

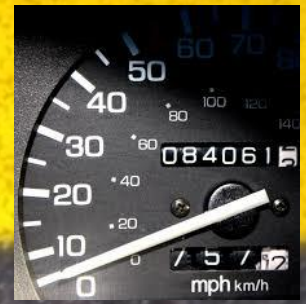
Sumter District Schools
Teacher Evaluation System
Online PD Course

Lesson 1

The Road to Effective Teaching



Course Objectives



- △ Explore the Danielson Framework for teaching, each of the domains, and the rating levels.
- △ Examine the 15 components in the Sumter Framework.
- △ Analyze the components of each domain in the Sumter Framework.
- △ Develop ideas for each component to implement in the classroom.

Session #1

The Danielson Framework and the Sumter Framework



Session 1 Objectives



Explain the purpose of the Danielson Evaluation system.



Identify the 4 Danielson Domains.



Discover the Danielson performance levels.



Outline the 15 components in the Sumter Evaluation system.

Where are we going?

Think on this...:

- What experience, if any, you have had using the Framework for Teaching?

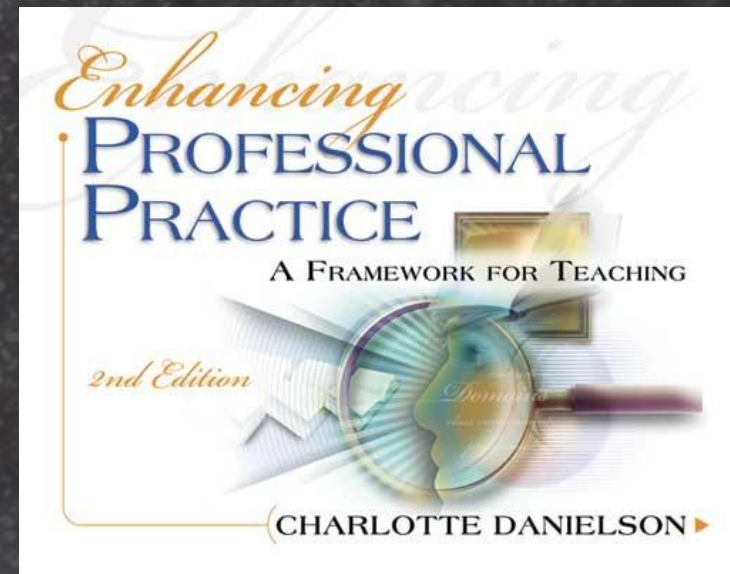
-OR-

- What other evaluation models you have used?

