

# PK3TeachLeadGrow.org Toolbox: What Matters Most in Early Childhood Professional Learning

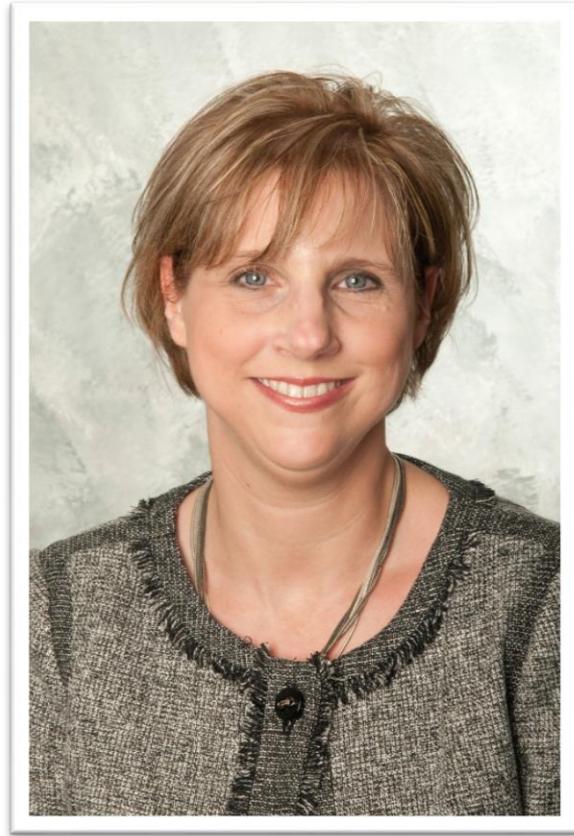
2019 B-3 Conference – Bloomington-Normal

Presented by Dr. Lisa Hood



# Who We Are

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**Lisa Hood**

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**Senior Policy Analyst and Researcher, Center  
for the Study of Education Policy, ISU**

**Project Director, PreK-3 Danielson Study**



# Who Are You?

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**Teacher?**

**Early Learning Instructional Coach?**

**Early Learning Director or Principal?**

**Central Office Administrator?**

**Other?**

**What is your familiarity with the Danielson Framework?**



# Our Learning Purposes...

**1st**

Take a Peek @ [PK3LearnLeadGrow.org](http://PK3LearnLeadGrow.org)  
Website

**2nd**

The BIG 5 of the EC Planning  
Conversation

**3rd**

Classroom Culture,, Instruction, &  
Assessment for Learning Engagement

# Our Learning Purposes...

**Learning  
Purpose  
#1**

Take a peek @ PK-  
3TeachLeadGrow.org

# Early Learning Video Roadmap: Priorities for Sharing the Early Learning Journey

## *Look and Listen Guide – Additional Handout*



# About PK-3 Teach Lead Grow

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PK-3 Teach Lead Grow is a **video library and toolbox**, organized around the **Danielson Framework and Early Learning Best Practices**, that provide **professional development and evaluation** resources PK-3 teachers and school leaders need to be effective early childhood educators.

In the videos, **highly effective teachers and leaders** invite you into their classrooms to view their student-focused management, assessment, instruction, and environment practice, as well as collaborative planning and **reflection in action**.



# About PK-3 Teach Lead Grow

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## Professional Growth

Teachers, principals and other education leaders can **observe, reflect, and connect** to early childhood classrooms in action to learn more about PK-3 teaching best practices, and how to target these practices **in their own classrooms**.

## Evaluation

The videos provide a **clear benchmarking tool** for school leaders to evaluate their teachers and make **specific recommendations** on how to improve any and all of their classroom practices, from planning to assessment.



# How to Access PK-3 Teach Lead Grow

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The video library and toolbox are available online at  
**PK3TeachLeadGrow.org**

The platform can be accessed **any time** and used **at your own pace** for both professional development and evaluation benchmarking.

PK-3 Teach Lead Grow is **free** for all users.





## PK-3 Teach Lead Grow

Free library of early childhood classroom videos, tools and resources to develop effective PreK-3rd grade teachers and leaders

[GET STARTED](#)



### *Danielson Framework*

This project began in 2012 with an analysis of the Danielson Framework for Teaching through the lens of research-based early childhood standards and practices. The project also rests on a foundation of research in Illinois and nationwide. To learn more, please visit the [About](#) and [Research Foundation](#) pages.

[PK3TeachLeadGrow.org](https://PK3TeachLeadGrow.org)

# Foundations of the Danielson Framework

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## Essential Concepts:

- Constructivist philosophy of teaching and learning
  - Student engagement: “intellectually active” students—not busy work
  - Teachers create a community of learners—students take on more responsibility for their learning
- Asserts that teaching is complex and challenging
- Comprehensive framework that is not discipline specific or grade specific

## 5 Common Themes:

- Equity
- Cultural Competence
- High Expectations
- Meeting the Needs of All Learners (e.g., Developmental Appropriateness; SEL; & Attention to Students, including those with Special Needs)
- Student Assumption of Responsibility (i.e., Student Agency)



