

# New Staff Orientation

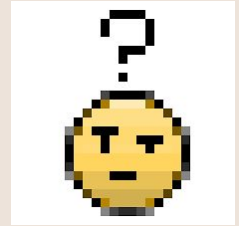
## Danielson Framework for Evaluation - Overview



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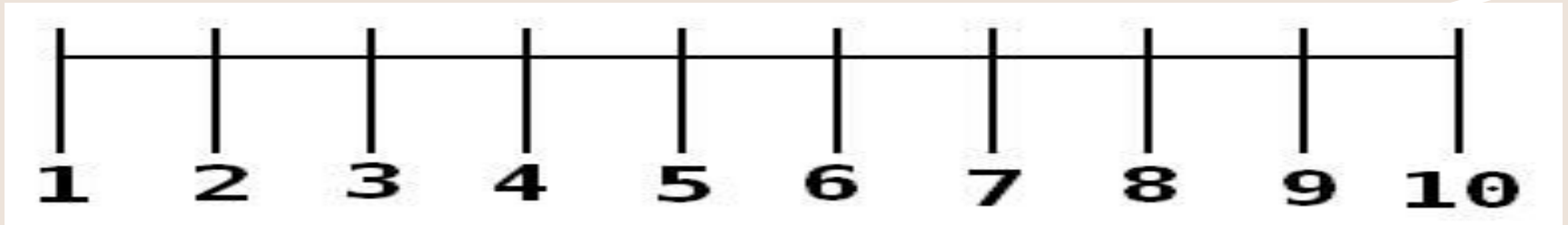
Let's begin!

Check for prior knowledge...



Who?

I got this!



What is your knowledge base and/or comfort level with Danielson?

# Objectives for today:

The workshop participants will be able to:

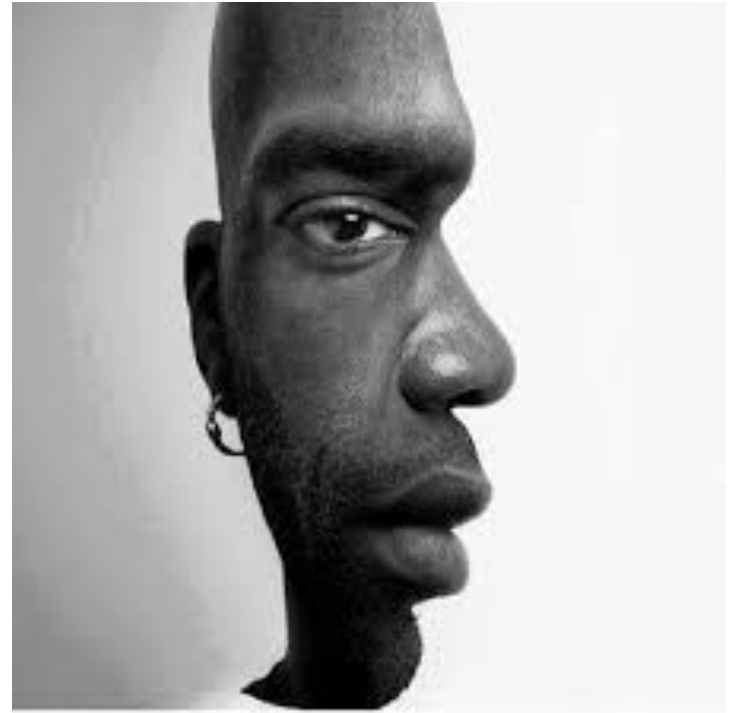
1. Identify the structure of the Danielson Framework for education;
2. Explain the differences in various performance bands of the Danielson rubric;
3. Describe applications of the Danielson Framework to real-life classroom examples.

# What does high-quality instruction look like???





A fundamental part of human nature is that different people will view the same situation differently.

So...

To decrease subjectivity, we have to agree that ***we're all looking for the same thing.***



# Danielson Performance Bands

<b>Highly Effective</b>	<b>Effective</b>	<b>Partially Effective</b>	<b>Ineffective</b>
			

# Analyze the Domains & Performance Bands

*For each Component, what is the difference between a 2 and a 3? ...a 3 and a 4?*

## Activity:

1. **Arrange** yourselves in order by birthday, from January 1<sup>st</sup> to December 31<sup>st</sup>.
  - a. SAC and Nurses step aside... you're working on separate rubrics.
2. Each teacher (beginning with January) will **select** one of the sixteen components.
3. **Analyze** the observation instrument language for your component.
4. **Identify** the key words/phrases that distinguish one performance level from the next. Be sure to note key similarities and differences between each level of practice (2 to 3, and 3 to 4).
5. **Record** your component analysis on the paper provided.

