



THE SCHOOL DISTRICT OF
PHILADELPHIA

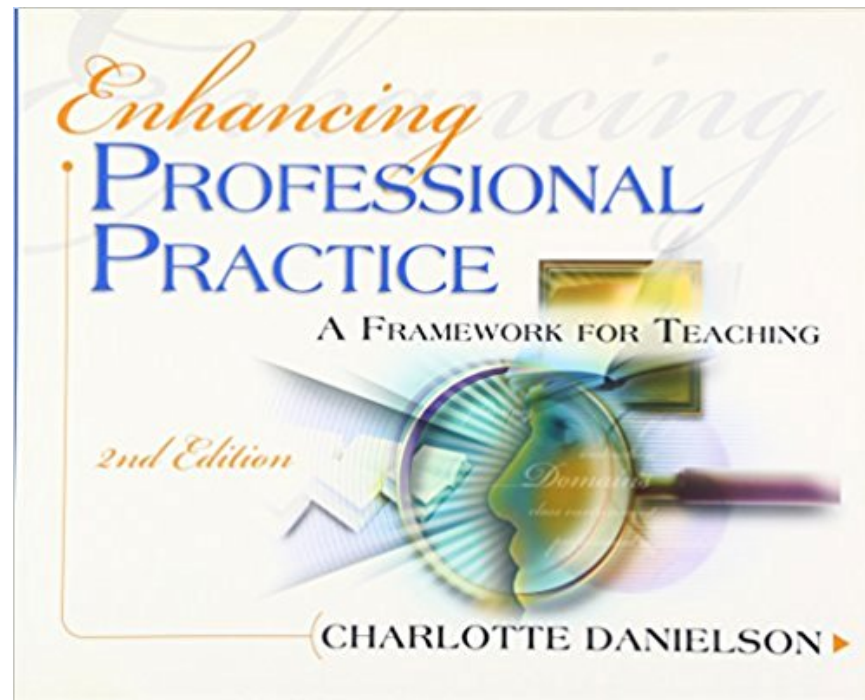
New Hire Orientation

Office of Teaching & Learning

Please sign in with the true time in blue or black ink.
Remember to sign out at the end of the session with true time, too!

Welcome!

Introduction to the Danielson Framework



Objectives

Teachers will be able to:

- Identify the 10 Danielson components for Philadelphia teachers *IOT* (in order to) begin essential classroom planning for the start of the 2017-2018 school year.
- Differentiate between informal observations and formal observations *IOT* understand the SDP rating system.
- Examine the language of the Philly Danielson rubric *IOT* differentiate between the 4 levels of performance (failing, needs improvement, proficient, distinguished).

Agenda

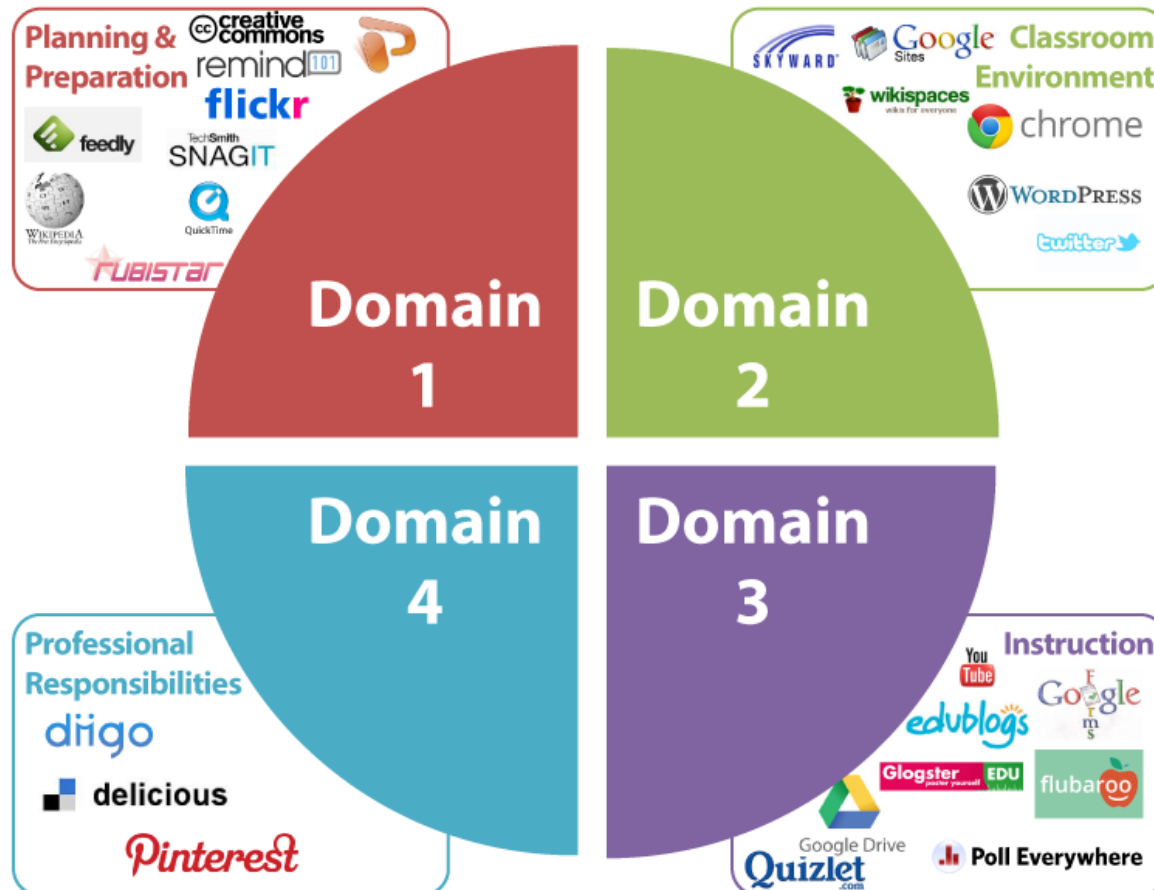
- The Wisdom of Practice
- Deep Dive: The Danielson Framework
- Performance Levels
- Domain Practice
- Levels of Performance
- Check for Understanding: Video Selection

