

## COURSE SYLLABUS

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

**Presenters:** Charlotte Danielson

**Credits:** 3 Graduate Credits

### 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 (presentations consisting of lecture, interviews, and classroom footage)
- Readings
- 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)
- 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)

### 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](http://plagiarism.org).

### Percentage of Course Credit

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

In order to complete the requirements of the course, the participant must complete all course work (e.g., reflections, quizzes, and any midterm and/or final), including watching all videos and participating in all discussion forums. We do not award partial credit.

### Grading Policy

- A: 3.4 – 4.0
- B: 2.7 – 3.3
- C: 2.0 – 2.6
- F: >2.0

### Reflection/Quiz Rubric

Activity	Distinguished (4)	Proficient (3)	Basic (2)	Unsatisfactory (1)
<b>Quizzes</b>	90-100%	80-89%	70-79%	69% or below
<b>Reflection Question</b>	Participant has provided rich detail and supporting examples from the course content.  Participant has made responses to prompts personally	Participant has included appropriate content from the course content.  Participant has made thoughtful comments in direct	Participant has included little that indicates consideration and comprehension of course content.  Participant has answered most	Participant has included little to no content indicating consideration and comprehension of course content.  Participant has not addressed the



	meaningful and relevant to his or her teaching practice.	response to the prompts.	questions directly but some too briefly.	specific questions posed.  Participant has not responded to all reflection questions.  Participant has copied from the course transcript without synthesis or analysis.
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### Midterm

For this midterm, please write an essay in which you describe one of your strengths and one of your weaknesses in EACH of the domains of the *Framework for Teaching* (planning and preparation, classroom environment, instruction, and professional responsibilities). Develop a timeline and identify specific actions that you will take to strengthen your areas of weakness.

Please include in your essay:

1. A description of your strengths in each of the four domains (planning and preparation, classroom environment, instruction, and professional responsibilities).
2. A description of your weaknesses in each of the four domains.
3. Develop a timeline and specific actions you will take to strengthen an element of your practice in *each* domain.

### Midterm Rubric

Step	Distinguished (4)	Proficient (3)	Basic (2)	Unsatisfactory (1)
<b>A description of your strengths in each of the domains.</b>	Participant has described his or her strengths in detail with rich supporting examples in EACH of the 4 domains.	Participant has described his or her strengths with appropriate examples in EACH of the 4 domains.	Participant has listed his or her strengths in 2-3 of the domains. Or, the descriptions are too brief to be illuminating.	Participant has indicated his or her strengths in 0-1 of the domains.



<p><b>A description of your weaknesses in each of the domains.</b></p>	<p>Participant has described his or her weaknesses in detail with rich supporting examples in EACH of the 4 domains.</p>	<p>Participant has described his or her weaknesses with appropriate examples in EACH of the 4 domains.</p>	<p>Participant has listed his or her weaknesses in 2-3 of the domains. Or, the descriptions are too brief to be illuminating.</p>	<p>Participant has indicated his or her weaknesses in 0-1 of the domains.</p>
<p><b>Develop a timeline and specific actions you will take to strengthen an element of your practice in each domain.</b></p>	<p>Participant has developed a detailed timeline of convincingly appropriate actions he or she will take to strengthen an element of his or her practice in EACH of the 4 domains.</p>	<p>Participant has developed a timeline of actions he or she will take to strengthen an element of his or her practice in EACH of the 4 domains.</p>	<p>Participant has indicated actions he or she will take to strengthen an element of his or her practice in all or some of the domains. It may not be clear that those actions will have the desired results.</p>	<p>Participant has not indicated actions he or she will take to strengthen an element of his or her practice.</p>
<p><b>Formal issues</b></p>	<p>Participant has made no grammatical errors.</p> <p>Participant has organized paragraphs around clearly articulated main ideas.</p> <p>Participant has written in an effective and eloquent style—i.e., has varied his or her sentence structure and made careful word choice.</p>	<p>Participant has made a few grammatical errors.</p> <p>Participant has organized most paragraphs around clearly articulated main ideas.</p> <p>Participant has written in an effective and eloquent style—i.e., has varied his or her sentence structure though not always found the right word.</p>	<p>Participant has made some distracting grammatical errors.</p> <p>Participant has organized some paragraphs around main ideas but not others.</p> <p>Participant has written in a style that communicates his or her thoughts but with no marked eloquence and insufficient attention to word choice.</p>	<p>Participant has made multiple grammatical errors.</p> <p>Paragraphs are not organized around main ideas.</p> <p>Participant has written in a style that does not effectively communicate his or her thoughts.</p>

**Final**

Write an action plan that addresses how you would facilitate usage of the *Framework for Teaching* as an authentic self-assessment tool for teachers (i.e. beyond simply assigning the task of self-assessment to teachers).

In your plan, be sure to address scheduling, process and product, teachers’ responsibilities, and the administrator’s responsibilities.



Please address the following in your action plan:

1. Goal:
  - a. Beyond assigning the task of self-assessment to teachers, how would your plan facilitate usage of the *Framework* toward authentic self-assessment?
  - b. How would the process and product promote professionalization of teaching and assist teachers in forming a learning community?
2. Implementation:
  - a. When in the school day (week, month, or year) would you provide time for teachers' self-reflection?
  - b. What process would you have them undergo?
  - c. What product would you have them produce?
3. Accountability:
  - a. What evidence would they gather to support their self-assessment?
  - b. What would be the teachers' responsibility in your plan?
  - c. What would be the administrator's responsibility in your plan?
4. Results:
  - a. How do you anticipate the process and product would promote professionalization of teaching?
  - b. How do you anticipate your plan affecting student achievement?