## DOMAIN 1: Planning and Preparation

- 1a Demonstrating Knowledge of Content and Pedagogy**
  - Content knowledge
  - Prerequisite relationships
  - Content pedagogy
- 1b Demonstrating Knowledge of Students**
  - Child development
  - Learning processes
  - Student skills, knowledge, and interests
- 1c Setting Instructional Outcomes**
  - Value, sequence, and alignment
  - Suitability for diverse learners
- 1d Demonstrating Knowledge of Resources**
  - For classroom
  - To extend curriculum
- 1e Designing Coherent Instruction**
  - Learning activities
  - Instructional materials
  - Instructional groups
  - Lesson structure
- 1f Designing Student Assessment**
  - Congruence with outcomes
  - Formative assessments
  - Use of assessment data

## DOMAIN 2: The Classroom Environment

- 2a Creating an Environment of Respect and Rapport**
  - Teacher interaction with students
  - Student interaction with students

**4 Domains:**  
*Key Work of Teaching*  
**22 Components:**  
*Research-Based Priorities of Each Domain*  
**76 Elements:**  
*Aligned Descriptors of each Component*

## DOMAIN 4: Professionalism

- 4a Reflecting on Teaching**
  - Accuracy
  - Use in future teaching
- 4b Maintaining Accurate Records**
  - Student completion of assignments
  - Non-instructional records
- 4c Communicating with Families**
  - About instructional program
  - Engagement of families in instruction
- 4d Participating in a Professional Community**
  - Relationships with colleagues
  - Involvement in culture of profession
- 4e Growing and Developing Professionally**
  - Enhancement of content knowledge / pedagogical skill
  - Receptivity to feedback from colleagues
  - Service to the profession
- 4f Showing Professionalism**
  - Integrity/ethical conduct
  - Service to students
  - Advocacy
  - Decision-making
  - Compliance with school/district regulation

## 3e Demonstrating Flexibility and Responsiveness

- Assessment criteria
- Monitoring of student learning
- Feedback to students
- Student self-assessment and monitoring
- Lesson adjustment
- Response to students
- Persistence

## DOMAIN 1: Planning and Preparation

### 1a Demonstrating Knowledge of Content and Pedagogy

#### Cluster 1: Clarity & Accuracy

### 1b Demonstrating Knowledge of Students

#### EXPECTATIONS in Planning

### 1c Setting Instructional Goals

#### Conversation

1b, 1a/1c, 1f, 1d/1e,

### 1d Demonstrating Knowledge of Resources

### 1e Designing Coherent Instruction

### 1f Designing Student Assessments

## DOMAIN 2: The Classroom Environment

### 2a Creating an Environment of Respect

#### Focus 2: Learning

#### ENVIRONMENT

### 2b Establishing a Culture for Learning

2a, 2b

### 2c Managing Classroom Procedures

#### Focus 3: Classroom

#### Management for Learner

### 2d Managing Student Behavior

#### EMPOWERMENT

### 2e Organizing Physical Space

2c, 2d, 2e

## The Framework for Teaching's Six Focus Areas for EC...GB p. 3

### 4a Reflecting on Teaching

### 4b Maintaining Accurate Records

### 4c Communicating

### 4d Participating in a Professional Community

### 4e Growing and Developing Professionally

### 4f Showing Professionalism

#### Focus 6: EFFICACY by

#### Reflection, Family

#### Conversations, and

#### Professionalism

4a, 4b, 4c; 4d/4e/4f

### 3a Communicating With Students

### 3b Using Questioning and Discussion Techniques

### 3c Engaging Students in Learning

### 3d Using Assessment in Instruction

### 3e Demonstrating Flexibility and Responsiveness

#### Focus 4: Learner Intellectual

#### ENGAGEMENT

3a, 3b, 3c

#### Focus 5: EVALUATION of

#### Learning through Classroom

#### Assessment

3d, 3e

**DOMAIN 1: Planning and Preparation**

**1a Demonstrating Knowledge of Content and Pedagogy**  
• Content knowledge • Prerequisite relationships • Content pedagogy

**1b Demonstrating Knowledge of Students**  
• Child development • Learning processes • Individual differences • Student skills, knowledge, and prior learning

**1c Setting Instructional Outcomes**  
• Value, sequence, and alignment • Clarity • Balance • Suitability for diverse learners

**1d Demonstrating Knowledge of Resources**  
• For classroom • To extend content knowledge • For students

**1e Designing Instruction**  
• Learning activities • Instructional materials and resources • Instructional groups • Lesson and unit design

**1f Designing Student Assessments**  
• Congruence with outcomes • Criteria and standards • Formative assessments • Use for planning

**DOMAIN 2: Professional Practice**

**4a Maintaining Accurate Records**  
• Student completion of assignments • Student progress in learning

**4b Maintaining Accurate Records**  
• Student completion of assignments • Student progress in learning

**4c Communicating with Families**  
• About instructional program • About individual students • Engagement of families in instructional program

**4d Participating in a Professional Community**  
• Relationships with colleagues • Participation in school improvement • Involvement in culture of professional inquiry • Service to school

**4e Growing and Developing Professional Skills**  
• Enhancement of content knowledge • Instructional skill • Receptivity to feedback

**4f Showing Professionalism**  
• Integrity/ethical conduct • Compliance with school/district regulation • Decision-making

# PLAN

**#1 Teaching EXPECTATIONS:**  
**1b, 1c/1a, 1f, 1d/1e,**

# APPLY

The teachers summarize **CELEBRATIONS/CONCENTRATIONS** and then determine **NEXT STEPS/ALIGNED RESOURCES** to impact student learning. Teachers, with administrators' support, determine specific priorities for instructional growth and improvement.