The Wisdom of Practice

- If you were to walk into a classroom, what might you see, hear, or experience (from the students as well as the teacher) that would let you know you were in the presence of an expert?
 - Take it one step further: Explain why you selected the actions.



The Danielson Framework



Danielson 2013

Has 4 Domains and
10 ~~22~~ Components

**SDP focuses on 10
of the components**

DOMAIN 1: Planning and Preparation

- 1a Demonstrating Knowledge of Content and Pedagogy**
 - Content knowledge • Prerequisite relationships • Content pedagogy
- 1b Demonstrating Knowledge of Students**
 - Child development • Learning process • Special needs
 - Student skills, knowledge, and proficiency • Interests and cultural heritage
- 1c Setting Instructional Outcomes**
 - Value, sequence, and alignment • Clarity • Balance
 - Suitability for diverse learners
- 1d Demonstrating Knowledge of Resources**
 - For classroom • To extend content knowledge • For students
- 1e Designing Coherent Instruction**
 - Learning activities • Instructional materials and resources
 - Instructional groups • Lesson and unit structure
- 1f Designing Student Assessments**
 - Congruence with outcomes • Criteria and standards
 - Formative assessments • Use for planning

DOMAIN 2: The Classroom Environment

- 2a Creating an Environment of Respect and Rapport**
 - Teacher interaction with students
 - Student interaction with students
- 2b Establishing a Culture for Learning**
 - Importance of content
 - Expectations for learning and achievement • Student pride in work
- 2c Managing Classroom Procedures**
 - Instructional groups • Transitions • Materials and supplies
 - Non-instructional duties
 - Supervision of volunteers and paraprofessionals
- 2d Managing Student Behavior**
 - Expectations • Monitoring behavior
 - Response to misbehavior\
- 2e Organizing Physical Space**
 - Safety and accessibility
 - Arrangement of furniture and resources

DOMAIN 4: Professional Responsibilities

- 4a Reflecting on Teaching**
 - Accuracy • Use in future teaching
- 4b Maintaining Accurate Records**
 - Student completion of assignments • Student progress in learning
 - Non-instructional records
- 4c Communicating with Families**
 - About instructional program • About individual students
 - Engagement of families in instructional program
- 4d Participating in a Professional Community**
 - Relationships with colleagues • Participation in school projects
 - Involvement in culture of professional inquiry • Service to school
- 4e Growing and Developing Professionally**
 - Enhancement of content knowledge / pedagogical skill
 - Receptivity to feedback from colleagues • Service to the profession
- 4f Showing Professionalism**
 - Integrity/ethical conduct • Service to students • Advocacy
 - Decision-making • Compliance with school/district regulation