### Final Rubric

Step	Distinguished (4)	Proficient (3)	Basic (2)	Unsatisfactory (1)
<b>Goal</b>				
<b>Beyond assigning the task of self-assessment, how would your plan facilitate usage of the <i>Framework</i> toward authentic self-assessment?</b>	Participant has persuasively illustrated with rich supporting examples how his or her plan would facilitate productive use of the <i>Framework</i> toward authentic self-assessment.	Participant has explained with appropriate examples how his or her plan would facilitate productive use of the <i>Framework</i> toward authentic self-assessment.	Participant has stated but not effectively explained how his or her plan would facilitate productive use of the <i>Framework</i> toward authentic self-assessment.	Participant has not explained how his or her plan would facilitate productive use of the <i>Framework</i> toward authentic self-assessment.
<b>How would the process and product promote professionalization of teaching and assist teachers in forming a learning community?</b>	Participant has clearly and persuasively explained how the process/product described will promote professionalization of teaching and assist teachers in forming a learning community.	Participant has explained how the process/product described will promote professionalization of teaching and assist teachers in forming a learning community.	Participant has partially or unclearly explained how the process/product described will promote professionalization of teaching and assist teachers in forming a learning community.  Or	Participant has not explained how the process/product described will promote professionalization of teaching and assist teachers in forming a learning community.





<p><b>Implementation</b></p> <p><b>When in the school day (week, month, or year) would you provide time for teachers' self-reflection?</b></p> <p><b>What process would you have them undergo?</b></p> <p><b>What product would you have them produce?</b></p>	<p>Participant has indicated with clear justification when and why he or she would provide time for teachers' self-reflection.</p> <p>Participant has richly detailed a process likely to be productive and efficient.</p> <p>Participant has richly detailed a product likely to facilitate effective self-reflection.</p>	<p>Participant has indicated with some justification when and why he or she would provide time for teachers' self-reflection.</p> <p>Participant has described an appropriate process.</p> <p>Participant has indicated an appropriate product.</p>	<p>Participant has only explained how the process/product described will promote professionalization or how it will assist teachers in forming a learning community.</p> <p>Participant has indicated when (though not why then) he or she would provide time for teachers' self-reflection.</p> <p>Participant has listed steps of a process, though they do not clearly align to the goals.</p> <p>Participant has indicated a product, but its appropriateness is in question.</p>	<p>Participant has not indicated when he or she would provide time for teachers' self-reflection.</p> <p>Participant has not listed steps of a process.</p> <p>Participant has not indicated a product.</p>
<p><b>Accountability</b></p> <p><b>What evidence would they gather to support their self-assessment?</b></p> <p><b>What would be the teachers' responsibility in your plan?</b></p> <p><b>What would be the administrator's responsibility in your plan?</b></p>	<p>Participant has detailed appropriate evidence to gather and explained its relevance.</p> <p>Participant has richly described and justified what the teachers' responsibility will be.</p> <p>Participant has richly described and justified what the administrator's responsibility will be.</p>	<p>Participant has listed appropriate evidence.</p> <p>Participant has described what the teachers' responsibility will be.</p> <p>Participant has described what the administrator's responsibility will be.</p>	<p>Participant has listed evidence, but its appropriateness is in question.</p> <p>Participant has listed what the teachers' responsibility will be.</p> <p>Participant has listed what the administrator's responsibility will be.</p>	<p>Participant has not indicated what evidence should be gathered.</p> <p>Participant has not indicated what the teachers' responsibility will be.</p> <p>Participant has not indicated what the administrator's responsibility will be.</p>



<p><b>Results</b></p> <p><b>How do you anticipate the process and product would promote professionalization of teaching?</b></p> <p><b>How do you anticipate your plan affecting student achievement?</b></p>	<p>Participant has persuasively argued that the process and product would promote professionalization of teaching, clarifying what that professionalization should look like.</p> <p>Participant has persuasively argued how he or she thinks the plan will affect student achievement.</p>	<p>Participant has explained how he or she anticipates the process and product would promote professionalization of teaching.</p> <p>Participant has effectively described how he or she thinks the plan will affect student achievement.</p>	<p>Participant has indicated, albeit briefly, how he or she anticipates the process and/or product would promote professionalization of teaching. What he or she thinks constitutes “professionalization” is not clear.</p> <p>Participant has indicated how he or she thinks the plan will affect student achievement but not persuasively.</p>	<p>Participant has not indicated how he or she anticipates the process and/or product would promote professionalization.</p> <p>Participant’s understanding of what constitutes “professionalization” is erroneous.</p> <p>Participant has not indicated how he or she thinks the plan will affect student achievement.</p>
<p><b>Formal issues</b></p>	<p>Participant has made no grammatical errors.</p> <p>Participant has organized paragraphs around clearly articulated main ideas.</p> <p>Participant has written in an effective and eloquent style—i.e., has varied his or her sentence structure and made careful word choice.</p>	<p>Participant has made a few grammatical errors.</p> <p>Participant has organized most paragraphs around clearly articulated main ideas.</p> <p>Participant has written in an effective and eloquent style—i.e., has varied his or her sentence structure though not always found the right word.</p>	<p>Participant has made some distracting grammatical errors.</p> <p>Participant has organized some paragraphs around main ideas but not others.</p> <p>Participant has written in a style that communicates his or her thoughts but with no marked eloquence and insufficient attention to word choice.</p>	<p>Participant has made multiple grammatical errors.</p> <p>Paragraphs are not organized around main ideas.</p> <p>Participant has written in a style that does not effectively communicate his or her thoughts.</p>