**DOMAIN 2: The Classroom Environment**

**2a Creating an Environment of Respect and Rapport**  
• Teacher interaction with students • Student interaction with students

**2b Establishing a Culture of Learning**  
• Importance of content • Expectations for learning and achievement • Student pride in work

**2c Managing Classroom Procedures**  
• Instructional groups • Transitions • Materials and resources • Non-instructional duties • Supervision of volunteers and paraprofessionals

**2d Managing Student Behavior**  
• Expectations for learning behavior • Response to misbehavior

**2e Organizing Physical Space**  
• Safety and accessibility • Arrangement of furniture and resources

**DOMAIN 3: Instruction**

**3a Engaging Students in Learning**  
• Expectations for learning • Directions and procedures • Use of oral and written language

**#2 ENVIRONMENT Focus: 2a/2b**  
**#3 EMPOWERMENT Focus: 2c/2d/2e**  
**#4 ENGAGEMENT Focus: 3a/3b/3c**  
**#5 EVALUATION Focus: 3d/3e**

**3b Using Questioning and Discussion Techniques**  
• Quality of questions • Discussion techniques • Student participation

**3c Engaging Students in Learning**  
• Activities and assignments • Student groupings • Instructional materials and resources • Structure and pacing

**3d Using Assessment in Instruction**  
• Assessment criteria • Monitoring student learning • Feedback to students

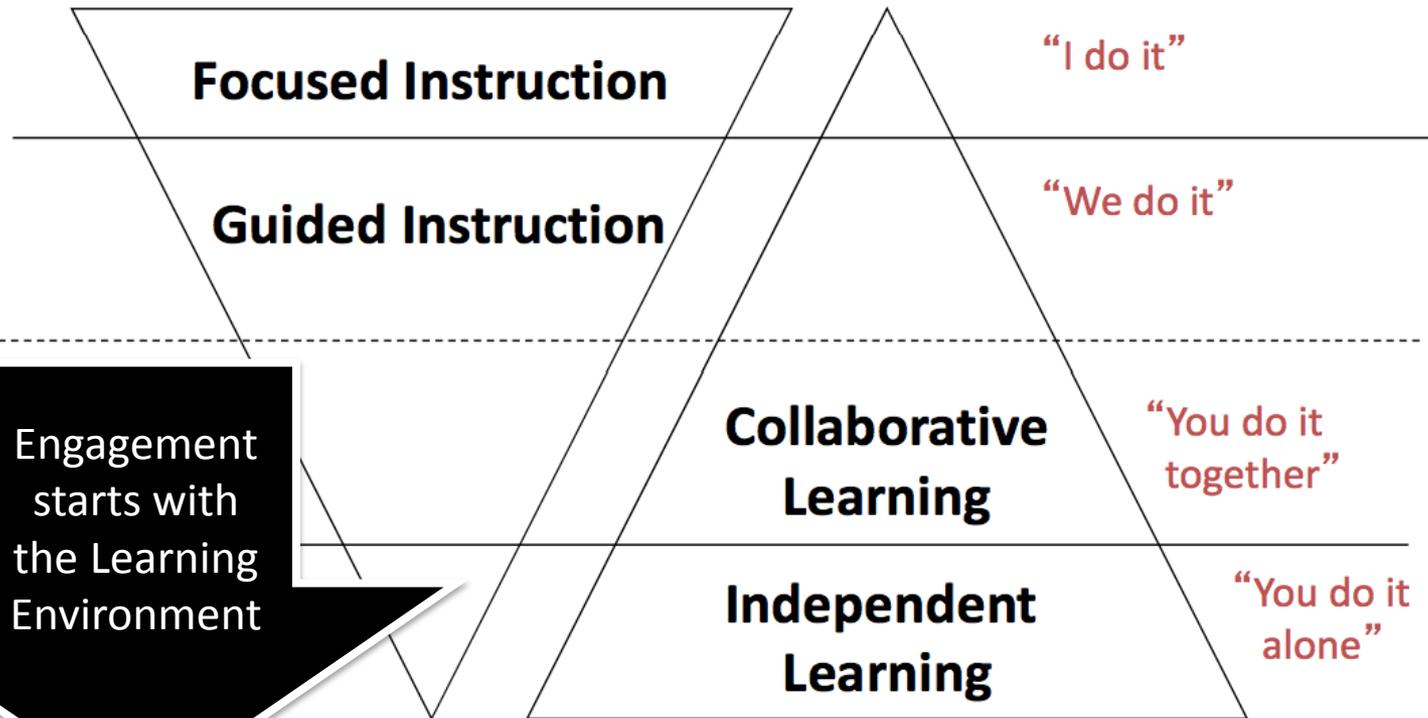
**3e Demonstrating Cultural Competency and Responsiveness**  
• Relationships • Responsiveness

