The whole art of teaching is only the art of awakening the natural curiosity of young minds for the purpose of satisfying it afterwards.

Anatole France
Introduction to
The Framework for
Teaching Year 1

Prince George’s County Public Schools 2012
Workshop Objectives

- Overview of the FFT
- Build an initial familiarity with the FFT
- Become familiar with the 8 essential Components
- Review the Teacher Evaluation Model
- Collaborate with Colleagues
Agenda

PART 1

• Establishing the Norms
• Review of the Framework for Teaching
• Review of the domains, components, and elements
  • Wisdom of Practice
  • Memorable Moment - Domain 2
  • Signers of the Declaration of Independence - Domain 3
  • Artifacts - Domains 1 & 4

PART 2

• Teacher Evaluation Process
• Debrief
  • Questions and answers
  • Reflection
Let’s Establish the NORMS
P.E.M.D.A.S.

The Order of Operations

You have two minutes to use the letters from P.E.M.D.A.S. to create the norms for today's workshop.
P.E.M.D.A.S.
P.E.M.D.A.S.
P.E.M.D.A.S.

P - Participate fully, (put phones on vibrate)

E - Exchange Ideas

M - Make an Effort to Listen

D - Dialogue equally, do your best

A - Ask Questions, A+ Attitude

S - Share your insight and support each other, self monitor, self reflect

(sidebar conversations!)
P.E.M.D.A.S.

Expectation

Please Engage in Meaningful Discussion with Active Self-reflection!
P.E.M.D.A.S.

Charge

Professionally
Empower and
Maximize the
Development and
Achievement of all
Students!
Set Your Appointments

Set Your Appointment

______________________

______________________

______________________

______________________

______________________

______________________
Set Your Appointments

- You have 2 **minutes** to circulate and set appointments with your colleagues.

- You must set appointments for all even numbers.
Educational Setting
If you were to walk into a classroom, what might you see or hear there (from the students as well as the teacher) that would cause you to think that you were in the presence of an expert?

What would make you think: “Oh, this is good; if I had a child this age, this is the class I would hope for.” Record at least six characteristics.
If you were to walk into a classroom, what might you see or hear there (from the students as well as the teacher) that would cause you to think that you were in the presence of an expert?

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5 Minute Quick Write

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5 Minute Quick Write
The Wisdom of Practice
2 minute Turn and Talk

• Share your characteristics with the group, combine those that are similar.
Turn and Talk

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Turn and Talk

• Share your characteristics with the group, combine those that are similar.
2 Minute Popcorn Out
Time Left ...

Popcorn Out
Time Left ... Popcorn Out
Framework for Teaching Organization

Domains
(1, 2, 3, and 4)

Components
(8 Essentials)

Elements
(26)

See page 3 and 4
The Domains

1: Planning and Preparation
2: The Classroom Environment
3: Instruction
4: Professional Responsibilities
# The Framework for Teaching

## Domain 1  
**Planning and Preparation**
- Demonstrating Knowledge of Content and Pedagogy
- Demonstrating Knowledge of Students
- Setting Instructional Outcomes
- Demonstrating Knowledge of Resources
- Designing Coherent Instruction
- Designing Student Assessments

## Domain 2  
**The Classroom Environment**
- Creating an Environment of Respect and Rapport
- Establishing a Culture for Learning
- Managing Classroom Procedures
- Managing Student Behavior
- Organizing Physical Space

## Domain 3  
**Instruction**
- Communicating With Students
- Using Questioning and Discussion Techniques
- Engaging Students in Learning
- Using Assessment in Instruction
- Demonstrating Flexibility and Responsiveness

## Domain 4  
**Professional Responsibilities**
- Reflecting on Teaching
- Maintaining Accurate Records
- Communicating with Families
- Participating in a Professional Community
- Growing and Developing Professionally
- Showing Professionalism
Domain 1: Planning and Preparation

a) Demonstrating Knowledge of Content and Pedagogy
b) Demonstrating Knowledge of Students
c) Setting Instructional Outcomes
d) Demonstrating Knowledge of Resources
e) Designing Coherent Instruction
f) Designing Student Assessment

The Framework for Teaching Charlotte Danielson
Domain 1: Planning and Preparation

a) Demonstrating Knowledge of Content and Pedagogy
b) Demonstrating Knowledge of Students

❤️ c) **Setting 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
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Domain 3: Instruction

a) Communicating with Students
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c) Engaging Students in Learning
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Domain 4: Professional Responsibilities

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f) Showing Professionalism
Domain 4: Professional Responsibilities

a) Reflecting on Teaching

b) Maintaining Accurate Records

c) Communicating with Families

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The Framework for Teaching by Charlotte Danielson
Common Themes

- Equity
- Cultural competence
- High expectations
- Developmental appropriateness
- A focus on individuals, including those with special needs
- Appropriate use of technology
- Student assumption of responsibility

The Framework for Teaching Charlotte Danielson
A Memorable Experience

Consider your long life as a student. Recall an occasion (or a pattern of occasions) that you still remember. The memory can be either positive or negative.

