Syllabus

Course: Charlotte Danielson’s Enhancing Professional Practice: A Framework for Teaching
Presenters: Charlotte Danielson
Credits: 2 Salary Points
Allotted Timeframe: 12 Weeks
Dates: Rolling Admissions
Length: 90 Hours
Prerequisites: Bachelor’s Degree


Overview

Charlotte Danielson’s *Enhancing Professional Practice: A Framework for Teaching*, defines teachers’ responsibilities, which for education consultant and expert presenter Danielson fall into four domains: planning and preparation, classroom environment, instruction, and professional responsibilities. Through lectures, classroom observations, and vigorous panel discussions, educators work through how to use the Framework to scrutinize and strengthen classroom teaching practices to improve student learning. Danielson and her panel assess classroom footage for strengths and weaknesses in each domain. At various intervals, participants pause to consider their experiences before and after they hear the panel members describe theirs. Educators then begin to assess their practice through Danielson’s detailed levels of performance and through the ongoing task of self-reflection. Punctuated by worksheets, reflection questions, and quizzes, the course prepares educators to use the Framework to become their best professional selves.

Objectives

After completing this course, educators will know:

- A comprehensive overview of *A Framework for Teaching*
- What an exceptional classroom should look like
- The *Framework’s* structure of domains, components, and elements
- The components of domains 1, 2, 3, and 4
- The descriptors for levels of performance and their uses
- The potential misuses of the levels of performance
- The different types of curriculum outcomes
• The form and content of effective rubrics
• Methods and means of self-reflection
• A sampling of local initiatives and their relationship to the Framework

Student Learning Outcomes

After completing this course, educators will apply the following skills:

• Evaluate their own teaching practice and identify their strengths and weaknesses in the different domains
• Utilize a common language to discuss teaching practice
• Utilize a common language to describe the exceptional classroom and its components
• Assess the relative importance of the domains in their practice at different intervals
• Integrate the common themes into their own practice
• Assess their own strengths and weaknesses in the components of domains 1, 2, 3, and 4
• Employ the language of the levels of performance to begin to assess their practice
• Instigate broader uses of the levels of performance
• Construct engaging activities and “assignments with a twist”
• Construct and utilize rubrics with appropriate criteria, levels, and descriptors
• Modify lessons to improve curriculum outcomes
• Self-reflect in the common language of the Framework
• Assess the relationship of their school’s initiatives to the Framework
• Instigate initiatives in the context of the Framework
• Set, pursue, and evaluate personal goals in the context of the Framework

Units

1. The Wisdom of Practice: An Introduction to A Framework for Teaching

Charlotte Danielson’s Enhancing Professional Practice: A Framework for Teaching has had an enormous impact on schools and teachers all over the world by providing them with a common language to discuss good teaching and by detailing what good teaching looks like. Here, Danielson provides an overview, discussing its essential components with a panel of expert teachers. As the topic advances, participants will begin to see the pieces that accumulate into the Framework as a whole and develop the foundation to answer the fundamental question: what should an exceptional classroom look like?

2. Domains and Components in A Framework for Teaching
Danielson takes participants deeper into the Framework in this unit, scrutinizing its structure of domains and their components. She and her panel of expert teachers explore the classroom as a dynamic place whose environment and concerns can shift moment to moment. The topic is framed by recollection of a particularly memorable teacher or teaching moment in the panel’s (and participant’s) experience as students, providing a personal and powerful context for understanding the distinctions between the Framework’s four domains.

3. Classroom Environment in A Framework for Teaching

In this topic Danielson and her panel journey into domain 2, classroom environment. They consider its crucial components, including to what degree a teacher’s classroom supports an environment of respect and rapport and establishes a culture for learning. They evaluate how teachers manage classroom procedures, student behavior, and the organization of physical space. As the panel considers the strengths and weaknesses of the classroom environment, participants learn how to sustain and develop strengths and address weaknesses within their own classroom environments.