# REFLECT

**#6 Individual EFFICACY Focus: 4a/4b/4c**  
**#6 Collective EFFICACY Focus: 4d/4e/4f**

# Priorities of Coherent Design/Delivery for Student Intellectual Engagement

## TEACHER RESPONSIBILITY



Engagement starts with the Learning Environment

## STUDENT RESPONSIBILITY

**Student-Oriented Learning Environment**

# Five Guideline for Effective Teaching (connected to the Danielson Clusters)

- Create a Caring Community of Learners (Environment)
- Planning Curriculum to Achieve Important Goals (Expectations)
- Teaching to Enhance Development and Learning  
(Engagement)
- Assessing Children's Development and Learning (Expectations  
& Evaluation)
- Establishing Reciprocal Relationships with Families (Efficacy)

# 10 Effective DAP Teaching Strategies (aligned to Danielson Clusters)

1. Acknowledge what the children say or do. (Environment & Engagement)
2. Encourage persistence and effort. (Environment)
3. Give specific feedback rather than general comments. (Engagement)
4. Model ways of approaching problems, rather than telling them. (Engagement)
5. Demonstrate the correct way to do something. (Engagement)
6. Create or add challenge. (Expectations & Engagement & Assessment)
7. Ask questions to provoke children's thinking. (Engagement)
8. Help children work on their edge of competence (ZPD). (Engagement)
9. Provide information: facts, labels, etc. (Empowerment)
10. Give directions for children's action or behavior. (Empowerment)

# Both/And Thinking

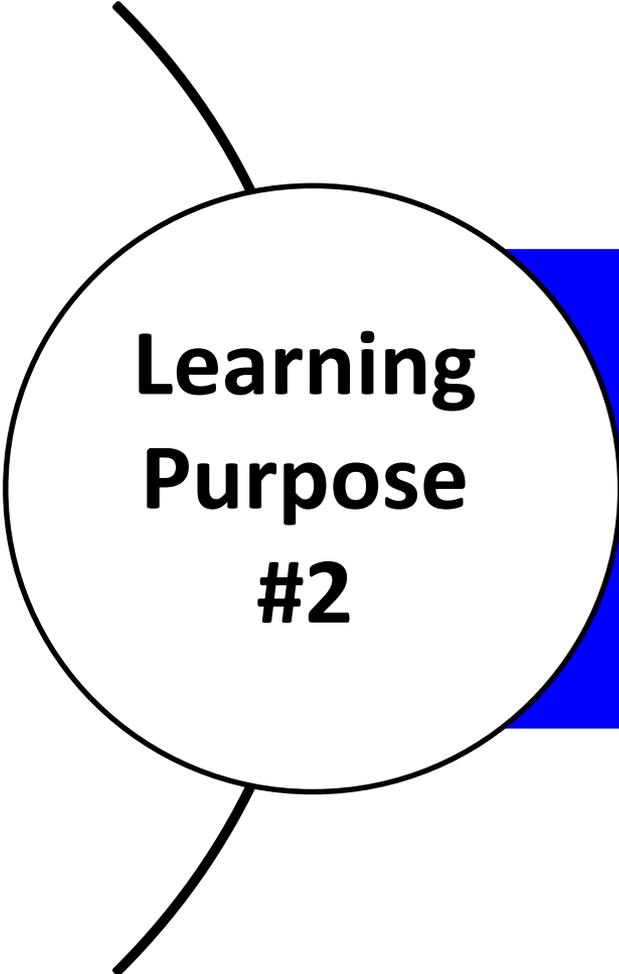
Teachers have both high expectations AND recognize that some children require additional assistance and resources to meet those expectations.

Children both construct their understanding AND benefit from instruction by more competent peers and adults.

Children benefit both from self-initiated spontaneous play AND from teacher-planned and -structured activities, projects and experiences.

