Welcome!

Be sure to have your

✓ Smart Card
✓ 2013 Evaluation Instrument
✓ Participant Packet
Growth-Focused Observations

Shirley Hall
Director of Partnerships and Program Delivery
Agenda

- Structure and function of the Framework
- The Impact of One’s Identity
- Principled Teaching
- A Growth-Focused Observation Cycle
- Quality Feedback
GROUND RULES

BE OPEN.
BE PRESENT.
The Framework for Teaching is a common language for instructional practice that is grounded in a philosophical approach to and understanding of great teaching and the nature of learning. It is a vision of excellence as well as a set of discrete practices.

Charlotte Danielson
The Framework for Teaching

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I have little to no knowledge of the Framework for Teaching and how it can be used in my work as an administrator.

I am fairly confident in my knowledge about the Framework for Teaching and how it can be used in my work as an administrator.

I am confident in my knowledge about the Framework for Teaching and have been using it in my work.
The Framework for Teaching

IS... IS NOT...


Intent

Drive dialogue
Foster collaboration
Support reflection
Anchor an inquiry-based approach to professional learning
Strengthen the profession
Through this Workshop You Will...

- Examine your own work with other educators through the lenses of a **common vision of student success** and **instructional excellence**.
- Use the FFT as a tool to **promote coherence** in professional learning and practice.
- Learn how to **support a learning culture** in schools through **feedback** anchored in FFT domains and components.
THE COMPONENTS OF INSTRUCTIONAL EXCELLENCE
You Will Be Able To...

Identify distinct aspects of teaching captured in each of the four domains.

Describe the structure and the relationship of components to domains and components to elements.
Four Domains of Teaching Responsibility

In small groups, count off by 4s. Prepare to Jigsaw the readings

- Read your corresponding domain
- Be ready to share key ideas about your domain with your group.
  (2 minutes per person.)
THE IMPACT OF ONE’S IDENTITY
From the moment teachers enter their classroom, they are faced with a myriad of decisions impacting how students will experience the day of learning in front of them. It is important to recognize the impact our identities and biases have on how we react, interact, and deal with our students, colleagues and the complexities of the job. Our identity matters.
In your small group, select:

- **Facilitator** - leads small group discussions
- **Recorder** - takes notes to share with the whole group
- **Time Keeper** - keeps track of time
Small Groups: Talk About Teaching - Common Themes

Consider your role as an observer. Choose one Common Theme that you would like to think about more deeply.

- Equity
- Cultural Competence
- High Expectations
- Attention to Individual Students
- Developmental Appropriateness
- Student Assumption of Responsibility

In your group, answer the following question (round robin).

How might an observer recognize this Common Theme in a teacher’s practice?
PROFESSIONAL RESPONSIBILITIES & THE DISPOSITIONS OF PRINCIPLED TEACHING

Components in Domain 4
You Will Be Able To...

Describe how the skills involved in the components of Domain 4...

- Relate to traits of character of teachers and the values of communities
- Contribute to a culture of learning and trust in classrooms and schools that allows teachers and students to flourish.
Journaling

Two traits I consistently live out in my work are....

I particularly admire one of my colleagues for their...

I would like to evolve how I show up in my school as it relates to...
Accomplished teachers have a strong moral compass and are guided by the best interest of each student, even when this ethos involves challenging long-established school policies or procedures.”

Charlotte Danielson
Journaling

In reflecting on the dispositions of principled teaching:
My strengths include...

My own areas for growth include...

Students in our school have opportunities to...

Students in our school need opportunities to...
THE POWER OF A COMMON LANGUAGE
The Danielson Group’s Approach to Professional Learning that Promotes Student Success
Vision of Student Success 1

What do you hope for your students?

What does it mean to be a successful graduate of our PK-12 systems as it relates to:

- Intellectual development
- Social and emotional development
- Civic-mindedness

Jot down your thoughts to the first two prompts.
Anchored and Coherent (p. 10)

In small groups, discuss specific initiatives within your schools and district.

Align the initiatives to one of your focus components from the FFT.
Getting Started

Watch the video and write down what you notice.

- What are the students/teacher saying and doing during the lessons that is connected to your focus components?
- What do you hear the teacher say during her explanations and reflections that is connected to your focus components?
Individually:
Review your notes using the Domains and components.
Where do you see connections between what you observed and your vision of student success?

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The Growth-Focused Observation Cycle
In this part of our session, you will...

- reflect on observation practices.
- strengthen trust with colleagues by considering the conditions that make growth-focused observations successful for teachers and observers.
- prepare to enact a more growth-focused observation process.
Small Groups
Conditions for Success

In your groups, consider **Conditions for Success** for several stages of the growth-focused observation process.

- Choose 1-2 stages of the Growth-Focused observation cycle
- Discuss conditions that need to be in place to make that stage successful for the teacher and the observer.
Evidence should include:

- What you see
- What you hear
- Artifacts
Getting Started

Watch the video and use the observation column to write down what you notice that connects with your selected components.

