Sumter District Schools Teacher Evaluation System Online PD Course

Lesson 2

The Road to Effective Teaching



"Your evaluation will be based on what you do in the next thirty seconds. Go!"

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.



Domain 1; Component 1e DESIGNING COHERENT INSTRUCTION



Remember the 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 2: The Classroom Environment

Domain 1: Planning and Preparation

a. Demonstrating knowledge of content and	a. Creating an environment of respect and
 pedagogy b. Demonstrating knowledge of students c. Selecting instructional outcomes d. Demonstrating knowledge of resources e. <u>Designing coherent instruction</u> f. Designing student assessment 	rapport b.Establishing a culture for learning c.Managing classroom procedures d.Managing student behavior e.Organizing physical space
Domain 4: Professional Responsibilities	Domain 3: Instruction
Domain 4: Professional Responsibilities a. Reflecting on teaching	Domain 3: Instruction a. Communicating with students
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a. Reflecting on teaching	a. Communicating with students
a. Reflecting on teachingb. Maintaining accurate recordsc. Communicating with families	a. Communicating with students b.Using questioning and discussion techniques
a. Reflecting on teachingb. Maintaining accurate records	a. Communicating with students b.Using questioning and discussion techniques c.Engaging students in learning

Structure of FFT (Common Vocabulary)

Domains

Components

Elements

With rubrics

Domain 1: Planning and Preparation

Component 1e: Designing Coherent Instruction

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

Sumter County Schools 15 Essential Components

PLAN

Domain 1

1e: Designing Coherent Instruction

Domain

- 4a: Reflectir
- 4b: Maintaining Accurate Records
- 4c: Communicating with Families
- 4d: Participating in a Professional Community

APPLY

- 4e: Growing & Developing Profession
- 4f: Demonstrating Professionalism

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Creating an Environment of Respect Rapport

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

TEACH

3a: 🥿

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- dents
- 3b: Using Questioning and Discussion Techniques
 - Engaging Students in Learning
 Jsing Assessment in Instruction

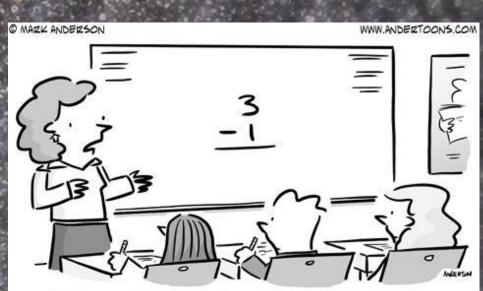
REFLECT

Domain 1: Planning and Preparation

Component 1e: Designing Coherent Instruction

Elements:

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



"This week we've got an in-service, testing, an assembly, and class picture day. So if you want to know how to subtract, you should pay attention now."

1) Learning Activities

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Instruction is designed to <u>engage</u> <u>students</u> and <u>advance</u> <u>them</u> through the content.

"A good plan is like a road map. It shows the final destination and usually the best way to get there." Donald Judd

Important questions regarding Learning Activities when

planning lessons:
 -Will my lesson engage students?

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Will the activities I have planned move students through the content standards?
Do my activities support instructional outcomes?

Learning Activities

EFFECTIVE

 <u>All</u> of the learning activities are <u>suitable</u> to students or to the instructional outcomes and <u>most</u> represent <u>significant</u> cognitive challenge, with <u>some differentiation</u> for different groups of students.

HIGHLY EFFECTIVE

 Learning activities <u>are highly suitable</u> to diverse learners and support the instructional outcomes. They are <u>all</u> designed to engage students in highlevel cognitive activity <u>and are differentiated for</u> <u>individual learners</u>, as appropriate.

2) Instructional Materials and Resources

Aids to instruction are appropriate to the learning needs of the students.

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Instructional Materials and Resources

EFFECTIVE

<u>All</u> of the materials and resources are <u>suitable</u> to students, <u>support the instructional outcomes</u>, and are <u>designed to engage</u> students in meaningful learning.

HIGHLY EFFECTIVE

 All of the materials and resources are suitable to students, support instructional outcomes, and are designed to engage students in meaningful learning. There is evidence of <u>appropriate use of</u> <u>technolog</u>y and of <u>student participation</u> in soliciting or adapting materials.