- *Developmentally Appropriate Practice in Early Childhood, p. 49*

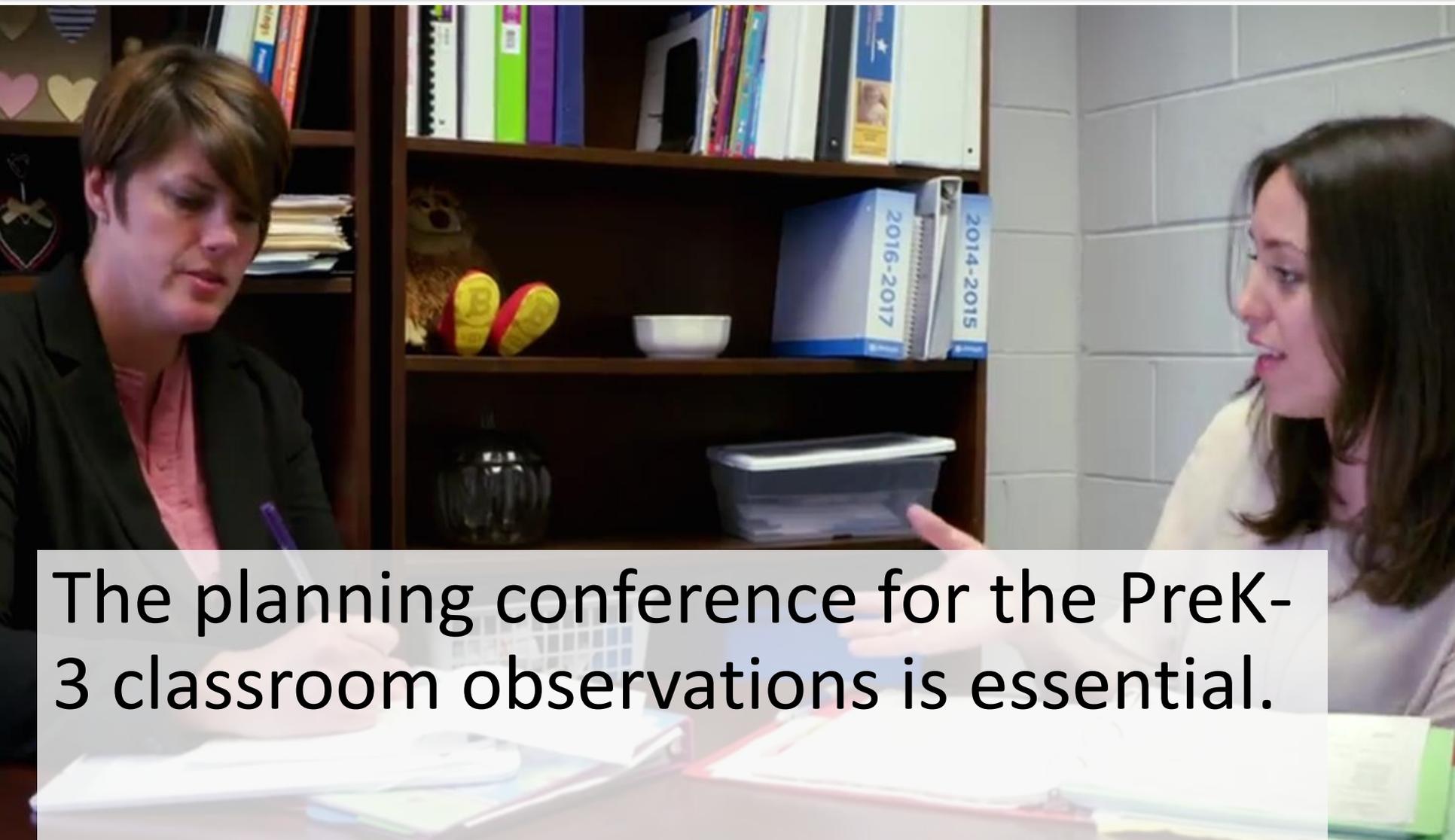
# Our Learning Purposes...



**Learning  
Purpose  
#2**

**The BIG 5 of the  
EC Planning  
Conversation**

# EC Validation Research Fact #1



The planning conference for the PreK-3 classroom observations is essential.

# BIG 5 of EC Planning Conversations

- **FIRST**, “*Why is lesson important to your students?*” connects to student interest and engagement (**1b**).
- **SECOND**, “*What will SS learn?*” clarifies the purpose of student learning and context of the lesson (**1c/1a**).
- **THIRD**, “*How will Ss know if they are being successful in their learning?*” determines criteria for student learning success (**1f**).
- **FOURTH**, “*What are ESSENTIAL activities for learning? What resources will enhance these learning activities?*” considers the impact of the instructional design (**1e/1d**).
- **FIFTH**, “*How can I support your learning during this observation?*” focuses on data collection to support teaching/student learning next steps.

# Planning Conversation “In Action” – Part 1...

**Next**, watch the Planning Conversation between Ms. Amy (teacher) and Ms. Apryl, (principal/evaluator). Record in appropriate 2<sup>nd</sup> column squares what you know about Ms Amy’s planning practices & priorities.

## BIG 5 Priorities of PreConference Conversations

Teaching Clarity Components	What do I know about the planning practices & priorities?	What questions/suggestions/ wonderments might extend teacher's thinking?
#1 Connect to importance of student learning (1b; 2a/2b) Guiding Question: "Why is this lesson important to your students?"		
#2 Clarify the purpose of student learning and context of the lesson (1c/1a; 3a) Guiding Question: "What will the students learn?"		
#3 Determine evidence of student learning success (1f; 3d) Guiding Question: "How will the students know if they are being successful in their learning?"		

# PreConference Conversation “In Action” – Part 1...



# Planning Conversation “In Action” – Part 2...

Based on what you know about Ms. Amy’s planning, what questions, suggestions, or wonderments might you offer to extend her current thinking.

## BIG 5 Priorities of PreConference Conversations

Teaching Clarity Components	What do I know about the planning practices & priorities?	What questions/suggestions/wonderments might extend teacher's thinking?
<p><b>#1 Connect to importance of student learning (1b; 2a/2b)</b>  <b>Guiding Question:</b> “Why is this lesson important to your students?”</p>		
<p><b>#2 Clarify the purpose of student learning and context of the lesson (1c/1a; 3a)</b>  <b>Guiding Question:</b> “What will the students learn?”</p>		
<p><b>#3 Determine evidence of student learning success (1f; 3d)</b>  <b>Guiding Question:</b> “How will the students know if they are being successful in their learning?”</p>		

