

COURSE SYLLABUS

Course: Charlotte Danielson's *A Framework for Teaching*

Presenters: Charlotte Danielson

Hours: 45

Course 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.

Presenters' Bios

Charlotte Danielson, who earned her Masters 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* (2009), published by Merrill, and *Talk about Teaching: Leading Professional Conversations*, (2009) published by Corwin Press.

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*

Unit 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?

Unit 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.



Unit 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.

Unit 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.

Unit 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.

Unit 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.

Unit 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.

Unit 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.

Unit 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.

Unit 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.

Methods of Instruction

- Videos with PowerPoint presentations (teacher workshops and additional resources)
- Reflection questions (open-ended questions at intervals throughout the videos where educators 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)



Plagiarism Policy

KDS recognizes plagiarism as a serious academic offense. Plagiarism is the 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 (including lesson plans and rubrics), 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.

Passing Requirements:

In order to complete the requirements of the course, the participant must complete all course work. We do not award partial credit.

- Quizzes 40% of total grade
- Reflection Questions 60% of total grade

KDS Self-Assessment Rubric:

	Distinguished	Proficient	Basic	Unsatisfactory
Quizzes	100% Correct	80% Correct	60% Correct	0-40% Correct

	Distinguished	Proficient	Basic	Unsatisfactory
Reflection Questions	Participant provides rich detail from the content of the course in his or her responses Participant makes his or her responses to the questions personally meaningful	Participant includes appropriate content from the course in his or her responses Participant makes thoughtful comments in direct response to the questions	Participant includes some content from the course, usually appropriate, in his or her responses Participant answers the questions directly, not always fully	Participant includes no content from the course in his or her responses Participant does not address the questions posed