Sumter District Schools
Teacher Evaluation System
Online PD Course

Lesson 3

The Road to Effective Teaching

A Walk Down Memory Lane!

- *Recall your most memorable moment as a student (good or bad).*

- ***Write down 3 factors*** *that what made this episode so memorable.*

- ***How did the teacher's methodology effect you as a student in the scenario you recalled above?***

"Your heart is slightly bigger than the average human heart, but that's because you're a teacher."

Bacall

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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.**

Lesson #3

Domain 2

Component 2a:

Creating an Environment of Respect and Rapport

Component 2b:

Establishing a Culture for Learning

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 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

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

Sumter County Schools
15 Essential Components

Domain 1

- **1e: Designing Coherent Instr**

PLAN

APPLY

Dor

- 4a: Reflecting on Teaching
- 4b: Maintaining Accurate Records
- 4c: Communicating with Families
- 4d: Participating in a Professio
- 4e: Growing & Developing Pr
- 4f: Demonstrating Profession

REFLECT

Domain 2

- **2a: Creating an Environment of Respect and Rapport**
- **2b: Establishing a Culture for Learning**
- 2c: Managing Classroom Procedures
- t Behavior

TEACH

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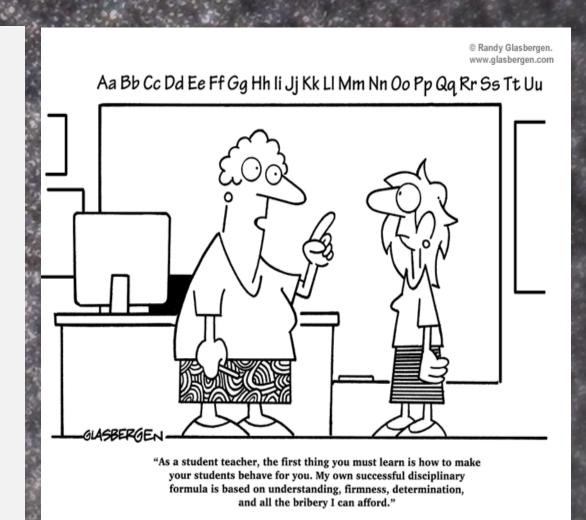- 3b: Using Questioning and Discussion Techniques
- 3c: Engaging Students in Learning
- 3d: Using Assessment in Instruction

Domain 2: Classroom Environment

- **Page 64 2a: Creating an Environment of Respect and Rapport**

- **Page 67 2b: Establishing a Culture for Learning**

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Aa Bb Cc Dd Ee Ff Gg Hh Ii Jj Kk Ll Mm Nn Oo Pp Qq Rr Ss Tt Uu

GLASBERGEN

"As a student teacher, the first thing you must learn is how to make your students behave for you. My own successful disciplinary formula is based on understanding, firmness, determination, and all the bribery I can afford."

Domain 2: The Classroom Environment

Component 2a:

Creating an environment of respect and rapport

Elements:

1) Teacher interactions with students, including both words and actions

2) Student interactions with other students, including both words and actions

Component 2a Element #1

1) Teacher interactions with students, including both words and actions:

A teacher's interactions with students set the tone for the classroom. Through their interactions, teachers convey that they are interested in and care about their students.

Component 2a Element #1

Important questions regarding Teacher interactions with students:

- Am I respectful to all students with my words and actions?

- Is my body language warm and caring?

- Do I speak to students with politeness and encouragement?

Teacher interactions with students

- **EFFECTIVE**
  - *Teacher-student interactions are <u>friendly</u> and demonstrate general <u>caring and respect</u>. Such interactions are appropriate to the <u>ages, cultures, and developmental levels of the students.</u> Interactions among students are generally polite and respectful, and student's exhibit respect for the teacher. The teacher responds successfully to disrespectful behavior among students. The net result of the interactions is polite, respectful, and businesslike, though students may be somewhat cautious about taking intellectual risks.*

- **HIGHLY EFFECTIVE**
  - *Classroom interactions between teacher and students and among students are <u>highly respectful</u>, reflecting genuine warmth, caring, and <u>sensitivity to students as individuals</u>. <u>Students exhibit respect for the teacher</u> and contribute to high levels of civility among all members of the class. The net result is an environment where all students feel valued and are comfortable taking intellectual risks.*

Component 2a Element #2

2) Student interactions with other students, including both words and actions

As important as a teacher's treatment of students is, how students are treated by their classmates is arguably even more important to students. At its worst, poor treatment causes students to feel rejected by their peers. At its best, positive interactions among students are mutually supportive and create an emotionally healthy school environment. Teachers not only model and teach students how to engage in respectful interactions with one another, but also acknowledge such interactions.

