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
Welcome & Introductions

- Introduce yourself
  - Position
  - School/District
  - Years of experience as an evaluator
  - Share your expectations for this workshop
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.
“Behind the Scenes”
Domains 1 & 4
### “Behind the Scenes”

#### The Framework Domains

<table>
<thead>
<tr>
<th>Domain 1: Planning &amp; Preparation</th>
<th>Domain 2: Classroom Environment</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>What a teacher knows and does in preparation for teaching.</strong></td>
<td></td>
</tr>
<tr>
<td>a) Demonstrating knowledge of content and pedagogy.</td>
<td></td>
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<tr>
<td>b) Demonstrating knowledge of students</td>
<td></td>
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<tr>
<td>c) Setting instructional outcomes.</td>
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<tr>
<td>d) Demonstrating knowledge of resources.</td>
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<tr>
<td>e) Designing coherent instruction</td>
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<tr>
<td>f) Designing student assessment</td>
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<th>Domain 3: Instruction</th>
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<tbody>
<tr>
<td><strong>Professional responsibilities and behavior outside the classroom.</strong></td>
</tr>
<tr>
<td>a) Reflecting on teaching.</td>
</tr>
<tr>
<td>b) Maintaining accurate records.</td>
</tr>
<tr>
<td>c) Communicating with families.</td>
</tr>
<tr>
<td>d) Participating in a professional community.</td>
</tr>
<tr>
<td>e) Growing and developing professionally.</td>
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<td>f) Showing professionalism.</td>
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<th>Domain 4: Professional Responsibilities</th>
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“On the Stage”
Domains 2 & 3
## “On the Stage”

### The Framework Domains

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<th>Domain 1: Planning &amp; Preparation</th>
<th>Domain 2: Classroom Environment</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>The culture of the classroom characterized by the relationships and the management of the room for the purpose of learning.</td>
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</table>

<table>
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<tr>
<th>Domain 3: Instruction</th>
<th>Domain 4: Professional Responsibilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>What a teacher does to engage students in learning.</td>
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</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.
How Bias Can Color Your Objectivity

• Read the article, *How to Avoid the Natural Reactions that Prevent Good Decision-Making*, found in your Participant Packet (P-1 to P-9)

• Discuss the article as a table team

• As a table team identify how these forms of bias might enter into your objectivity when rating Domains 1 & 4.

• Be prepared to share specific examples with the larger group
Activity: A Closer look at Domain 1 Components

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

**Step #1:** visualize, brainstorm, and document at least 2 forms of potential evidence related to your assigned component.

**Step #2:** for each example of evidence brainstorm and document what you would expect this evidence to look like if practice was considered EXCELLENT.

**Step #3:** for each example of evidence brainstorm and document what you would expect this evidence to look like if practice was considered UNSATISFACTORY.

**Step #4:** finally, brainstorm and document what would be considered PROFICIENT and NEEDS IMPROVEMENT.

When directed, conduct a “gallery walk” reviewing each component and adding to the charts as appropriate.

<table>
<thead>
<tr>
<th>Component 1 _____</th>
<th>Evidence (i.e., artifacts, observations, etc.)</th>
<th>Excellent</th>
<th>Proficient</th>
<th>Needs Improvement</th>
<th>Unsatisfactory</th>
</tr>
</thead>
<tbody>
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<td></td>
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<td></td>
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<td></td>
<td>9</td>
</tr>
</tbody>
</table>

1a – Pages 6-8  
1b – Pages 9-11  
1c – Pages 12-14  
1d – Pages 15-17  
1e – Pages 18-20  
1f – Pages 21-23
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).
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
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.
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.
Practice: Observe/Align/Rate Classroom Practice
Prepare Post Conference

a. Observe & Script (Activity Packet A-3)
b. Individually Align & Rate
c. As a table team:
   1. Share & Compare
   2. Draft Probing Questions to Collect additional Domain 1 Evidence
   3. Draft Probing Questions to Collect Domain 4 Evidence
d. Prepare to Share with Whole Group
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.**
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
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.
You will need the materials found in your Activity Packet pages A-6 thru A-12.

On your own:

- Review the two Scenarios provided (one each for Domains 1 & 4).
- Using the AD form provided, document the evidence you collected for each D1 & D4 component.
- Rate your collected evidence referring to Danielson 2013 Critical Attributes.
- Be prepared to justify your ratings with the entire group.