3) Instructional Groups

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Teachers intentionally organize instructional groups to support student learning.





Instructional Groups

EFFECTIVE

 Instructional groups are <u>varied</u> as appropriate to the students and the different instructional outcomes.

• HIGHLY EFFECTIVE

Instructional groups are varied as appropriate to the students and different instructional outcomes.
 There is evidence of <u>student choice</u> in selecting the different patterns of instructional groups.

4) Lesson and Unit

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Structure

Teachers produce clear and sequenced lesson and unit structures to advance student learning.



Lesson and Unit Structure

EFFECTIVE

 The lesson or unit has a <u>clearly defined</u> structure around which activities are organized. Progression of activities is even, with <u>reasonable time allocations</u>.

HIGHLY EFFECTIVE

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 The lesson's or unit's structure is clear and allows for <u>different pathways</u> according to diverse student needs. The progression of activities is <u>highly coherent</u>.

LEVELS OF PERFORMANCE

Component 1e: Designing Coherent Instruction

Elements: Learning Activities, Instructional Materials and Resources, Instructional groups, Lesson and Unit Structure

Component 1e	Unsatisfactory	Needs Improvement/ Developing/ BASIC	Effective/ PROFICIENT	Highly Effective/ DISTINGUISHED
Guiding Principles	Learning activities are poorly aligned with the instructional outcomes, do not follow an organized progression, are not designed to engage students in active intellectual activity, and have unrealistic time allocations. Instructional groups are not suitable to the activities and offer no variety.	Some of the learning activities and materials are aligned with the instructional outcomes and represent moderate cognitive challenge, but with no differentiation for different students. Instructional groups partially support the activities, with some variety. The lesson or unit has a recognizable structure; but the progression of activities is uneven, with only some reasonable time allocations.	Most of the learning activities are aligned with the instructional outcomes and follow an organized progression suitable to groups of students. The learning activities have reasonable time allocations; they represent significant cognitive challenge, with some differentiation for different groups of students and varied use of instructional groups.	The sequence of learning activities follows a coherent sequence, is aligned to instructional goals, and is designed to engage students in high- level cognitive activity. These are appropriately differentiated for individual learners. Instructional groups are varied appropriately, with some opportunity for student choice.

LEVELS OF PERFORMANCE

Component 1e: Establishing a Culture for Learning

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

	Unsatisfactory	Needs Improvement/ Developing/ BASIC	Effective/ PROFICIENT	Highly Effective/ DISTINGUISHED
Critical Attributes	Learning activities are poorly aligned with the instructional outcomes, do not follow an organized progression, are not designed to engage students in active intellectual activity, and have unrealistic time allocations. Instructional groups are not suitable to the activities and offer no variety.	Some of the learning activities and materials are aligned with the instructional outcomes and represent moderate cognitive challenge, but with no differentiation for different students. Instructional groups partially support the activities, with some variety. The lesson or unit has a recognizable structure; but the progression of activities is uneven, with only some reasonable time allocations.	Most of the learning activities are aligned with the instructional outcomes and follow an organized progression suitable to groups of students. The learning activities have reasonable time allocations; they represent significant cognitive challenge, with some differentiation for different groups of students and varied use of instructional groups.	The sequence of learning activities follows a coherent sequence, is aligned to instructional goals, and is designed to engage students in high- level cognitive activity. These are appropriately differentiated for individual learners. Instructional groups are varied appropriately, with some opportunity for student choice.