Component 2a Element #2

Important questions regarding student interactions with other students:

- Do the students in my classroom interact positively in their words and actions?

- Are students demonstrating disrespect for each other?

- What practices can I implement to improve student interactions?

2a: Teacher and Student interactions

- **<u>EFFECTIVE Critical Attributes</u>**
  - *Talk between teacher and students and among students is uniformly respectful.*
  - *The teacher successfully responds to disrespectful behavior among students.*
  - *Students participate willingly, but may be somewhat hesitant to offer their ideas in front of classmates.*
  - *The teacher makes general connections with individual students.*
  - *Students exhibit respect for the teacher.*
- **<u>HIGHLY EFFECTIVE Critical Attributes</u>**
  - The teacher demonstrates knowledge and caring about individual students' lives beyond the class and school.
  - There is no disrespectful behavior among students.
  - When necessary, students respectfully correct one another.
  - Students participate without fear of put-downs or ridicule from either the teacher or other students.
  - The teacher respects and encourages students' efforts.

LEVELS OF PERFORMANCE

Component 2a: Creating an Environment of Respect and Rapport

Elements: *Teacher interactions with students; Student interactions with other students*

	Unsatisfactory	Needs Improvement/ Developing/ BASIC	Effective/ PROFICIENT	Highly Effective/ DISTINGUISHED
Examples	• *A student slumps in his chair following a comment by the teacher.* • *Students roll their eyes at a classmate's idea; the teacher does not respond.* • *Many students talk when the teacher and other students are talking; the teacher does not correct them.* • *Some students refuse to work with other students.* • *The teacher does not call students by their names.* • *And others…*	• *Students attend passively to the teacher, but tend to talk, pass notes, etc. when other students are talking.* • *A few students do not engage with others in the classroom, even when put together in small groups.* • *Students applaud halfheartedly following a classmate's presentation to the class.* • *The teacher says, "Don't talk that way to your classmates," but the student shrugs her shoulders.* • *And others…*	• *The teacher greets students by name as they enter the class or during the lesson.* • *The teacher gets on the same level with students, kneeling, for instance, beside a student working at a desk.* • *Students attend fully to what the teacher is saying.* • *Students wait for classmates to finish speaking before beginning to talk.* • *Students applaud politely following a classmate's presentation to the class.* • *Students help each other and accept help from each other.* • *The teacher and students use courtesies such as "please," "thank you," and "excuse me."*	• *The teacher inquires about a student's soccer game last weekend (or extracurricular activities or hobbies).* • *Student says "Shhh" to classmates who are talking while the teacher or another student is speaking.* • *Students clap enthusiastically for one another's presentations for a job well done.* • *The teacher says, "That's an interesting idea, Josh, but you're forgetting…"* • *A student questions a classmate, "Didn't you mean _____?" and the classmate reflects and responds, "Oh, maybe you are right!"* • *And others…*

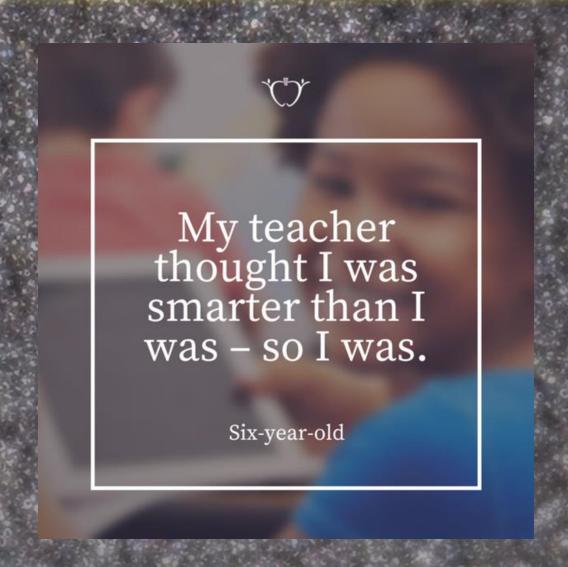# 2a and 2b Effective Teacher Characteristics

- **Has an inviting personality**.