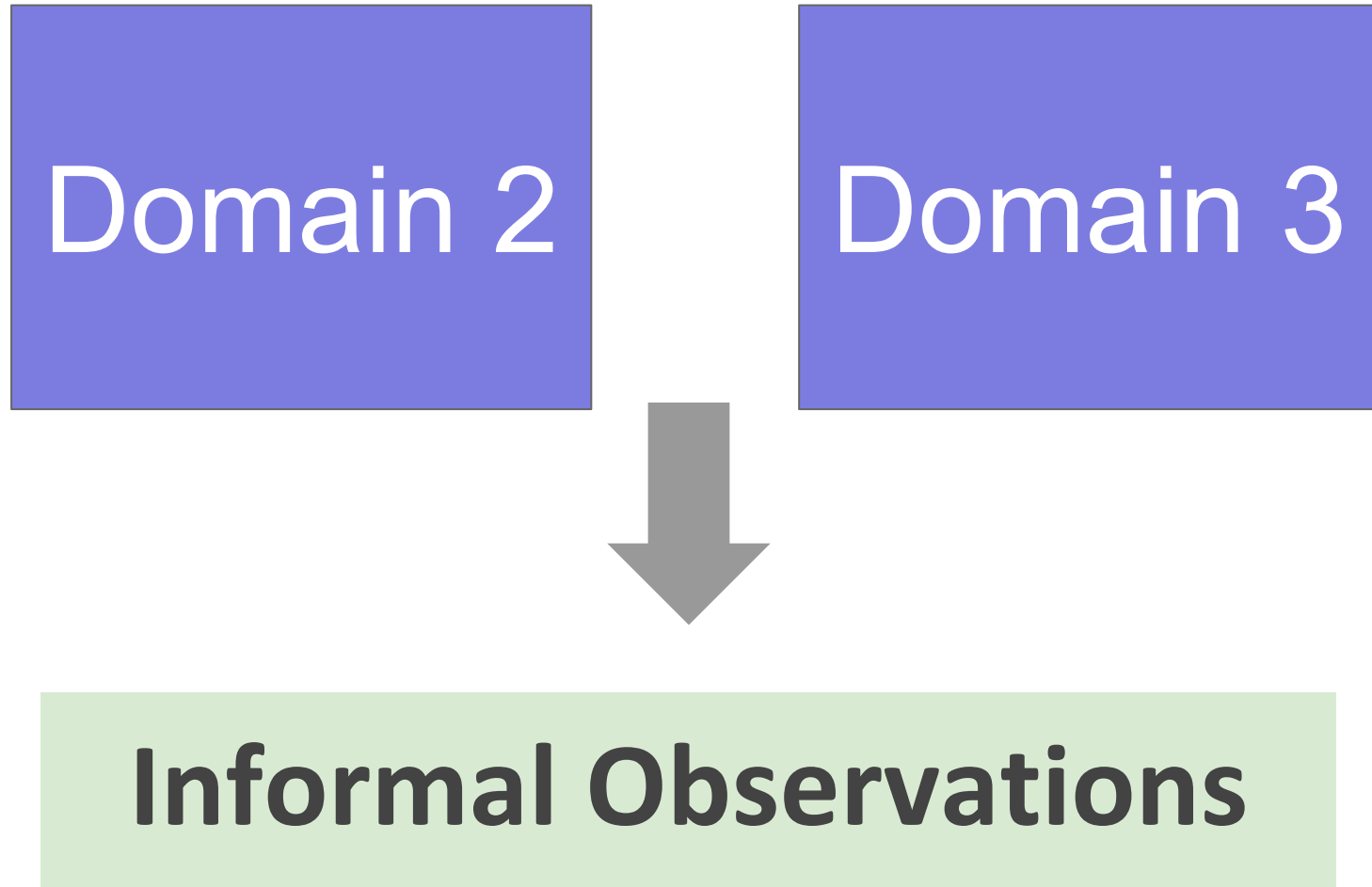
DOMAIN 3: Instruction

- 3a Communicating With Students**
 - Expectations for learning • Directions and procedures
 - Explanations of content
 - Use of oral and written language
- 3b Using Questioning and Discussion Techniques**
 - Quality of questions • Discussion techniques
 - Student participation
- 3c Engaging Students in Learning**
 - Activities and assignments • Student groups
 - Instructional materials and resources • Structure and pacing
- 3d Using Assessment in Instruction**
 - Assessment criteria • Monitoring of student learning
 - Feedback to students
 - Student self-assessment and monitoring
- 3e Demonstrating Flexibility and Responsiveness**
 - Lesson adjustment • Response to students
 - Persistence

Observations



The Make-Up of Informal Observations



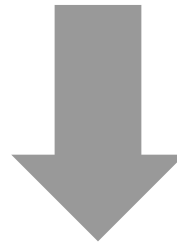
The Make-Up of Formal Observations

Domain 1

Domain 2

Domain 3

Domain 4



Formal Observations

Domain Practice

You will be presented with scenarios that relate to each of the four Domains of the Danielson Framework discussed.