**Questions for #1  
Connect to  
Importance of  
Student  
Learning(1b)**

**Questions for #2  
Clarify the Purpose  
of Student  
Learning/Context  
of Lesson (1c/1a)**

**Questions for #3  
Determine Evidence  
of Student Learning  
(1f)**

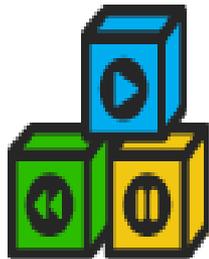
**Questions for #4  
Describe the  
design of  
Unit/Lesson  
(1e/1d)**

# Building Block 2: *Embedding the BIG 5 into EC Planning Conversations*

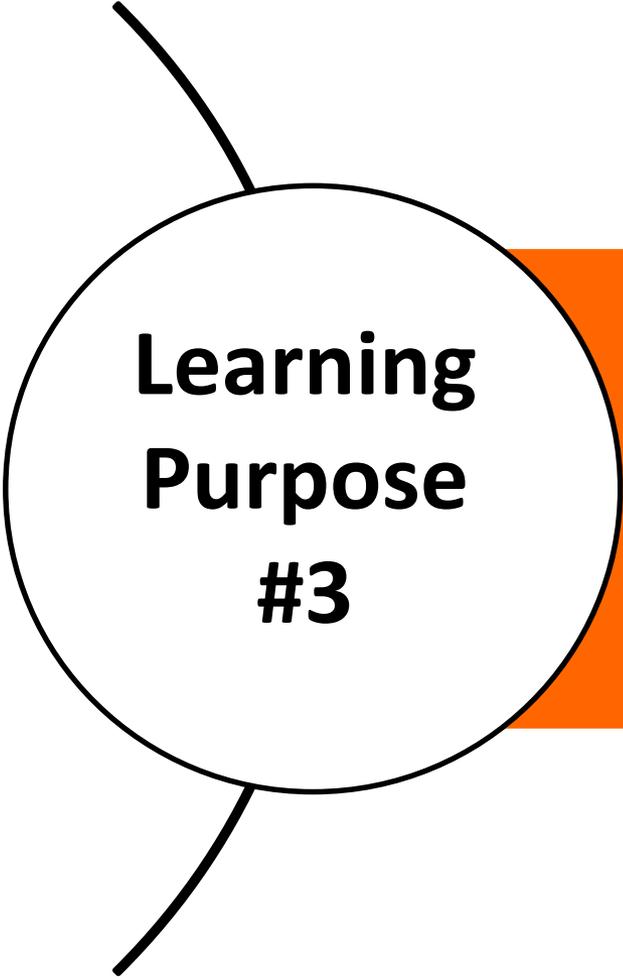
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## Think-Write-Share:

The late (GREAT) Madeline Hunter once shared, “A good planning conference is worth several reflection conferences...we learn what the teacher desires to focus on during the observation, what they are genuinely curious about, and how the teacher thinks about teaching and learning.” How can the BIG 5 help leaders AND teachers to deeply focus on teaching’s impact on learning through the planning process?



# Our Learning Purposes...



**Learning  
Purpose  
#3**

Classroom Culture,  
Instruction, & Assessment  
for Learner Engagement

# Small Group Science Lesson “In Action”...

*(Amy’s Classroom Video from 7:31 to 17:46)*

Guidebook  
p. 8-9



**Small Group’s Focused Learning** (2a. 3a. 3b. 3c ...GB p. 10)  
Emphasis is on the teacher “activating learning” so students understand learning purpose...

# ***Calibrating to the Danielson Framework...***

## **How does DAP in the video align with the components of Cluster 4: Engagement?**

Guidebook  
p. 10-15

- Using the rubric on pages 10-15 in the Guidebook
  - Each table will discuss 2 components (2b & 3a, or 3b & 3c)
  - Do you agree with the critical attributes identified given the evidence & your own notes?
  - If you disagree with the attributes—which ones would you delete or add?
  - Questions?

Name	Date	Score	Pic	AM PM
Mia				I think it gonna explode.
Chance		4		"I think it gonna be a small explosion"
Miyah		4		
Des		3		described change with caterpillars
Danny		3		described change with baking soda
Drew		3		I think it will be green.
Patricia		4		described change with caterpillars.
<del>Gianna</del> Gianna		3		I think it will be green.
Jaxon		4		

**CC Experimenting, predicting and drawing conclusions**

- Child does a spontaneous action.
- Child performs an action on an object.
- Child uses trial and error to investigate a material itself and/or an idea.
- Child describes a change in an object or situation.
- Child makes a verbal prediction at random and experiments to test it out.
- Child explains a conclusion he or she made from a previous experience to a new situation.
- Child poses a question and systematically tests out possible answers.

