

SYLLABUS

Course: A Framework for Teaching: Making the Most of Teacher Evaluation

Presenters: Charlotte Danielson and Karyn Wright

Length: 30 hours (in-class hours: 14; on-line hours: 6; job-embedded hours: 10)

Prerequisites: Bachelor's Degree

Course Description:

Charlotte Danielson's *Enhancing Professional Practice: A Framework for Teaching* provides a tool to promote and assure quality in teaching and continual professional learning for educators. Danielson offers an evaluation system that compels its users to address the fundamental questions of how good is good enough in teaching? Good enough at what exactly? How do we know, and who should decide? Educators will learn a range of functions for the *Framework*, from supporting self-assessment and reflection, to providing formative assessment of teachers' practice, to providing support for improving their practice. A panel of administrators with experience implementing the *Framework* in their schools and districts details necessary steps to implementation and guidelines to facilitate the process. Educational consultant Karyn Wright, a member of the Danielson Group, next leads administrators in detailed consideration of how to implement the *Framework* as an evaluation tool. They discuss what constitutes an effective teacher evaluation system, how to use evaluation toward professionalization, how to implement the system, and the many uses to be made of the *Framework* in this context, including as a tool for coaching and mentoring, recruitment and hiring, and structuring of professional development. Educators will come away prepared to instigate and utilize this evaluation system that has been adopted and touted by so many—teachers and administrators alike.

Course Structure:

Instructional leaders alternate independent viewing of videos, completing of required coursework (reflection questions and quizzes), and engaging in the discussion board with three facilitated sessions of related discussion and activities.

Standards:

- Core Standard III: The ability to access and use appropriate data to inform decision-making at all levels of the system
- Corollary Standard III: Collaborating, communicating, engaging and empowering others inside and outside the organization to pursue excellence in learning
- Corollary Standard VI: Supporting professional growth of self and others through practice and inquiry

Objectives:

After completing this course, instructional leaders will know:

- What constitutes an effective rather than a flawed teacher evaluation system
- Why data collection and analysis is essential to the process of teacher evaluations
- How to use the *Framework's* rubrics to affect the quality of teachers' practice
- How to use teacher evaluations to compel overt and productive changes in teachers' practices that affect student achievement
- What constitutes distinguished performance in the four domains of teaching
- How to use the *Framework* to inform teacher evaluations
- How to use the *Framework* in the processes of recruitment, coaching, and mentoring
- How to use the *Framework* to structure professional development
- How to use the *Framework* to promote the professionalization of teaching

After completing this course, instructional leaders will be able to:

- Collect and assess data to inform teacher evaluations
- Conduct fair and informed teacher evaluations informed by the *Framework*
- Conduct pre- and post-observation conferences informed by the *Framework*
- Assist teachers in improving their practice in relation to the four domains of teaching detailed by the *Framework*
- Facilitate teachers' reflection using the *Framework*
- Use the *Framework's* rubrics to communicate what distinguished teaching looks like
- Use the *Framework's* rubrics to facilitate communication with teachers
- Use a common tool to affect the processes of recruitment, coaching, and mentoring
- Determine and structure professional development
- Promote the professionalization of teaching

Units:

1. The Functions of the *Framework*
2. Professional Conversations
3. Professional Learning
4. The Evaluation Process
5. Multiple Applications of the *Framework*

Presenter Overviews:

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 (2009)*, published by Merrill, and *Talk about Teaching: Leading Professional Conversations*, (2009), published by Corwin Press.

Karyn Wright is currently the Director of K-12 Teacher Development for the Clark County School District. She has been an educator for 27 years serving as a teacher, curriculum consultant, building level administrator and district level administrator. In her current role, she directs Preservice Development and the New Teacher Induction programs for the fifth largest school district in the nation. Wright also designs, develops, and presents numerous district training sessions and workshops on a variety of topics for both teachers and administrators.

Methods of Instruction:

- Reflection questions
- Quizzes
- Discussion board
- Facilitated discussion and activities
- Culminating Project

All steps listed under each topic must be completed to receive credit for the course. No partial credit will be given. Participants must earn a minimum of 70% to pass the course.