- What are the students/teacher saying and doing during the lessons that relate to your focus components?
- What do you hear the teacher say during her explanations and reflections that relate to your focus components?
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LEVELS OF PERFORMANCE
Levels of Performance in the FFT Rubrics

- Provide a roadmap for educators and an elegant description of the complexity of teaching
- Help us measure and understand the quality of practice in our schools
- Support reflection, self-analysis, observation, growth-focused feedback, and evaluation of practice

**DOMAIN 3**

**PROFICIENT • LEVEL 3**

The learning tasks and activities are fully aligned with the instructional outcomes and are designed to challenge student thinking, inviting students to make their thinking visible. This technique results in active intellectual engagement by most students with important and challenging content and with teacher scaffolding to support that engagement. The groupings of students are suitable to the activities. The lesson has a clearly defined structure, and the pacing of the lesson is appropriate, providing most students the time needed to be intellectually engaged.

**DISTINGUISHED • LEVEL 4**

Virtually all students are intellectually engaged in challenging content through well-designed learning tasks and activities that require complex thinking by students. The teacher provides suitable scaffolding and challenges students to explain their thinking. There is evidence of some student initiation of inquiry and student contributions to the exploration of important content; students may serve as resources for one another. The lesson has a clearly defined structure, and the pacing of the lesson provides students the time needed not only to intellectually engage with and reflect upon their learning but also to consolidate their understanding.

- Most students are intellectually engaged in the lesson.
- Most learning tasks have multiple correct responses or approaches and/or encourage higher-order thinking.
- Students are invited to explain their thinking as part of completing tasks.
- Materials and resources support the learning goals and require intellectual engagement, as appropriate.
- The pacing of the lesson provides students the time needed to be intellectually engaged.
- The teacher uses groupings that are suitable to the lesson activities.

- Virtually all students are intellectually engaged in the lesson.
- Lesson activities require high-level student thinking and explanations of their thinking.
- Students take initiative to adapt the lesson by (1) modifying a learning task to make it more meaningful or relevant to their needs, (2) suggesting modifications to the grouping patterns used, and/or (3) suggesting modifications or additions to the materials being used.
- Students have an opportunity for reflection and closure on the lesson to consolidate their understanding.
4 Critical Conditions for Observation

All observations should be:

- Built on Trust
- Transparent
- Consistent
- Focused on Excellence and Growth
Key Messages

- The Growth-Focused Observation process creates many opportunities to reinforce trust by encouraging the teacher to collaborate in many stages of the process.
- We want to shift the conversation on observation and evaluation so that they are seen as opportunities for growth.
Intent

Drive dialogue

Foster collaboration

Support reflection

Anchor an inquiry-based approach to professional learning

Strengthen the profession
A Common Language

Talk About Teaching - Whole Group Share

How does a common language create confidence and support a trusting atmosphere between the administrators and teachers?
Getting Started

Watch the video and use the observation column to write down what you notice that connects with your selected components.

● What are the students/teacher saying and doing during the lessons that relate to your focus components?
Quality Feedback: Anchored and Coherent p. 11

- **Prioritized** - Positive and constructive feedback should be **focused**. Substantive feedback across all or many criteria is overwhelming so a teacher and does not indicate what is essential or where to start.

- **Specific** - Feedback should be clear, precise and cite specific examples from the observation. The feedback should directly support the teacher’s practice in the rubric criteria.

- **Actionable** - Effective feedback includes actionable steps that teacher may use to improve their practice in the immediate future. Actionable feedback provides resources or strategies to implement in practice and offers the teacher a clear picture of what this would look like in his/her classroom.
A Possible Feedback Frame

- **Lauding (Commendation)** - What went well that you would celebrate?

- **Learning (Recommendations or Expectations)** - What didn’t go as well or might have been done differently?

- **Looking Forward (Recommendations)** - What would you be excited about? What changes would you want to make?
Small Groups - Now your turn.

- **Lauding** - What went well that you would celebrate?
- **Learning** - What didn’t go as well or might have been done differently?
- **Looking Forward** - What would you be excited about? What recommendations would you want to make?
Reflection

Consider your own practice around providing feedback. Choose two of the prompts below and reflect on how you will apply your learning today to your practice:

- My feedback needs to be more anchored in the Framework for Teaching components, rubric language and/or critical attributes
- My feedback needs to be more prioritized (should be focused)
- My feedback needs to be more specific (cite specific examples from the observation)
- My “Looking Forward” feedback needs to be actionable (provides resources or strategies to implement in practice)
Key Messages

● The FFT has its roots in **constructivist pedagogy** and takes a clear stance that **it is the learner who does the learning**.

● The FFT’s **equity imperative** signals that excellence is the goal for each and every student.

● The FFT domains and components are designed so support reflection, dialogue about practice, inquiry-based learning, and ultimately growth.
Thank you