    (Calls students by name. Uses manners. Smiles. Maintains open body language)

- **Creates a welcoming classroom environment**.

    (The room, assignments, and materials are ready. Has a positive, caring climate).

- **Has positive expectations for student success**.

    (Believes that all students can learn).

- **Is an extremely good classroom manager.**

    (This has very little to do with discipline).

- **Knows how to design lessons for mastery**.

    (This involves planning and assessment).

2b: Establishing a Culture for Learning

My teacher thought I was smarter than I was – so I was.

Six-year-old

Domain 2: The Classroom Environment
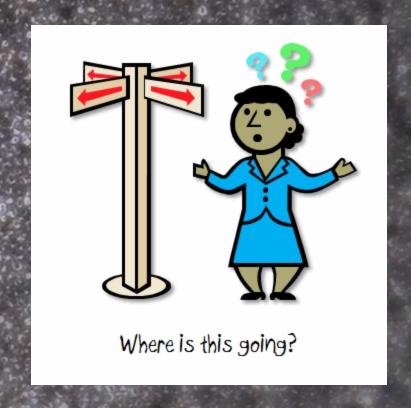
Component 2b:

Establishing a culture for learning.

Elements:

1) Importance of the content and of learning

2) Expectations for learning and achievement

3) Student pride in work

LUO JIE / CHINA DAILY

Component 2b Element #1

1) Importance of the content and of learning:

In a classroom with a strong culture for learning, teachers convey the educational value of what the students are learning.

Where is this going?

Component 2b Element #1

Important questions regarding Importance of the content and of learning:

- Do I believe and convey to students the value of what is being learned?

- What methods and practices could I implement in the physical room that would convey important of the instructional content?

Component 2b Element #2

2) Expectations for learning and achievement:

In classrooms with robust cultures for learning, all students receive the message that although the work is challenging, they are capable of achieving it if they are prepared to work hard. A manifestation of teacher's expectations for high student achievement is their insistence on the use of precise language by students.

HIGH EXPECTATIONS ARE THE KEY TO EVERYTHING.

Component 2b Element #2

Important questions regarding Expectations for learning and achievement:

- Have I conveyed to my students my belief in their capability?

- Do I insist that students try hard and do their very best?

Component 2b Element #3

3) Student pride in work:

When students are convinced of their capabilities, they are willing to devote energy to the task at hand, and they take pride in their accomplishments. This pride is reflected in their interactions with classmates and with the teacher.

Component 2b Element #3

Important questions regarding Student Pride In Work:

- Do I reward and recognize hard work in the classroom?

- Do all of my students devote energy to the task at hand and take pride in their work?

- How can I as the instructor initiate more student pride in their work?

LEVELS OF PERFORMANCE
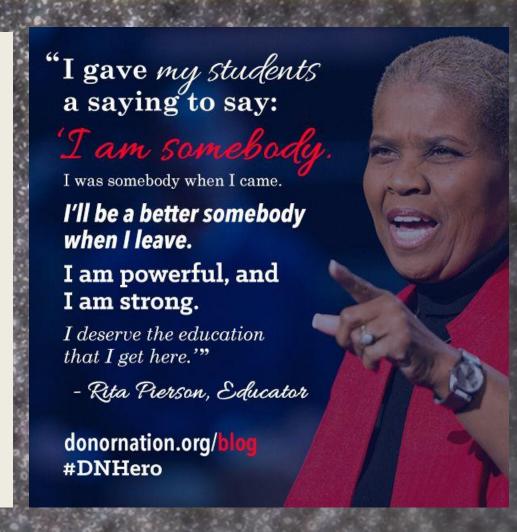
Component 2b: Establishing A Culture For Learning