What makes this so memorable?

2 o’clock
Culture of Learning = Safe Zone

- Safe to be right
- Safe to be wrong
- Safe to be creative
- Safe to be heard
- Safe to learn...
- Safe to be

Andrea Burrell
Priorities of the FFT

- The FFT has two priorities
  - Cognitive engagement
    - “minds-on”
  - Constructivist learning
    - “learning is done by the learner”

- Teaching cannot be considered Proficient or Distinguished if students are not thinking and doing the learning themselves.
LEARNING FOR A COMPLEX WORLD

- Unknown
- Uncertainty
- Emergence
- Mess

- Fun!
- What questions?

- Will to be
- Choice
- Learning & achieving
- Creating
- Risking
- Inventing
- Adapting

- Ethics
- Morals
- Attitudes
- Beliefs
- Values

- What's important to me
- Skills & tools
- Communication

- Culture
- Diversity
- Wellbeing

- Shaping, influencing
- Appreciating emotions

- Collaboration

- Contexts

- Daring to ask
## Domain 3: Instruction
### Component 3b: Questioning & Discussion Techniques

**Elements:**
*Quality of Questions, Discussion Techniques, Student Participation*

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#### Component 3b: Questioning & Discussion Techniques

**Elements:**
*Quality of Questions, Discussion Techniques, Student Participation*

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Signers of the Declaration of Independence

- When you look at the list of the signers of the declaration of independence, what questions come to mind?

- Develop a question that can be answered by reviewing the information on the paper, and another question that will extend the learning and engage students more cognitively.

- With your group create a method to present this investigation / learning to the students.
Gallery Walk
School is not a Spectator Sport!
Engaging Activities and Assignments

- Emphasize problem-based learning
- Permit student choice and initiative
- Encourage depth rather than breadth
- Require student thinking
- Designed to be relevant and authentic
PGCPS Pilot Evaluation

- Collaboratively created by a team of teachers and administrators in 2007-08.
- Implemented by administrators and teachers in the 12 FIRST Pilot schools in 2008-09.
- Refined for use in the pilot program to be phased in at all Prince George’s County Public Schools in 2009-2010.
- Uses *The Framework for Teaching* (FFT) criteria to assess teacher quality.
Tenured Teachers FFT Observation Procedures 2012-2013

Step 1
Self-Assessment
Beginning-of-the-Year (By September 30th)

Step 2
Goal-Setting Conference

Step 3
First Formal Observation
Pre-Observation Conference
Classroom Observation
Post-Observation Conference

Step 4
Mid-Year Review (By the end of 1st Semester)

Step 5
Second Formal Observation (Completed during 2nd Semester)
Pre-Observation Conference
Classroom Observation
Post-Observation Conference

Step 6
Second Self-Assessment

Step 7
Summative Evaluation Conference (After May 15th)
Non-Tenured Teachers FFT and Tenured Teachers with Performance Issues Observation Procedures 2012-2013

Step 1
Self-Assessment
Beginning-of-the-Year (By September 15th)

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Goal-Setting Conference

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First Formal Observation
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Classroom Observation
Post-Observation Conference

Step 5
Mid-Year Review (By the end of 1st Semester)
Non-Tenured Teachers FFT Observation Procedures 2012-2013

**Step 6**
Third Formal Observation (Completed in January or February)
Pre-Observation Conference
Classroom Observation
Post-Observation Conference

**Step 7**
Fourth Formal Observation (Completed in March, April or May. Must be completed by May 21st)
Pre-Observation Conference
Classroom Observation
Post-Observation Conference

**Step 8**
End of Year Self-Assessment (Completed in May or June)

**Step 9**
Summative Evaluation Conference (After May 15th)
First Self Assessment

Teachers will complete a self-assessment using only the 8 Essential Components of the Danielson Framework for Teaching (FFT).

Used to create a minimum of 2 goals. It is not required that the teacher develops a goal for each of the 8 components; with the exception of first year participants whose goals should be to become familiar with the 8 essential components.

