Administrator Academy #1451
Teacher Evaluator Competency Skill Building for
Pre-Qualified Teacher Evaluators
Danielson Framework Domains 1 & 4

Materials Developed by:
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Consultants
Facilitators record expectations on chart paper.
Welcome
AA #1451 Participants

Academy Outcomes

Participants in this Academy will be able to...

• assign components of the Danielson Framework evaluation rubric in Domains 1 & 4 with a high degree of accuracy;
• provide constructive and supportive feedback to teachers based on evidence from Domains 1 & 4;
• learn to control for bias when evaluating teachers in Domains 1 & 4;
• conduct effective pre and post observation conferences using evidence from Domains 1 & 4; and.
• demonstrate inter-rater reliability in determining levels of proficiency in Domains 1 & 4.

Outcomes taken directly from approved Academy course outline.
Brief review that Domains 1 & 4 are not readily observed in the classroom. Domains 1 & 4 reflect all the work teachers do outside of the classroom to be effective in the classroom.
"Behind the Scenes"

The Framework Domains

- **Domain 1: Planning & Preparation**
  - What a teacher knows and does in preparation for teaching.

- **Domain 2: Classroom Environment**
  - Professional responsibilities and behavior outside the classroom.

- **Domain 3: Instruction**
  - Reflecting on teaching.
  - Maintaining accurate records.
  - Communicating with families.
  - Participating in a professional community.
  - Growing and developing professionally.
  - Showing professionalism.

- **Domain 4: Professional Responsibilities**
  - Demonstrating knowledge of content and pedagogy.
  - Demonstrating knowledge of students.
  - Setting instructional outcomes.
  - Demonstrating knowledge of resources.
  - Designing coherent instruction.
  - Designing student assessment.

Brief review of Domain 1 & 4 Components
Domains 2 & 3 reflect all aspects of instruction that can be observed in the classroom.
**“On the Stage”**

<table>
<thead>
<tr>
<th>The Framework Domains</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Domain 1: Planning &amp; Preparation</strong></td>
</tr>
<tr>
<td><strong>Domain 2: Classroom Environment</strong></td>
</tr>
<tr>
<td>The culture of the classroom characterized by the relationships and the management of the room for the purpose of learning.</td>
</tr>
<tr>
<td><strong>Domain 3: Instruction</strong></td>
</tr>
<tr>
<td>What a teacher does to engage students in learning.</td>
</tr>
<tr>
<td><strong>Domain 4: Professional Responsibilities</strong></td>
</tr>
</tbody>
</table>

- a) Creating an environment of respect and rapport.
- b) Establishing a culture for learning.
- c) Managing classroom procedures.
- d) Managing student behavior.
- e) Organizing physical space.

- a) Communicating with students.
- b) Using questioning and discussion techniques.
- c) Engaging students in learning.
- d) Using assessment in instruction.
- e) Demonstrating flexibility and responsiveness.

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Brief review of Domains 2 & 3
Refer participants to article, *How to Avoid the Natural Reactions that Prevent Good Decision-Making*, found in their Participant Packets pages P-1 through P-9. Direct participants to read the article and discuss as a table team. Ask them to focus on the forms of bias that may enter into decisions regarding performance in Domains 1 & 4. Facilitators may seek feedback in an open forum manner.
**Activity: A Closer look at Domain 1 Components**

- Form groups as directed
- Review the information regarding your assigned component, and...

<table>
<thead>
<tr>
<th>Step #1: visualize, brainstorm, and document at least 2 forms of potential evidence related to your assigned component.</th>
<th>Step #3: for each example of evidence brainstorm and document what you would expect this evidence to look like if practice was considered UNSATISFACTORY.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Step #2: for each example of evidence brainstorm and document what you would expect this evidence to look like if practice was considered EXCELLENT.</td>
<td>Step #4: finally, brainstorm and document what would be considered PROFICIENT and NEEDS IMPROVEMENT.</td>
</tr>
</tbody>
</table>

Facilitators should prepare index cards prior to the session with each Domain 1 component on each card. Cards are then randomly distributed to tables for the purpose of assigning each table a specific component. Review directions on slide; participants will record their work on chart paper and then post around the room. A gallery walk is conducted. Each team should briefly review its assigned component for the larger group at the conclusion of the gallery walk.

**Component 1 _____**

<table>
<thead>
<tr>
<th>Evidence (i.e., artifacts, observations, etc.)</th>
<th>Excellent</th>
<th>Proficient</th>
<th>Needs Improvement</th>
<th>Unsatisfactory</th>
</tr>
</thead>
</table>

When directed, conduct a “gallery walk” reviewing each component and adding to the charts as appropriate.
Creating Pre-observation Conference Prompts

• Now that you’ve had a chance to discuss what evidence of Domain 1 might look like, let’s plan for a pre-observation conference by creating probing questions...
  
  • What standard questions would you establish to facilitate a pre-conference? Refer to Domain 1 Components and their Critical Attributes as a guide as well as the Guide to Probing Questions (P-10 to P-12).
  
  • What artifacts would you expect teachers to share in the pre-conference?
  
  • How would you process the conference and make judgments related to performance ratings in Domain 1?
  
  • As a table team, record your ideas on the Domain 1 Evidence Collection Plan located in your Activity Packet (A-1).