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

	Unsatisfactory	Needs Improvement/ Developing/ BASIC	Effective/ PROFICIENT	Highly Effective/ DISTINGUISHED
Examples	• *The teacher tells students that they're doing a lesson because it's in the book or is district-mandated.* • *The teacher says to a student, "Why don't you try this easier problem?"* • *Students turn in sloppy or incomplete work.* • *Many students don't engage in an assigned task, and yet the teacher ignores their behavior.* • *Students have not completed their homework; the teacher does not respond.* • *And others…*	• **The teacher says, "Let's get through this."** • **The teacher says, "I think most of you will be able to do this."** • **Students consult with one another to determine how to fill in a worksheet, without challenging one another's thinking.** • **The teacher does not encourage students who are struggling.** • **Only some students get right to work after an assignment is given or after entering the room.** • **And others…**	• *The teacher says, "This is important; you'll need to speak grammatical English when you apply for a job."* • *The teacher says, "This idea is really important! It's central to our understanding of history."* • *The teacher says, "Let's work on this together; it's hard, but you all will be able to do it well."* • *The teacher hands a paper back to a student, saying "I know you can do a better job on this. "The student accepts it without complaint.* • *Students get to work right away when an assignment is given or after entering the room.* • *And others…*	• *The teacher inquires about a student's soccer game last weekend (or extracurricular activities or hobbies).* • *Student says "Shhh" to classmates who are talking while the teacher or another student is speaking.* • *Students clap enthusiastically for one another's presentations for a job well done.* • *The teacher says, "That's an interesting idea, Josh, but you're forgetting…"* • *A student questions a classmate, "Didn't you mean _____?" and the classmate reflects and responds, "Oh, maybe you are right!"* • *And others…*

"Every Kid Needs a Champion"

- Take a moment and watch this motivational speech given by the late educator Rita Pierson.

- Every kid needs a champion | Rita Pierson - YouTube

"I gave *my students* a saying to say:
'*I am somebody.*
I was somebody when I came.
I'll be a better somebody when I leave.
I am powerful, and I am strong.
I deserve the education that I get here.'"

- Rita Pierson, Educator

donornation.org/blog
#DNHero

LFS/AVID/Danielson (SF)

Sumter's Framework for Teaching

LFS		AVID
Writing (1e, 3d)	• Distributed Summarizing • Writing to Learn (Lesson Instruction) • Writing to Inform (Lesson Assessment)	• Focused Note-Taking Process • Learning through Writing • Learning to Write → **Writing** (1e, 3d)
Rigor (1e, 2b, 3a, 3b)	• Four Levels of Learning adapted from Marzano and Kendall • Higher Order Thinking: 9 strategies (level 3) and 5 procesesses (level 4) • Lesson Essential Question	• Costa's Levels of Thinking & Questioning (Three Levels) • Socratic Seminar, Philosophical Chairs, Essential Questions → **Inquiry** (1e, 2b, 3a, 3b, 3c)
Collaboration (1e, 3b, 3c, 3d)	• Collaborative pairs • Distributed Summarizing across Lesson Instruction	• Collaborative Pairs • Jigsaw, Four Corners, Reciprocal Teaching • Team Building (Culture) → **Collaboration** (1e, 3b, 3c)
Organization (1e, 2b, 3a-3c)	• Graphic Organizers/Advance Organizers • Lesson Essential Question	• Tools & Methods • Binders & Planners • Focused Note-taking Process → **Organization** (1e, 2b, 2c, 3a-3c)
Reading (1e, 2b, 3a-3d)	• Emphasis on Text Structure and Comprehension Strategies • Extended Reading Passages • Include All Content Areas	• Critical Reading Process • Intentional Reading Strategies • Before-During-After a lesson • Included In All Content Areas → **Reading** (1e, 2b, 3a-3d)
Visuals (1e, 2a, 2b, 3a, 3b)	• Concept Maps/Advance Organizers/Graphic Organizers • Annotate Lesson Essential Questions • Classroom Environment organized for collaboration, visual support, and celebrating success	• Classroom Environment of High Expectations (College & Career Readiness) • Growth Mindset → **Culture** (2a, 2b, 3a, 3c)

Sumter's Best Teaching Practices

Take This Exit!

EXIT ↗

- Congratulations! You have finished the content for Lesson #3.
- Please review the content and complete the Forms assessment using the link below:
- https://forms.office.com/Pages/ResponsePage.aspx?id=2pKTVglifkqusoJ5cOrsYCSC5vX-rqdMr3hUu8ZKjJlUNDI3RzI1TU5aWDdKTUhFTzJIQzdNRVBHMC4u

"Your heart is slightly bigger than the average human heart, but that's because you're a teacher."

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