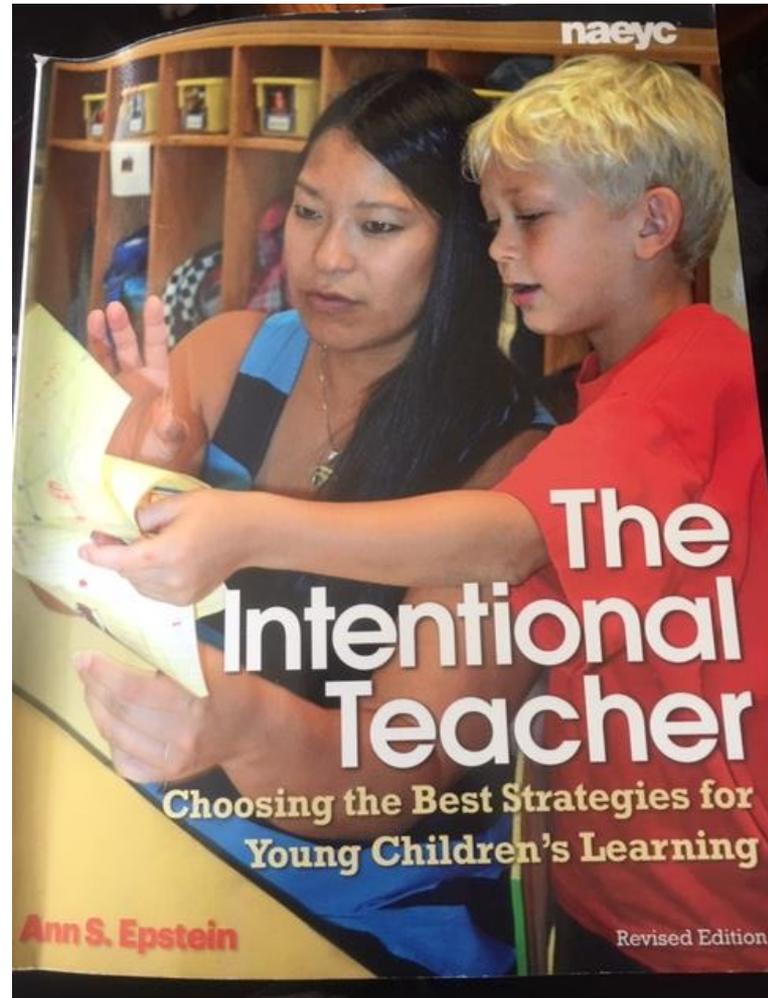
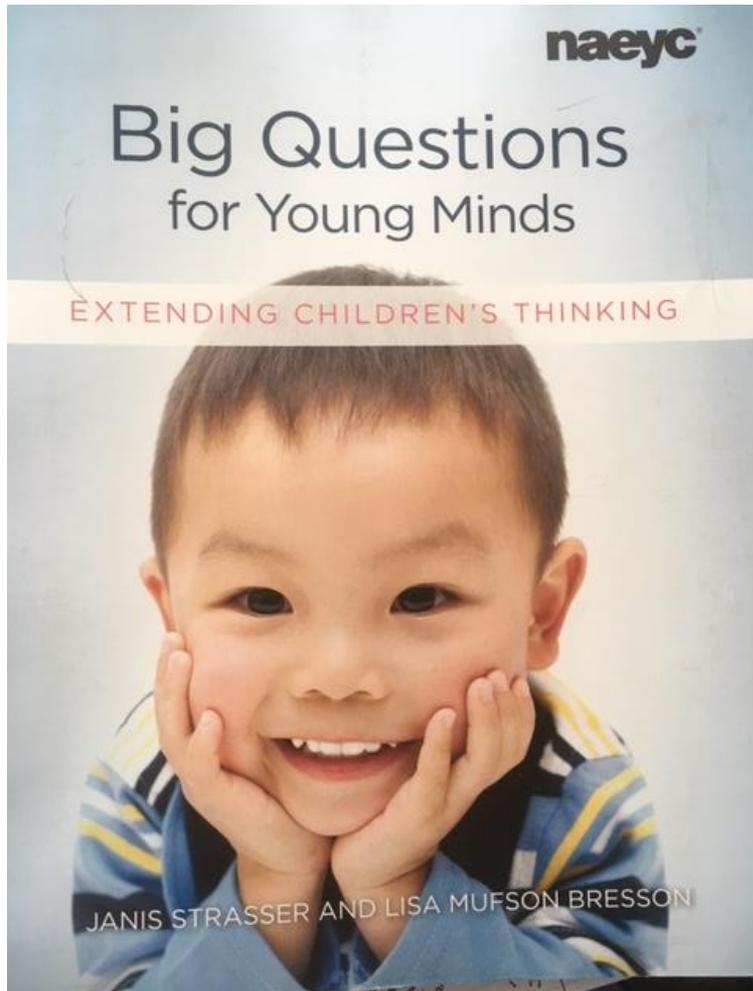
Ms Amy has also collected student learning data using her *EC Portfolio Recording Sheet for Science Standard CC. Experimenting, Predicting, and Drawing Conclusions: 11.A.ECc Plan and carry out simple investigations.*

How can this information be woven into the 3 R's of Observational Data Collection?