Refer participants to following documents in Participant and Activity Packets:

• Guide to Probing Questions (P10 thru P-12)
• Evidence Collection Plan for Domain 1 (A-1)

Review instructions provided on slide.
Practice: Observe/Critique Pre-observation Conference

- Review Teacher Lesson Plan (Participant Packet P-13) and observe and script the pre-observation conference video using the Pre-observation Conference Data Collection Sheet (Activity Packet A-2)

- As a table team, refer to Danielson 2013 Domain 1 in order to:
  - Align evidence of Domain 1 collected (i.e., lesson plan, pre-conference discussion) using the Pre-observation Conference Data Collection Sheet.
  - Rate individual Domain 1 components
  - Reach consensus on an overall rating for Domain 1
  - Generate additional probing questions you would ask to collect additional Domain 1 evidence.

Be prepared to share out

Refer participants to the Lesson Plan and Pre-observation Conference Data Collection Sheet in Activity Packet (A-1 & A-2; They should use the Data Collection Sheet while watching the conference video in order to record evidence. Review directions provided on slide and facilitate sharing at the conclusion of this activity.
Practice: Pre-observation Conference Role Play

- Organize yourselves into triads
- In your triad practice facilitating a pre-observation with the teacher you just observed focusing on areas you identified in your Domain 1 Evidence Collection Plan:
  - assign roles
    - Teacher
    - Evaluator
    - Observer
  - Evaluator conducts 5 minute pre-conference
  - Observer provides feedback; facilitates question “tune-up”
  - Switch roles until all have a turn.

Direct participants to form triads. Review directions on slide to prepare triads for role play. Question “tune-up” refers to feedback provided/discussed by each triad as each takes a turn to improve the use of probing questions.
Evidence Analysis - Domain 4

As a table team, analyze the critical attributes & Levels of Performance (LoP) for your assigned Domain 4 component:

• Describe specific evidence reflective of PROFICIENCY in your district. Reach consensus and document on chart paper.

• Using the evidence of PROFICIENCY, now describe what EXCELLENCE would look like. Reach consensus and document on your chart.

• When signaled by your facilitator, regroup as directed and prepare to share your examples with the larger group. Be specific about the difference between proficient and excellent.

Facilitators should prepare index cards prior to the session with each Domain 4 component on each card. Cards are then randomly distributed to tables for the purpose of assigning each table a specific component. Review directions on slide; participants should document their work on chart paper in preparation to share with the larger group.
Participants will use the Data Collection Sheet (A-3) found in the Activity Packet to complete this activity. After watching the classroom video, participants should align and rate their evidence to D2 and D3 components. Have participants focus on this observation evidence and rating to prepare for the post-observation conference. This preparation should include the development of probing questions to gather additional D1 evidence and to gather D4 evidence.
Creating Post-Observation Conference Prompts

• Draft standard probing questions to facilitate a post-observation conference using the Domain 4 Evidence Collection Plan (Activity Packet A-4):
  • What standard questions would you establish to facilitate a post-observation conference? Refer to Domain 4 Components and their Critical Attributes as a guide.
  • What artifacts would you expect teachers to share in the post-observation conference?
  • How would you connect Component 4a to the remaining components in Domain 4?
  • Use the Domain 4 Evidence Collection Plan (A-4) to document the above.

Refer participants to the D4 Evidence Collection Plan found in the Activity Packet (A-4). Participants should collaborate as a table team to complete this activity and prepare to share their work with the larger group.
Practice: Observe/Critique Post-observation Conference

- Observe and script post-observation conference (Activity Packet A-5)
- As a table team, refer to Danielson 2013 Domain 4a Reflecting on Teaching in order to:
  - Reach consensus on a rating for Component 4a
  - Select a D2 or D3 component to focus a concept map
  - Generate at least 2 additional probing questions you would ask to collect evidence of other Domain 4 components and 2 additional probing questions to collect Domain 1 components
  - Create a concept map, connecting the components with the questions you generated.

- Be prepared to share out

Refer participants to their Activity Packets page A-5, *Post-observation Data Collection Sheet*, to complete this exercise. Review the instructions on the slide. Ask participants to create a concept map as a table team to connect their evidence of D2 and D3 evidence to Domains 1 and 4 through probing questions. Review example provided on slide.
Practice: Post-observation Conference Role Play

- In your triad practice facilitating a post-observation with the teacher you just observed:
  - assign roles
    - Teacher
    - Evaluator
    - Observer
  - Evaluator conducts 5 minute post-conference
  - Observer provides feedback; facilitates question “tune-up”
  - Switch roles until all have a turn.

Have participants form triads with different people and follow the same role play instructions as they did for the pre-observation conference.
Refer participants to their Activity Packets A-6 thru A-12. Review the instructions on the slide for completion of the required Application Dissemination. At conclusion, facilitator conducts feedback discussion using the following steps:

1. Facilitator posts four (4) signs around the room: 1 Unsatisfactory, 1 Needs Improvement, 1 Proficient, and 1 Excellent

2. Ask participants to align themselves with the rating given to Component 1A by standing under the appropriate rating posted around the room (Excellent, Proficient, Needs Improvement, Unsatisfactory).

3. Once all participants are positioned, call for a brief discussion (i.e., rationales for ratings) should there be any significant discrepancies in ratings by participants.

4. Ask participants to reach consensus on a rating all could “live” with.

5. Repeat Steps 1 to 3 for the remaining components of Domains 1 & 4.

6. If time permits, ask participants to reach consensus on an overall rating for Domain 1 and Domain 4. To facilitate discussion, once consensus is reached, ask participants to articulate what it would take (evidence) for the rating to be moved to the next level.