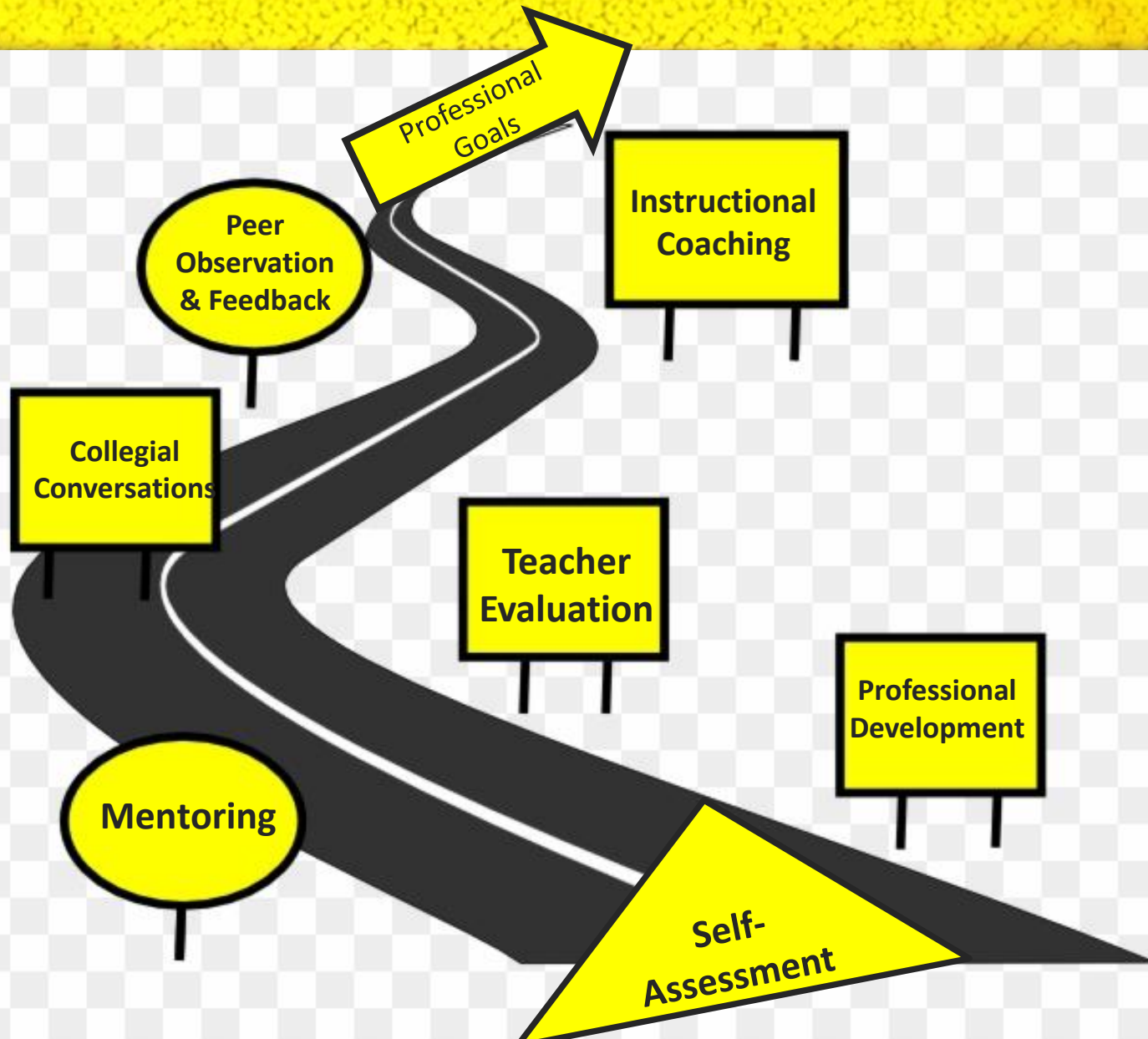


What is the Framework for Teaching?

- The Sumter Framework For Teaching is derived from the “*Framework for Teaching*” developed by educational scholar Charlotte Danielson.
- In her book, “*Enhancing Professional Practice*,” Danielson outlines the purpose and parameters of the teaching framework.
- The framework provides a road map to improve teaching practice and student learning.



Uses of The Framework for Teaching



What is the purpose of the Framework for Teaching?

*“Of all the factors that contribute to student Learning, the **quality of teaching** is the single most important. This research validates what every parent (and many students) already knows: if they want to really understand complex subject matter, or to find it interesting and engaging, there is no substitute for high-quality teaching. Furthermore, the one system in place in most schools to ensure the quality of teaching is the **teacher evaluation system.**”*

Charlotte Danielson, 2006
Talk About Teaching!



Common Themes in the Framework

- 🚗 Equity for students
- 🚗 Cultural competence
- 🚗 High expectations
- 🚗 Developmental appropriateness
- 🚗 Accommodating individual needs
- 🚗 Appropriate use of technology
- 🚗 Student assumption of responsibility



A Road Map...



“Because teaching is complex, it is helpful to have a road map through the territory, structured around a shared understanding of teaching.”

-Charlotte
Danielson

Wisdom of Practice

If you were to observe an exemplary teacher, *either in the classroom or in another setting*, what would you expect to see and hear?

Write down your thoughts.



Framework for Non-Classroom Specialists

Enhancing Professional Practice, A Framework for Teaching also includes frameworks for these special positions (Chapter 5):

- **Instructional Specialist (e.g. Instructional Coach)**
- **Library or Media Specialist**
- **School Nurse**
- **School Counselor**
- **School Psychologist**
- **Therapeutic Specialist (speech/hearing, OT/PT)**

The Frameworks for Non-Classroom Specialists

The Framework for Teaching

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

The Framework for Specialists

- **Domain 1: Planning and Preparation**
- **Domain 2: The Environment**
- **Domain 3: Delivery of Service**
- **Domain 4: Professional Responsibilities**