4. Levels of Performance in A Framework for Teaching

In its levels of performance, the Framework describes unsatisfactory, basic, proficient, and distinguished teaching practice for every component. As participants develop knowledge of these categories, they continue to evaluate their practice to decide where to focus attention to better serve students, themselves, and the school community. Danielson and the panel take a close look at the descriptors for 2a, creating an environment of respect and rapport. That exercise provides a model for how to use—and how not to use—the levels of performance in evaluation. Danielson also introduces components of domain 3, instruction, offering examples of good practice.

5. Classroom Instruction in A Framework for Teaching

Danielson and her panel of expert teachers delve into domain 3, instruction, which Danielson considers the heart not only of the Framework, but of the teacher’s profession. Participants will consider their strengths and weaknesses in such components as communicating with students, using questions and discussion techniques, using assessment in instruction, and demonstrating flexibility. A classroom segment gives participants the opportunity to exercise what they’ve learned by identifying components of domains 2 and 3 in the teacher’s practice.

6. Planning, Preparation, and Assessment in A Framework for Teaching

Danielson and her panel begin this unit with analysis of the different types of curriculum outcomes for classroom activities. They then shift to scrutiny of domain 1, planning and
preparation, a largely behind-the-scenes domain that includes such components as demonstrating knowledge of content and pedagogy, demonstrating knowledge of students, setting instructional outcomes, demonstrating knowledge of resources, designing coherent instruction, and designing student assessments.

7. Rubrics in *A Framework for Teaching*

How do educators know what their students are learning and need to learn? Well-designed rubrics, Danielson argues. In this unit, participants examine rubrics’ criteria, levels, and descriptors and develop their own based on Danielson’s models. Participants return to their investigation of domain 1, planning and preparation, to explore rubrics’ relevance in that context. Participants also have another opportunity to test their developing skills at identifying the crucial components of the domains by revisiting video of classroom footage and evaluating the teacher’s practice.

8. Professional Responsibilities in *A Framework for Teaching*

Danielson and her panel lead participants to inspect their strengths and weaknesses in domain 4, professional responsibility, considering such components as reflecting on teaching, maintaining accurate records, communicating with families, participating in a professional community, growing and developing professionally, and showing professionalism. Panel discussion prepares participants to embark on improving their practice in this domain.

9. Self-Reflection, Common Themes, and Other Features of *A Framework for Teaching*

Danielson asserts that self-reflection—a critical component of domain 4, professional responsibility—is the most important skill for improving one’s teaching practice. In this unit, the panel and their audience of educators have the opportunity to reflect in detail on their practice. They then engage in an exercise that links the common themes embedded in the Framework—including equity, cultural sensitivity, high expectations, developmental appropriateness, accommodating individual needs, appropriate use of technology, and student assumption of responsibility—to the Framework’s components.

10. Initiatives, Inquiries, and Uses of *A Framework for Teaching*

School-wide initiatives are often the context for an educator’s professional development. In this topic, Danielson and her panel look at some of those initiatives to discuss how educators can set personal goals that answer to both their own needs and to their school’s broader needs. Danielson talks to an administrator who provides insight into how teacher leaders and principals can use the Framework to help teachers improve their practice. By the topic’s end, educators will appreciate the Framework as the highly functional, objective, and practical tool that it is.

Participants are required to purchase *Enhancing Professional Practice: A Framework for Teaching*, available at Amazon.com and other venues. For this unit, they read Chapter 1, “The Framework for Teaching: An Overview,” and answer the reflection questions that follow.


Participants are required to purchase *Enhancing Professional Practice: A Framework for Teaching*, available at Amazon.com and other venues. For this unit, they read Chapter 2, “Assumptions and Features of the Framework for Teaching,” and answer the reflection questions that follow.


Participants are required to purchase *Enhancing Professional Practice: A Framework for Teaching*, available at Amazon.com and other venues. For this unit, they read Chapter 3, “The Four Domains of Teaching Responsibility,” and answer the reflection questions that follow.


