

# Course Syllabus

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

**Number of Credits:**

**Option A:** 3 Graduate Credits (Semester Hours), issued by Chapman University, regionally accredited by the Western Association of Schools and Colleges (WASC)

**Option B:** 20 Professional Development Hours (can be applied towards state license recertification/renewal with district approval)

**Instructor:** Dr. Diane Moroff

**Email:** [dmoroff@kdsi.org](mailto:dmoroff@kdsi.org)

**Instructor Bio:**

Dr. Diane Moroff, the author of *Fornes: Theatre in the Present Tense*, a study of Maria Irene Fornes' plays, earned her Ph.D in English Language and Literature at the University of Michigan. She taught English to college and high school students for just over fifteen years and chaired the English department at Atlanta International School. While working as a freelance researcher and writer, she wrote curriculum for the National Endowment for the Humanities' educational website EDSITEMent. She now works as a curriculum developer and course instructor for Knowledge Delivery Systems, Inc.

**Course Description:** *Enhancing Professional Practice: A Framework for Teaching*, defines teachers' responsibilities, which for education consultant Danielson fall into four domains: planning and preparation, classroom environment, instruction, and professional responsibilities. Through lectures, classroom observations, and 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. Participants pause to consider their experiences before and after they hear the panel members describe theirs. Educators then assess their practice through Danielson's detailed levels of performance and through the ongoing task of self-reflection. Punctuated by worksheets, activities, and study guides, the course prepares educators to use the Framework to become their best professional selves.

**Course Objective/Goals:**

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
- Distinctions between domains
- Shifts in classroom environment and concerns
- The components of domain 1
- The components of domain 2
- The components of domain 3
- The components of domain 4
- The descriptors for levels of performance
- The uses of the levels of performance
- The potential misuses of the levels of performance

- The different types of curriculum outcomes
- Methods and means of self-reflection

### **Learning Outcomes:**

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

- Identify the components of *A Framework for Teaching*
- Describe and pursue an exceptional classroom
- Describe the Framework's structure
- Assess the relative importance of the domains in their practice
- Appreciate a memorable teacher or teaching moment in the context of the domains
- Assess their own strengths and weaknesses in the components of domain 1
- Assess their own strengths and weaknesses in the components of domain 2
- Assess their own strengths and weaknesses in the components of domain 3
- Assess their own strengths and weaknesses in the components of domain 4
- Use the levels of performance to assess their own practice
- Scrutinize lessons for potential curriculum outcomes
- Self-reflect
- Assess the relationship of their school's initiatives to the Framework
- Instigate initiatives in the context of the Framework

### **Course Outline:**

#### **Ten Lessons Students Will Be Focusing On:**

1. The Wisdom of Practice: An Introduction to *A Framework for Teaching*
2. Domains and Components in *A Framework for Teaching*
3. Classroom Environment in *A Framework for Teaching*
4. Classroom Instruction in *A Framework for Teaching*
5. Levels of Performance in *A Framework for Teaching*
6. Planning, Preparation, and Assessment in *A Framework for Teaching*
7. Rubrics in *A Framework for Teaching*
8. Professional Responsibilities in *A Framework for Teaching*
9. Self-Reflection, Common Themes, and Other Features of *A Framework for Teaching*
10. Initiatives, Inquiries, and Uses of *A Framework for Teaching*

### **Discussion Board Collaboration:**

- Educators will engage in collaborative discussions by sharing ideas, reflecting on teaching practices, and exchanging teaching strategies through discussion board postings. Teachers are required to make two (2) postings to the discussion board per lesson, one original posting and one reply to a posting. Additionally, educators may create new discussions.
- When responding to others' postings, please be thoughtful and respectful with your communication. When expressing a different point of view, please explain your rationale without judgmental or confrontational language.

### **Method of Evaluating Student's Performance:**

- Monitored video lectures
- Interactive study guide questions
- Graded post assessment questions
- Discussion board interaction\*
- Midterm project\*
- Classroom based final project\*

\* See chart below for specific requirements for Graduate and Recertification Credit Courses

Methods of Instruction:	Percentage of Course Credit	Option A: Graduate Credit	Option B: Recertification Credit
Interactive study guides	–	Required	Required
Graded post-assessments	15%	Required	Required
Video lectures	30%	Required	Required
Discussion board postings	10%	Required (2 postings minimum per lesson)	Optional (strongly encouraged)
Midterm project	20%	Required	Optional
Final project	25%	Required	Optional

---

### Converting Recertification Credits to Graduate Credits

Students completing the recertification option may convert to graduate course credit by completing the required discussion board postings (two minimum per lesson), the midterm and final exams, and submitting an additional payment of \$250. Call 1-877-294-4537 or email [support@fetcuniversity.org](mailto:support@fetcuniversity.org) for assistance.

---

### Texts and/or Other Materials:

PowerPoint presentations from resource tab and lecture transcriptions from the transcription tab:

1. The Wisdom of Practice: An Introduction to *A Framework for Teaching*
2. Domains and Components in *A Framework for Teaching*
3. Classroom Environment in *A Framework for Teaching*
4. Classroom Instruction in *A Framework for Teaching*
5. Levels of Performance in *A Framework for Teaching*
6. Planning, Preparation, and Assessment in *A Framework for Teaching*
7. Rubrics in *A Framework for Teaching*
8. Professional Responsibilities in *A Framework for Teaching*
9. Self-Reflection, Common Themes, and Other Features of *A Framework for Teaching*
10. Initiatives, Inquiries, and Uses of *A Framework for Teaching*

### Recommended Reading:

#### Bibliography:

(Minimum of 5 sources that reflect current research/thinking. Please use standard MLA or APA format.)

Danielson, Charlotte, *Enhancing Professional Practice: A Framework for Teaching*, Texas: Association for Supervision and Curriculum Development, 2007.

Danielson, Charlotte, *The Handbook for Enhancing Professional Practice: Using the Framework for Teaching in Your School*, Texas: Association for Supervision and Curriculum Development, 2008.

Danielson, Charlotte, *Talk About Teaching!: Leading Professional Conversations*, California: Corwin Press, 2009.

Jackson, Robyn, *Never Work Harder Than Your Students and Other Principles of Great Teaching*, Texas: Association for Supervision and Curriculum Development, 2009.

Marzano, Robert, *The Art and Science of Teaching: A Comprehensive Framework for Effective Instruction*, Texas: Association for Supervision and Curriculum Development, 2007.

Marzano, Robert, *School Leadership that Works: From Research to Results*, Texas: Association for Supervision and Curriculum Development, 2005.

Marzano, Robert, *What Works in Schools: Translating Research into Action*, Texas: Association for Supervision and Curriculum Development, 2003.

## **Grading Scale**

### **Option A: Graduate Credits**

Grade	Equivalent
97-100%	A+
93-96%	A
90-92%	A-
87-89%	B+
83-86%	B
80-82%	B-
77-79%	C+
73-76%	C
70-72%	C-
69% or below	N/P

### **Option B: Professional Development Hours**

#### **PASS/FAIL**

All steps listed under each lesson must be completed to receive credit (PASS) for the course. No partial credit will be given.