ECE/3-4 year old  
Small Group  
Science Lesson

DATA SET  
p. 16-18

# Resources



# Resources

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For Links to these Resources--See the Resources Tab on the PK3 Teach Lead Grow Website: <https://pk3teachleadgrow.org/resource-downloads/>

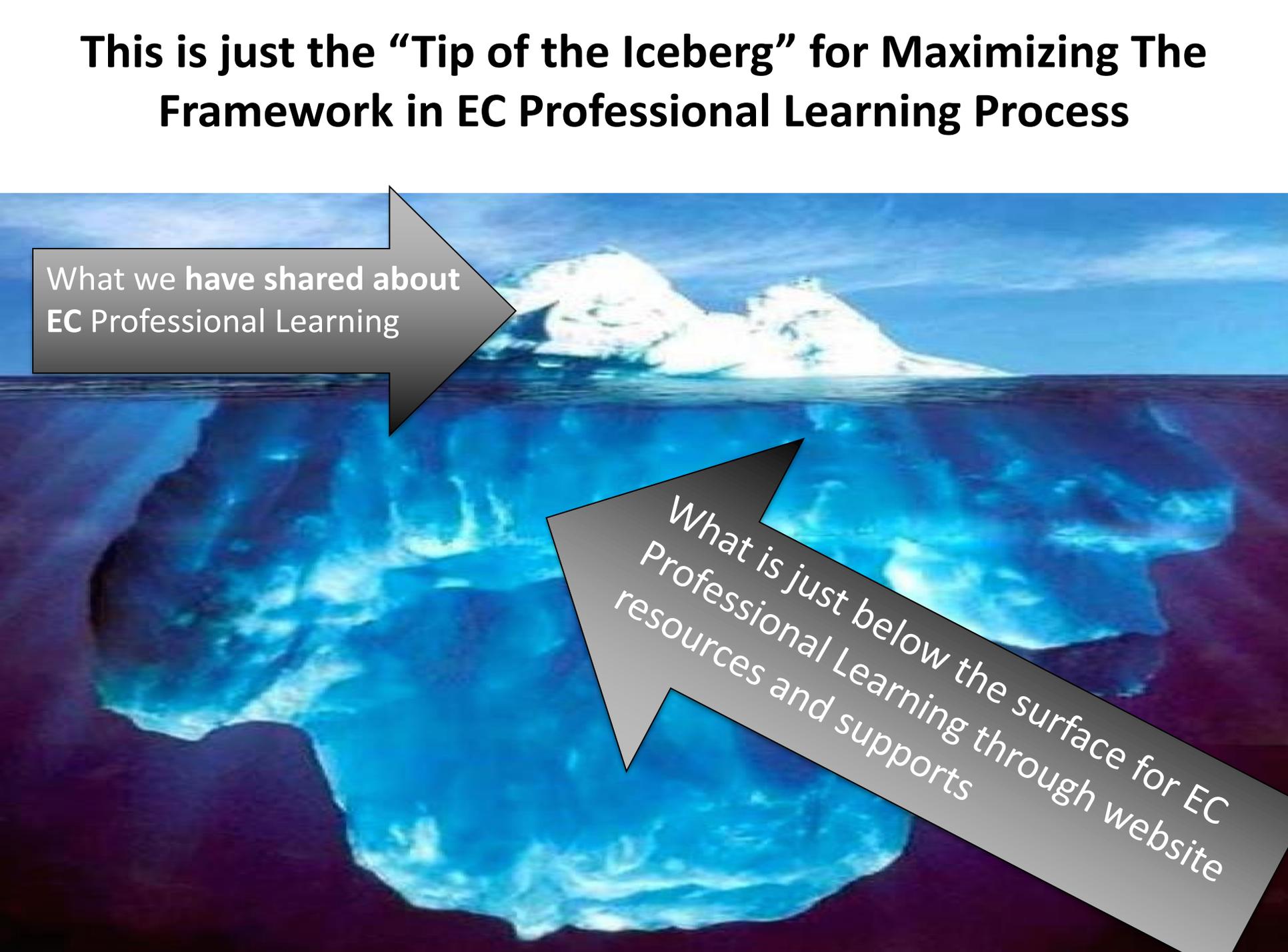
- Building an Effective Teacher Evaluation Process: Using PK3 Teach Lead Grow as a Guide for Improving Teacher Performance
- Finding the Right Path: for you on PK3 Teach Lead Grow: Scenarios for Teachers and Principals to Select Videos and Resources to Guide Teaching, Leading, and Growing
- School Rollout Kit: How to Introduce PK3 Teach Lead Grow to Your Team
- Look and Listen Guide: How to Make the Best Use of the PK3 Teach Lead Grow Videos
- Newsletter Signup: <https://pk3teachleadgrow.org/news-and-events/> to see the monthly posts Sign up link is at the bottom of every page by the graphic of kids with hands raised

# Resources

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- What to Look for in a Developmentally Appropriate Kindergarten (Aligned to Danielson Components)
- Look-and-Listen Fors' (Developed by Early Childhood stakeholders for PK3 Teach Lead Grow)
- Sample of the 2013 Danielson Framework for Teaching Rubric with Early Learning Examples—the full set can be found here:  
<https://drive.google.com/file/d/1fp0IRJVZiBboYuoxFa2LgufkLFn033sM/view>
- Danielson Framework on a page with performance levels
- Danielson Framework Cluster Handout

# This is just the “Tip of the Iceberg” for Maximizing The Framework in EC Professional Learning Process

An image of an iceberg floating in the ocean. The tip of the iceberg is visible above the water surface, while the much larger, submerged part is below. Two grey arrows with white text point to the tip and the submerged part respectively. The sky is blue with light clouds, and the water is a deep blue.

What we have shared about  
EC Professional Learning

What is just below the surface for EC  
Professional Learning through website  
resources and supports

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# Thank You!