Participants are required to purchase *Enhancing Professional Practice: A Framework for Teaching*, available at Amazon.com and other venues. For this unit, read Chapter 4, “The Framework for Professional Practice,” and answer the reflection questions that follow.

**Presenter’s Bio**

Charlotte Danielson, who earned her Master’s of Education in Educational Administration and Supervision at Rutgers University, is a former economist and an educational consultant based in Princeton, New Jersey. She has taught at all levels, from kindergarten through college, and has worked as an administrator, a curriculum director, and a staff developer. In her consulting work, Ms. Danielson has specialized in aspects of teacher quality and evaluation, curriculum planning, performance assessment, and professional development. Ms. Danielson is the author of a number of books supporting teachers and administrators. These include *Enhancing Professional Practice: A Framework for Teaching* (1996, 2007), the Professional Inquiry Kit *Teaching for Understanding* (1996), *Teacher Evaluation to Enhance Professional Practice* (in collaboration with Tom McGreal) (2000), *Enhancing Student Achievement: A Framework for School Improvement* (2002), and *Strengthening the Profession Through Teacher Leadership* (2006), all published by ASCD. In addition, she has written *Collections of Performance Tasks and Rubrics*, published by Eye on Education, *Teaching Methods*
Methods of Instruction:

- Videos (presentations consisting of lecture, interviews, and classroom footage)
- Reading Assignments (units based on required reading)
- Reflection questions (open-ended questions at intervals throughout the video presentations where participants are asked to reflect on the course content, their own practice, and their intentions for their practice)
- Quizzes (selected-response quizzes to assess understanding of the video presentations and book content)
- Discussion forum (prompts after each unit that engage participants in online dialogue with their cohorts)
- Midterm (a project intended to get teachers to begin to develop their practice by putting to work in the classroom what they have learned)
- Final (a project that enables educators to reflect on their practice and assess their students’ work through the lens of what they have learned)

All steps listed under each topic must be completed to receive credit for the course. No partial credit is given.

Plagiarism Policy

KDS recognizes plagiarism as a serious academic offense. Plagiarism is the dishonest passing off of someone else’s work as one’s own and includes failing to cite sources for others’ ideas, copying material from books or the Internet, and handing in work written by someone other than the participant. Plagiarism will result in a failing grade and may have additional consequences. For more information about plagiarism and guidelines for appropriate citation, consult plagiarism.org.