Using your handout, determine the correct Danielson Domain for each scenario (2.5 mins).



Turn and Talk: With a partner, compare responses (2 mins).



Whole group discussion to review answers.

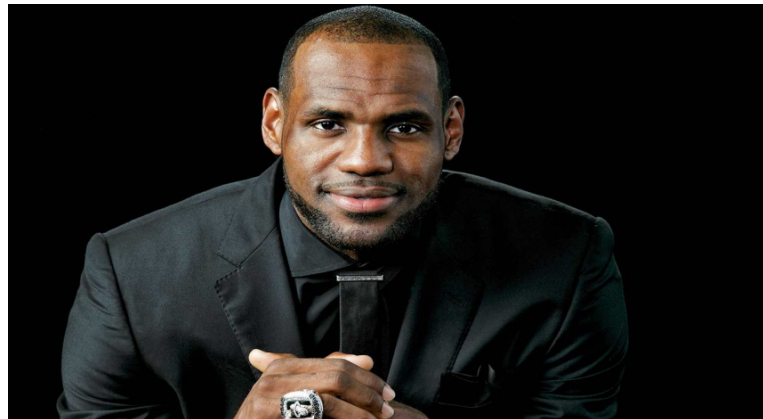
Scenario 1

Mrs. Knowles encourages her students daily. She says, “Let’s work on this together; it’s hard, but you all will be able to do it well. I believe in you!”



Scenario 2

Mr. James created a unit plan on Ancient Egypt that identified what students will learn not just what they will do. He also included a differentiated instructional plan based on individual students.



Scenario 3



In grade group discussions, Mrs. Obama and her colleagues consider strategies for grouping students differently to improve a lesson.

Scenario 4

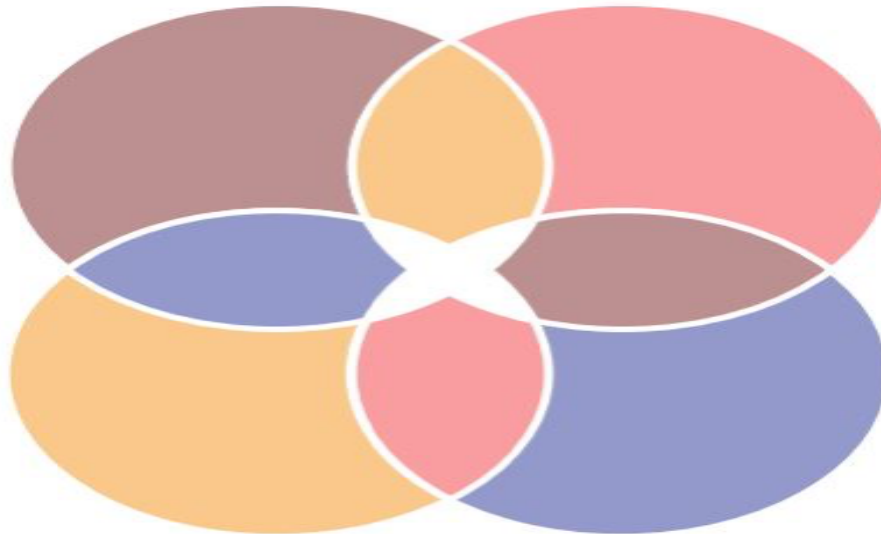
Mr. Zuckerberg uses a timer to pace the math lesson. The lesson is neither rushed nor does it drag, providing most students the time needed to be intellectually engaged.



Framework for Teaching

THE FRAMEWORK FOR TEACHING EVALUATION INSTRUMENT

2013 EDITION



CHARLOTTE DANIELSON

Levels of Performance

Failing - 0



Needs Improvement - 1



Levels of Performance

Proficient - 2



Distinguished - 3



Checking for Understanding

Video Selection



1. View the videos and record specific things you see and hear referencing Domains 2 and 3 (The Classroom Environment and Instruction).

1. At the conclusion of the video, discuss your observations with your table groups.



1. As a group, determine what components in Domains 2 & 3 were present in the video.

Reflection - Stop & Jot

What will you do to ensure that you are operating in the Proficient and Distinguished levels of performance?



Q & A

Thank
you