The self assessment must be completed by September 30th and prior to the goal setting conference.
# An Example of a Self-Assessment

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<td>There is no evidence that standards of conduct have been established, and little or no teacher monitoring of student behavior. Response to student misbehavior is repressive, or disrespectful of student dignity.</td>
<td>It appears that the teacher has made an effort to establish standards of conduct for students. Teacher tries, with uneven results, to monitor student behavior and respond to student misbehavior.</td>
<td>Standards of conduct appear to be clear to students, and the teacher monitors student behavior against those standards. Teacher response to student misbehavior is appropriate and respects the students' dignity.</td>
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**Evidence:**
I set rules with students at the beginning of the year. Usually no discipline problems until October. I send 4 or 5 students to the AP for discipline problems. Parents have told me they think I am too strict, other parents say I’m not strict enough. The AP told me I wasn’t consistent in monitoring the rules. I often feel like I am close to losing control of the class.

If this were you, how would you rate yourself?

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## An Example of a Self-Assessment

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<td>Standards of conduct are clear, with evidence of student participation in setting them. Teacher's monitoring of student behavior is subtle and preventive, and teacher's response to student misbehavior is sensitive to individual student needs. Students take an active role in monitoring the standards of behavior.</td>
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### Evidence:

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If this were you, how would you rate yourself?
1c. Setting Instructional Outcomes (page 51/54)

- Value, sequence and alignment
- Clarity
- Balance
- Suitability for diverse learners

1e. Designing Coherent Instruction (page 55/60)

- Learning Activities
- Instructional Material and resources
- Instructional Grouping
- Lesson and Unit Structure
What’s the difference between Activity and Outcome?

**Outcome**
- What students are expected to learn
- Worthwhile and represent learning central to a discipline as well high level learning for the students
- The result or consequence of an activity in terms of success and failure

**Activity**
- What students will do
- A single focus thing that the student does
- An educational process or procedure intended to stimulate learning through actual experience
Outcome

The outcome is not that the student will complete page 38 and answer the questions but what will they learn as a consequence of answering the question on page 38.
Clarity-Teacher states outcome as learning not just as an activity

Bringing Clarity, is it an activity or an outcome?

**Activity:**

Students will work in small groups using the number line and will work individually on worksheet page 23.

**Outcome:**

At the end of math class today, you will be adding two-digit numbers accurately.

(This outcome allows the teacher to assess how well students can add two-digit numbers and to determine which students may need more individual instruction and which students are ready to move on.)
Activity or Outcome

Activity

Students will begin working on their research paper.

(The lesson outcome is not the research paper, this only shows what students will do.)
Students will develop a thesis statement to begin the research project.

(The lesson outcome is not the research project, but rather a specific step in the process of the research project. The teacher is able to assess how well students understand the concept of thesis statements as well as guide the scope of the project.)
Activity or Outcome

Student will read chapter 10 in the math textbook and do the odd number problems on page 235.

(This shows what the students will be doing, reading and completing odd problems. It does not include the math concepts learned.)
Activity or Outcome

Outcome!

Students will analyze cultural interactions among diverse groups.

(In order to analyze cultural interactions you have to think. Student have to compare groups. The teacher can assess if student understand the different groups’ cultural interactions.)
Activity or Outcome

Outcome!

Students will write a journal entry from the perspective of a pioneer settling in the West.

(This is an outcome because the students will have to think about what they have learned about the West in order to write from the perspective of the pioneer.)
Formal Observations

- Observation lasts at least 30 minutes
- Focus will be on the 8 essential components
- Teacher completes the lesson reflection form within two work days of the observation and submits it to the administrator.
- Administrator provides the teacher with a rough draft of the Formal Observation Form with the marked Descriptors of Practice, with cited evidence, at the element level for the 8 essential components within 5 work days of the observation.
Domain 2: Classroom Environment

2b: Establishing a Culture for Learning (page 67/69)
- Importance of the content
- Expectations for learning and achievement
- Student pride in work

2d: Managing Student Behavior (page 71/74)
- Expectations
- Monitoring of student behavior
- Response to student misbehavior
Domain 3: Instruction

3b: Using Questioning and Discussion Techniques (page 79/82)
- Quality of questions
- Discussion technique
- Student participation

3c: Engaging Student in Learning (page 82/85)
- Activities and assignments
- Grouping of students
- Instructional materials and resources
- Structure and pacing
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Priorities of the FFT

• The FFT has two priorities
  • Cognitive engagement
    • “minds-on”
  • Constructivist learning
    • “learning is done by the learner”

• Teaching cannot be considered Proficient or Distinguished if students are not thinking and doing the learning themselves.
Socratic Teaching

- Probing Thinking
- Probing Assumptions
- Possible Reasoning
- Probing Alternate Perspective
- Probing implications and Consequences
- Meta-Questioning

The Office of Talent Development
Probing Thinking

These types of questions dig into the thinking of the respondent.