KDS Rubric for Letter Grade Courses: 3 Credits

Percentage of Course Credit

- Reflection questions 25%
- Quizzes 15%
- Midterm 25%
- Final 35%

A: 90 - 100 points
B: 80 - 89 points
C: 70 - 79 points
F: Fewer than 70 points

<table>
<thead>
<tr>
<th>Component</th>
<th>Unsatisfactory</th>
<th>Basic</th>
<th>Proficient</th>
<th>Distinguished</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Quizzes</strong></td>
<td>(6 points)</td>
<td>(9 points)</td>
<td>(12 points)</td>
<td>(15 points)</td>
</tr>
<tr>
<td>Quizzes:</td>
<td>Quizzes:</td>
<td>Quizzes:</td>
<td>Quizzes:</td>
<td>Quizzes:</td>
</tr>
<tr>
<td>0-40% correct</td>
<td>60% correct</td>
<td>80% correct</td>
<td>100% correct</td>
<td></td>
</tr>
<tr>
<td>(10 points)</td>
<td>(15 points)</td>
<td>(20 points)</td>
<td>(25 points)</td>
<td></td>
</tr>
<tr>
<td>Reflection questions:</td>
<td>Reflection questions:</td>
<td>Reflection questions:</td>
<td>Reflection questions:</td>
<td></td>
</tr>
<tr>
<td>-Participant includes no content from the course in his or her responses</td>
<td>-Participant includes some content from the course, usually appropriate, in his or her responses</td>
<td>-Participant answers the questions directly, not always fully</td>
<td>-Participant includes appropriate content from the course in his or her responses</td>
<td></td>
</tr>
<tr>
<td></td>
<td>-Participant does not address the questions posed</td>
<td>-Participant makes thoughtful comments in direct response to the questions</td>
<td>-Participant makes his or her responses to the questions personally meaningful</td>
<td></td>
</tr>
<tr>
<td><strong>Midterm</strong></td>
<td>(10 points)</td>
<td>(15 points)</td>
<td>(20 points)</td>
<td>(25 points)</td>
</tr>
<tr>
<td><strong>Final</strong></td>
<td>(20 points)</td>
<td>(25 points)</td>
<td>(30 points)</td>
<td>(35 points)</td>
</tr>
<tr>
<td>Requirements of Assignment:</td>
<td>Requirements of Assignment:</td>
<td>Requirements of Assignment:</td>
<td>Requirements of Assignment:</td>
<td></td>
</tr>
<tr>
<td>-------------------------------------------------------------------------------------------</td>
<td>------------------------------------------------------------------------------------------</td>
<td>------------------------------------------------------------------------------------------</td>
<td>------------------------------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>-The assignment is substantially incomplete</td>
<td>-Many requirements met, but a few pieces are missing, while others are underdeveloped—e.g., missing reflection or rubric or scant reflection and vague rubric</td>
<td>-Participant has fulfilled all the requirements of the assignment</td>
<td>-Participant has fulfilled all the requirements of the assignment with marked creativity, intelligence, and thoughtfulness</td>
<td></td>
</tr>
<tr>
<td>Form:</td>
<td>Form:</td>
<td>Form:</td>
<td>Form:</td>
<td></td>
</tr>
<tr>
<td>-Plentiful grammatical mistakes</td>
<td>-Distracting grammatical errors</td>
<td>-Participant has written a solid essay or lesson plan, including appropriate detail and in an interesting style</td>
<td>-No grammatical errors</td>
<td></td>
</tr>
<tr>
<td>-Confusing content</td>
<td>-Confusing content</td>
<td></td>
<td>-Eloquent expression</td>
<td></td>
</tr>
<tr>
<td>-Missing documentation of sources</td>
<td>-Inconsistent or missing documentation of sources</td>
<td></td>
<td>-Proper citation of sources</td>
<td></td>
</tr>
<tr>
<td>Content:</td>
<td>Content:</td>
<td>Content:</td>
<td>Content:</td>
<td></td>
</tr>
<tr>
<td>-No main idea and/or main idea is irrelevant to the assignment</td>
<td>-The main idea is not clear in the opening paragraph</td>
<td>-Essay is organized around a thesis or main idea</td>
<td>-Essay is organized around a thesis or main idea</td>
<td></td>
</tr>
<tr>
<td>-No apparent paragraph organization</td>
<td>-Relevance to main idea of supporting paragraphs is not always clear</td>
<td>-Paragraphs are organized around ideas relevant to the main idea</td>
<td>-Paragraphs are organized around ideas relevant to the main idea</td>
<td></td>
</tr>
<tr>
<td>-No supporting evidence for supporting ideas</td>
<td>-Supporting ideas are only minimally illustrated by examples or</td>
<td>-Supporting points are illustrated with examples and/or quotes</td>
<td>-Supporting points are illustrated with examples and/or quotes</td>
<td></td>
</tr>
<tr>
<td>-No evidence in the lesson plan—in objectives,</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>activities, or assessments—that the learner comprehends the course content</td>
<td>quotes -The lesson plan does not show enough evidence that the learner understands the course content. Objectives and/or activities and/or assessments only vaguely apply to the course content</td>
<td>illustrating examples and/or quotes -The lesson plan shows evidence of understanding of the course content in its objectives, activities, and/or assessments</td>
<td>-Lesson plan shows evidence of a deep understanding of course content and participant uses that understanding to create opportunities for students to authentically show what they have learned</td>
<td></td>
</tr>
</tbody>
</table>

**KDS Pass/Fail Option: 3 credits**

**Passing Requirements**

- Grade of “C” or higher