, bias free collection of evidence of teaching
• Accurately align evidence with the components of practice
• Interpret evidence and make judgments based on standards and rubrics
• Ensure the teacher is apart of the process through Learning Focused Conversations – Planning and Reflection Conversational Templates.
Teachscape’s Comprehensive Approach to Systematically Improving Teaching
Approximately 20 hours of training content
- Self-paced

11 online learning modules for observers
- Orientation to observer training
- Minimizing bias
- 9 modules on Framework for Teaching
  - Overview
  - Framework for Teaching Components in Domain 2 and Domain 3

Over 100+ master scored videos
Complete Focus Overview Module

Observer Training
Complete essential training on the observable components of the Framework for Teaching. Minimize your bias, study the rubric in detail, watch over 100 master-scored video examples, and practice using the Framework to conduct observations and assign a level for each component.

Training History

Scoring Practice
Improve your scoring accuracy with practice videos from your grade band. Score each classroom video for all eight of the observable components in the Framework for Teaching. Compare your scores with master scores and review the expert rationales.
Streamline and Customize the Evaluation Process

Observe Teaching in Multiple Ways

Integrate Multiple Measures of Teaching

Turn Data into Action
What is Teachscape Learn?

Teachscape Learn is a video-rich professional learning system for educators with tools, content, and software to support best practices in professional development.
Learning-focused Conversations
Assessing and Developing Professional Practice Using the Framework for Teaching

Developed by
Laura Lipton & Bruce Wellman
The Growth Cycle

1. Collect Data (Evidence)
2. Align to Domains and Components
3. Check for opinion, gaps, representation
   - Tentative Score Level of Performance
4. NO
5. Finalized written report

Planning Conversation → COLLECT DATA (Evidence) → ALIGN to Domains and Components → Check for opinion, gaps, representation → Tentative Score Level of Performance → NO → Finalized written report → Reflecting Conversation
Enhancing Professional Practice
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