



**Custer School
District 16-1**



**Exploring Danielson's
Framework for Teaching
December 12, 2014**



<http://jswanson.tie.wikispaces.net/Presentations>

<https://bit.ly/DOEB3>

An Analogy with the Work of Doctors

"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, lawyer or dentist, without assistance, had to treat them all with professional excellence for nine months, then he might have some concept of a classroom teacher's job."

*Donald D. Quinn
Writer/Journalist*



Custer School District – Priority Components



1c Setting Instructional Outcomes

~~2b Establishing a Culture for Learning~~

~~3b Using Questioning and Discussion Techniques~~

3c Engaging Students in Learning

3d Using Assessment in Instruction

4a Reflecting on Teaching

What Does It Mean to *Establish a Culture For Learning?*



1. Consistency
2. Students' input is valued
3. Expectations are set, verbally and non-verbally
4. Students are responsible and take responsibility for their learning
5. Student ownership
6. Comprehension, not completion
7. Understand and apply their learning
8. Students are willing to take a risk
9. Negotiate is evident
10. Student voice is more than teacher talk

What Does It Mean to *Establish a Culture For Learning?*



1. Teachers and students hosting high expectations for both learning and hard work.
2. Students and teachers both expend the effort in learning and thinking.
3. The classroom becomes an atmosphere that supports learning and hard work.

SERIALIZED QUESTIONING

“Man is a rational animal who always loses his temper when called upon to act in accordance with the dictates of reason.”

Questioner: What does he mean by rational?

Responder: I think he means **logical**.

Questioner: How is logical different from rational?

Responder: One way is by using **steps**.

Questioner: Explain how using steps is rational.

Responder: It is **reasonable to use steps**.

Questioner: Can you give examples when to be reasonable uses steps?



Domain 2: The Classroom Environment

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COMPONENT	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
2a: Creating an Environment of Respect and Rapport	Patterns of classroom interactions, both between the teacher and students and among students, are mostly negative, inappropriate, or insensitive to students' ages, cultural backgrounds, and developmental levels. Interactions are characterized by sarcasm, put-downs, or conflict. Teacher does not deal with disrespectful behavior.	Patterns of classroom interactions, both between the teacher and students and among students, are generally appropriate but may reflect occasional inconsistencies, favoritism, and disregard for students' ages, cultures, and developmental levels. Students rarely demonstrate disrespect for one another. Teacher attempts to respond to disrespectful behavior, with uneven results. The net result of the interactions is neutral, conveying neither warmth nor conflict.	Teacher-student interactions are friendly and demonstrate general caring and respect. Such interactions are appropriate to the ages of the students. Students exhibit respect for the teacher. Interactions among students are generally polite and respectful. Teacher responds successfully to disrespectful behavior among students. The net result of the interactions is polite and respectful, but impersonal.	Classroom interactions among the teacher and individual students are highly respectful, reflecting genuine warmth and caring and sensitivity to students as individuals. Students exhibit respect for the teacher and contribute to high levels of civil interaction between all members of the class. The net result of interactions is that of connections with students as individuals.
2b: Establishing a Culture for Learning	The classroom culture is characterized by a lack of teacher or student commitment to learning and/or little or no investment of student energy into the task at hand. Hard work is not expected or valued. Medium or low expectations for student achievement are the norm, with high expectations for learning reserved for only one or two students.	The classroom culture is characterized by little commitment to learning by teacher or students. The teacher appears to be only going through the motions, and students indicate that they are interested in completion of a task, rather than quality. The teacher conveys that student success is the result of natural ability rather than hard work; high expectations for learning are reserved for those students thought to have a natural aptitude for the subject.	The classroom culture is a cognitively busy place where learning is valued by all, with high expectations for learning being the norm for most students. The teacher conveys that with hard work students can be successful. Students understand their role as learners and consistently expend effort to learn. Classroom interactions support learning and hard work.	The classroom culture is a cognitively vibrant place, characterized by a shared belief in the importance of learning. The teacher conveys high expectations for learning by all students and insists on hard work. Students assume responsibility for high quality by initiating improvements, making revisions, adding detail, and/or helping peers.
2c: Managing Classroom Procedures	Much instructional time is lost through inefficient classroom routines and procedures. There is little or no evidence that the teacher is managing instructional groups, transitions, and/or the handling of materials and supplies effectively. There is little evidence that students know or follow established routines.	Some instructional time is lost through only partially effective classroom routines and procedures. The teacher's management of instructional groups, transitions, and/or the handling of materials and supplies is inconsistent, the result being some disruption of learning. With regular guidance and prompting, students follow established routines.	There is little loss of instructional time because of effective classroom routines and procedures. The teacher's management of instructional groups and the handling of materials and supplies are consistently successful. With minimal guidance and prompting, students follow established classroom routines.	Instructional time is maximized because of efficient classroom routines and procedures. Students contribute to the management of instructional groups, transitions, and the handling of materials and supplies. Routines are well understood and may be initiated by students.
2d: Managing Student Behavior	There appear to be no established standards of conduct and little or no teacher monitoring of student behavior. Students challenge the standards of conduct. Response to students' misbehavior is repressive or disrespectful of student dignity.	Standards of conduct appear to have been established, but their implementation is inconsistent. Teacher tries, with uneven results, to monitor student behavior and respond to student misbehavior. There is inconsistent implementation of the standards of conduct.	Student behavior is generally appropriate. The teacher monitors student behavior against established standards of conduct. Teacher response to student misbehavior is consistent, proportionate, respectful to students, and effective.	Student behavior is entirely appropriate. Students take an active role in monitoring their own behavior and that of other students against standards of conduct. Teachers' monitoring of student behavior is subtle and preventive. Teacher's response to student misbehavior is sensitive to individual student needs and respects students' dignity.
2e: Organizing Physical Space	The physical environment is unsafe, or many students don't have access to learning resources. There is poor coordination between the lesson activities and the arrangement of furniture and resources, including computer technology.	The classroom is safe, and essential learning is accessible to most students. The teacher's use of physical resources, including computer technology, is moderately effective. Teacher makes some attempt to modify the physical arrangement to suit learning activities, with partial success.	The classroom is safe, and learning is accessible to all students; teacher ensures that the physical arrangement is appropriate to the learning activities. Teacher makes effective use of physical resources, including computer technology.	The classroom is safe, and learning is accessible to all students, including those with special needs. Teacher makes effective use of physical resources, including computer technology. The teacher ensures that the physical arrangement is appropriate to the learning activities. Students contribute to the use or adaptation of the physical environment to advance learning.

Expert Groups



1. Use Teachscape to learn as much as you can about your component in the time available.

2. Prepare a 5 minute report to help others learn about your component. Make sure your report includes the following information, at a minimum:
 - 3 “Most Important Points” about the component
 - 2 Examples of Classroom Practice which exemplify the component.
 - 1 Thing teachers could do to improve their performance on the component.



Teachscape

<http://login.teachscape.com>

3 Strengths you have as described by the Framework for Teaching.

2 Steps you could take to improve your practice.

1 Question you still have about the Framework.

Dear Mir Baid,

You are cool.
I like you so mush.

Love, Jared