# Danielson Components

1A	1B	1C	1D	1E	1F
2A	2B	2C	2D	2E	
3A	3B	3C	3D	3E	

Key:

✓ = first person

✓ = second person

# What do I do when I'm done???

## Anchor activity:

- Select another component of the rubric.
- Analyze the language of this component and identify differences in those performance bands.
- In what ways is the difference between a 2→3 and 3→4 in *this* component similar to the differences in your original component?





# Gallery Walk

As you stroll around the room, please record your thoughts.

1. What do you notice?
2. What do you wonder?
3. What next steps do you need to take to solidify your understanding of Danielson?



# Debrief and Discuss



Can we come to consensus on the major differences between performance bands?

What common themes did we notice across all components/domains?

Putting it all together...



# What does this look like in the classroom?

## Activity:

1. **Form** groups of three. Decide on roles: Facilitator, Recorder, Presenter.
  - a. CST and RSP join up again.
2. Each pair **selects** one component from each of the three domains (e.g. 1b, 2d, 3c).
3. The facilitator leads a conversation for the group to **analyze** the observation instrument language for each chosen component.
4. The group **creates** a scenario to describe what a Highly Effective example of this component would look like in the classroom. Select any grade/discipline you like for purposes of your sample classroom.
5. The Recorder **notes** your description and the Presenter will **explain** to the group.

# Time to Harvest

Scaffolded discussion to share your examples with the group.

What consistent themes do you notice within the Danielson Framework for education?

1-1-1



*Let's reflect...*



# Additional Resources:

Video clips from EngageNY that highlight effective teaching practices aligned to specific elements of the framework.



# Domain 2: The Classroom Environment



- **Component 2a: Creating an Environment of Respect and Rapport**
  - Element: Teacher interactions with students, including both words and actions
    - [Video Album: Teacher Creates an Environment of Respect and Rapport](#)
- **Component 2b: Establishing a Culture for Learning**
  - Element: Student pride in work
    - [Video Album: Teacher Promotes Student Pride in Work](#)
- **Component 2c: Managing Classroom Procedures**
  - Element: Management of instructional groups
    - [Video Album: Teacher Manages Instructional Groups](#)
  - Element: Management of transitions
    - [Video Album: Teacher Manages Transitions](#)
- **Component 2d: Managing Student Behavior**
  - Element: Expectations
    - [Video Album: Teacher Sets Expectations for Student Behavior](#)
  - Element: Response to student misbehavior
    - [Video Album: Teacher Responds to Student Misbehavior](#)
- **Component 2e: Organizing Physical Space**
  - Element: Arrangement of furniture and use of physical resources
    - [Video Album: Teacher Organizes Physical Space](#)



# Domain 3: Instruction



- **Component 3a: Communicating with Students**
  - Element: Expectations for learning
    - [Video Album: Teacher Communicates Expectations for Learning](#)
  - Element: Directions for activities
    - [Video Album: Teacher Communicates Directions and Procedures](#)
  - Element: Explanations of content
    - [Video Album: Teacher Explains Content](#)
- **Component 3b: Using Questioning and Discussion Techniques**
  - Element: Quality of questions/prompts
    - [Video Album: Teacher Uses a Variety of Questions](#)
  - Element: Discussion techniques
    - [Video Album: Teacher Engages Students in Discussion](#)
  - Element: Student participation
    - [Video Album: Teacher Ensures that All Students Contribute to the Discussion](#)
- **Component 3c: Engaging Students in Learning**
  - Element: Activities and assignments
    - [Video Album: Teacher Develops Engaging Activities and Assignments](#)
  - Element: Grouping of students
    - [Video Album: Teacher Groups Students Effectively](#)
  - Element: Instructional materials and resources
    - [Video Album: Teacher Selects Engaging Instructional Materials](#)

# Domain 3, Continued



- **Component 3d: Using Assessment in Instruction**
  - Element: Monitoring of student learning
    - [Video Album: Teacher Monitors Learning Through Effective Assessment](#)
  - Element: Feedback to students
    - [Video Album: Teacher Provides Feedback to Students](#)
  - Element: Student self-assessment and monitoring of progress
    - [Video Album: Teacher Empowers Students to Monitor Their Own Learning and Take Appropriate Action](#)
- **Component 3e: Demonstrating Flexibility and Responsiveness**
  - Element: Lesson adjustment
    - [Video Album: Teacher Makes Adjustments Mid-Lesson](#)
  - Element: Response to students
    - [Video Album: Teacher Responds to an Unexpected Event](#)
  - Element: Persistence
    - [Video Album: Teacher Persists When Students Encounter Difficulty in Learning](#)

# Thank you!

Please reach out with any questions.

*Welcome to the Barnegat family...*

*Have a great school year!*