LEVELS OF PERFORMANCE

Component 1e: Establishing a Culture for Learning

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

Unsatisfactory	Needs Improvement/ Developing/ BASIC	Effective/ PROFICIENT	Highly Effective/ DISTINGUISHED
 After his ninth graders have memorized the parts of the microscope, the teacher plans to have them fill in a worksheet. The teacher plans to use a 15-year-old textbook as the sole resource for a unit on communism. The teacher organizes her class in rows, seating the students alphabetically; she plans to have students work all year in groups of four based on where they are sitting. The teacher's lesson plans are written on sticky notes in his gradebook; they indicate: lecture, activity, or test, along with page numbers in the text. After his ninth graders have memorized the parts of the microscope, the teacher searcher is lesson plans are written on sticky notes in his gradebook; they indicate: lecture, activity, or test, along with page numbers in the text. 	 After a mini-lesson, the teacher plans to have the whole class play a game to reinforce the skill she taught. The teacher finds an atlas to use as a supplemental resource during the geography unit. The teacher always lets students self-select a working group because they behave better when they can choose whom to sit with. The teacher's lesson plans are well formatted, but the timing for many activities is too short to actually cover the concepts thoroughly. The plan for the ELA lesson includes only passing attention to students' citing evidence from the text for their interpretation of the short story. And others 	 The teacher reviews her learning activities with a reference to high-level "action verbs" and rewrites some of the activities to increase the challenge level. The teacher creates a list of historical fiction titles that will expand her students' knowledge of the age of exploration. The teacher plans for students to complete a project in small groups; he carefully selects group members by their reading level and learning style. The teacher reviews lesson plans with her principal; they are well structured, with pacing times and activities clearly indicated. The fourth-grade math unit plan focuses on the key concepts for that level. And others 	 The teacher's unit on ecosystems lists a variety of challenging activities in a menu; the students choose those that suit their approach to learning. While completing their projects, the students will have access to a wide variet6y of resources that the teacher has coded by reading level so that students can make the best selections. After the cooperative group lesson, the students will reflect on their participation and make suggestions. The lesson plan clearly indicates the concepts taught in the last few lessons; the teacher plans for his students to link the current lesson outcomes to those they previously learned. The teacher has contributed to a curriculum map that organized the ELA Common Core State Standards in tenth grade into a coherent curriculum. And othersStudent

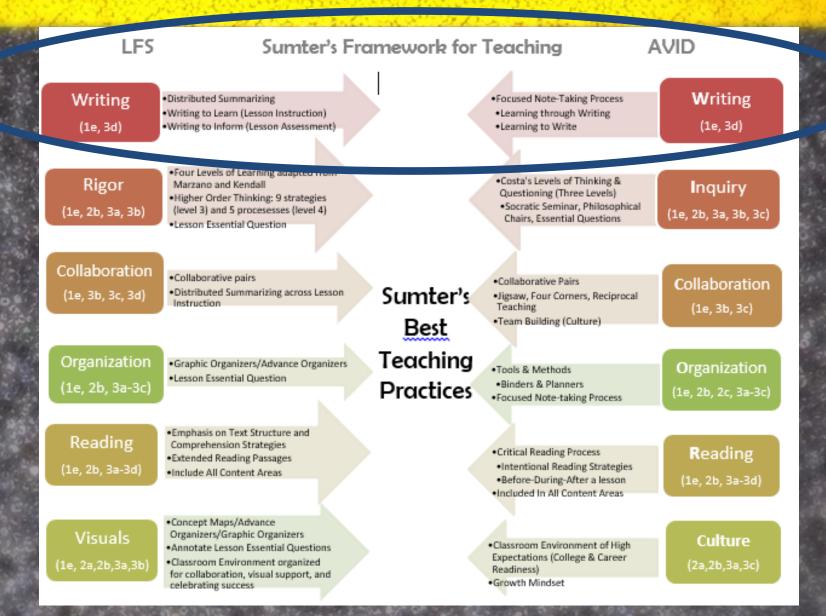
Teaching is Complex Work!

REMARKS

If a doctor, lawyer, or dentist had 40 people in his office at one time, all of whom had different needs, and some of whom didn't want to be there and were causing trouble, and the doctor, lawer, or dentist, without assistance, had to treat them all with professional excellence for nine months, then he might have some conception of the classroom teacher's job. ~Donald D. Quinn

TESTER COM

LFS/AVID/Danielson (SF)



The Rear View Mirror

- Congratulations! You have finished the content for Lesson #2.
- Please review the content and complete the Forms assessment using the link below:

https://forms.office.com/Page s/ResponsePage.aspx?id=2pKT VglifkqusoJ5cOrsYCSC5vXrqdMr3hUu8ZKjJlUNFpBQTIXV zQ1SzJPRUFJWk1aMUJSOVBaU S4u