• What causes you to say that?

• Could you explain what you mean?

• How does this relate to what we have been talking about?
Probing Assumptions

Students examine hidden assumptions on which their thinking might be based

- What must be true for your thinking to be correct?
- What other assumptions are possible?
Possible Reasoning

Break reasoning down into its component parts, or challenging rationale, can cause deeper and more specific thinking.

- Why do you think so?
- How do you know this?
- What facts are there to support what you are saying?
Probing Alternate Perspectives

These questions help students look at issues from more than one point of view.

• What’s another way to look at this?

• Why is this viewpoint stronger than the other one? How do you know?

• What are the strengths and weaknesses of each viewpoint?
Extending an argument to its implications and consequences strengthens thought.

- What might happen next?
- How does this change what we’ve already learned?
Students question the question, identifying the usefulness or value of various questions.

- What was the point of asking that question?
- How does that question help your thinking?
- Which questions were most helpful in advancing your thinking? Least helpful?
Let’s go on a learning walk and visit a colleague’s classroom!

Record the things that you see and hear.
Simulated Hall Talk

Share with a partner the things that you saw and heard.

What evidence do you have that indicates cognitive engagement and constructivist instruction?
Domains 4

4a: Reflection on Teaching
(page 92/94)

- Accuracy
- Use in Future Teaching

4c: Communicating with Families
(page 96/100)

- Information about the Instructional Program
- Information about Individual Students
- Engagement of Families in the Instructional Program
Domains 4

Information about individual students

Phone Logs

News Letters

Agenda Books

Engagement of families in the instructional program

Emails

Information about the instructional program

Post-Observation Conference
Post Observation Conference

- The conference will be held within 5 work days of receiving the teacher’s reflection.
- Teacher may provide additional artifacts as follows:
  - May present supporting evidence for [domains] 2 and 3
  - May demonstrate competency for the components not observed for domain 1
  - Should demonstrate competency in the components not observed for domain 4.

Administrator provides the teacher with a final copy of the Descriptors of Practice, with cited evidence, within 5 work days of the post-observation conference.
Mid Year Review

Mid year reviews will be conducted using the Standards of Excellence evaluation tool.

Summative Evaluation Conference

The following topics may be reviewed:

• The goals developed by the teacher and any evidence collected which demonstrates growth and attainment of the goals.
• A review of the marked Descriptors of Practice from the 4 formal observations to determine growth and practice.
• A review of the informal classroom observations and other evaluation inputs (such as student achievement data).
Summative Evaluation Conference

- Discussion and debrief:
  - Review the teachers’ goals and growth in the identified components of practice.
  - Were the goals achieved and to what extent?
  - What opportunities are needed for further growth in these components?
  - What additional supports does the teacher perceive are needed to support growth?
A research-based definition of good teaching

A roadmap to, and navigation of, the territory

A framework for novice-level practitioners, through accomplished teachers
“Learning without thought is labor lost; thought without learning is perilous.”

Confucius
Cognitively Engaging Our Students
Teachers need to have 8 goals - 1 for each component.

False
The Self-Assessment is conducted three times during the school year.

False
The teacher will receive a “rough draft” copy of the marked Descriptors of Practice for Domain 1, 2, and 3 within five working days of the observation.
Checking for Understanding
TRUE OR FALSE

The administrator will rate the level of performance of the observation at the component level.

False
The administrator may change markings of the Descriptors of Practice after the post-observation conference.

True
Teachers who receive two or more basic levels of performance will be given an unsatisfactory rating.

False
D.E.B.R.I.E.F.
Learnings for Today
Using the letters from D.E.B.R.I.E.F.
Write one or more things you learned today. You have been allocated two minutes to complete this task.
D.E.B.R.I.E.F.
D.E.B.R.I.E.F.

Deliver Engaging useful and Balanced Resources Implementing Effective Facilitation!
Videos

The mediocre teacher tells
The good teacher explains
The superior teacher demonstrates
The great teacher inspires

William Arthur Ward
Materials needed

- Internet
- File 1: Presentation Template
- File 2: This PowerPoint
- File 3: Clock buddies
- File 4: Descriptors of Practice Domain 3
- File 5: Declaration of Independence
- File 6: Brownie video
- Post it notes, Chart paper and Markers