Domains of *"A Framework for Teaching"*

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



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. Selecting instructional outcomes
- d. Demonstrating knowledge of resources
- e. Designing coherent instruction
- f. Designing student assessment

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. Demonstrating 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

A Framework for Teaching:

Components of Professional Practice

Less Observable “Off stage”

Domain 1: Planning and Preparation

- a. Demonstrating knowledge of content and pedagogy
- b. Demonstrating knowledge of students
- c. Selecting instructional outcomes
- d. Demonstrating knowledge of resources
- e. Designing coherent instruction
- f. Designing student assessment

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. Demonstrating professionalism

Observable “On stage”

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 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

Sumter County Schools

15 Essential Components

Domain 1

- 1e: Designing Coherent Instruction

PLAN

Domain 2

2a: Creating an Environment of Respect and Rapport

- 2b: Establishing a Culture for Learning
- 2c: Managing Classroom Procedures
- 2d: Managing Student Behavior

TEACH

Domain 4

- 4a: Reflecting on Teaching
- 4b: Maintaining Accurate Records
- 4c: Communicating with Families
- 4d: Participating in a Professional Community
- 4e: Growing & Developing Professionally
- 4f: Demonstrating Professionalism

REFLECT

Domain 3

- 3a: Communicating with Students
- 3b: Using Questioning and Discussion Techniques
- 3c: Engaging Students in Learning
- 3d: Using Assessment in Instruction

Structure of FFT (Common Vocabulary)

Domains



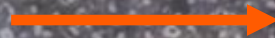
Domain 1: Planning and Preparation

Components



Component 1e: Designing Coherent Instruction

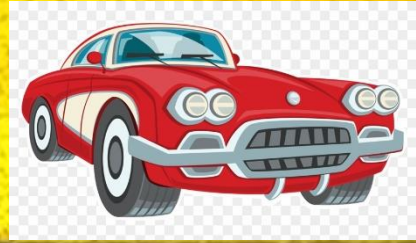
Elements



**Learning Activities
Instructional Materials and Resources
Instructional Groups
Lesson and Unit Structure**

With rubrics

Levels of Performance



- Each component of a domain is measured by a Level of Performance.
- There are 4 levels of performance in the Sumter Framework for Teaching:
 - **Highly Effective**
 - **Effective**
 - **Needs Improvement/Developing**
 - **Unsatisfactory**

LEVELS OF PERFORMANCE

Component 2b: Establishing a Culture for Learning

Elements: Importance of the content, Expectations for learning and achievement, Student pride in work

<i>Element</i>	Unsatisfactory	Needs Improvement/ Developing/ BASIC	Effective/ PROFICIENT	Highly Effective/ DISTINGUISHED
<i>Importance of the Content</i>	Teacher or students convey a negative attitude toward the content, suggesting that it is not important or has been mandated by others.	Teacher communicates importance of the work but with little conviction and only minimal apparent buy-in by the students.	Teacher conveys genuine enthusiasm for the content, and students demonstrate consistent commitment to its value.	Students demonstrate through their active participation, curiosity, and taking initiative that they value the content's importance.
<i>Expectations for Learning and Achievement</i>	Instructional outcomes, activities and assignments, and classroom interactions convey low expectations for at least some students.	Instructional outcomes, activities and assignments, and classroom interactions convey only modest expectations for student learning and achievement.	Instructional outcomes, activities and assignments, and classroom interactions convey high expectations for most students.	Instructional outcomes, activities and assignments, and classroom interactions convey high expectations for all students. Students appear to have internalized these expectations.
<i>Student Pride in Work</i>	Students demonstrate little or no pride in their work. They seem to be motivated by the desire to complete a task rather than to do high-quality work.	Students minimally accept the responsibility to "do good work" but invest little of their energy into its quality.	Students accept the teacher's insistence on work of high quality and demonstrate pride in that work.	Students demonstrate attention to detail and take obvious pride in their work initiating improvements in it by, for example, revising drafts on their own, or helping peers.

You Have Arrived!

- You have finished the content for Lesson #1.
- Please complete the Forms assessment using the link below:

<https://forms.office.com/Pages/ResponsePage.aspx?id=2pKTVglifkqusoJ5cOrsYCSC5vX-rqdMr3hUu8ZKjJIUMk81TjZEVkZPSEdZWtIWT0pCTjRMR E00Ni4u>

