



## WORKSHOPS AND SERVICES

### Promoting Teacher Effectiveness and Professional Learning

The Danielson Group seeks to advance the understanding and application of Charlotte Danielson's concepts in the educational community, connect them to other areas of knowledge and enhance professional practices of educators so as to positively impact student learning.

The Group consists of consultants of the highest caliber, talent, and experience in educational practice, leadership, and research. The Danielson Group provides a wide array of professional development and consulting services to clients across the United States and abroad.

This brochure is designed to aid schools and districts as they develop plans to design Teacher Evaluation Systems and train both observers, evaluators, and teachers. For more information, visit:

[www.danielsongroup.org](http://www.danielsongroup.org)

## Training on the Framework for Teaching

A one-day **Introduction to the Framework for Teaching** session provides an understanding of the structure, architecture, and vocabulary of the Danielson Framework for Teaching.

Participants develop awareness of the different levels of performance and how to use the rubrics to analyze professional practice. Special emphasis is placed on component 3c: Engaging Students in Learning.

Those who wish to continue professional development around the Framework often follow the one-day introduction with an optional **Deeper Understanding** session, providing a deeper exploration of the Framework.

### Introduction to the Framework for Teaching

### Deeper Understanding of the Framework for Teaching (optional)

## Training for Observers/Evaluators

Following introductory sessions, **Observation Skills** training builds on participants' knowledge of the Framework and applies it to developing skills around a collaborative observation process.

Observation skills sessions focus on understanding the issue of bias, collecting low-inference evidence during an observation, the interpretation of evidence against the levels of performance, and differentiated evaluator coaching conversations for teacher support.

### Introduction to the Framework for Teaching

### Deeper Understanding of the Framework for Teaching (optional)

### Observation Skills using the Framework for Teaching 1

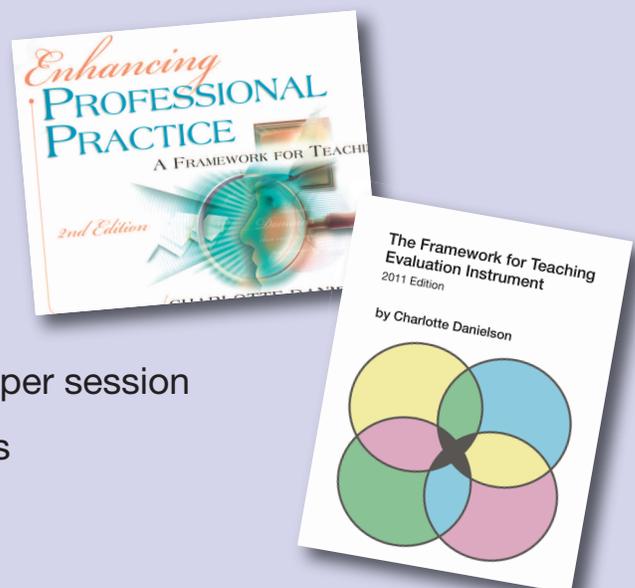
### Observation Skills using the Framework for Teaching 2

Danielson Group sessions require the following materials:

- *Enhancing Professional Practice: A Framework for Teaching* (2007)
- *The Framework for Teaching Evaluation Instrument* (2011)
- Reproducible packet for each participant, per session
- Chart paper, markers, highlighters, post-its

#### Required Equipment:

- LCD projector, screen, speakers



## Training of Trainers on the Danielson Framework

The Danielson Group recognizes that schools and districts need to build capacity by preparing key leaders to provide Framework for Teaching sessions for their colleagues.

Train-the-Trainer sessions are rigorous and require that participants develop a deep understanding of the Framework, both during the sessions and through outside work. Participants who complete a Train-the-Trainer workshop earn a credential to facilitate trainings for their colleagues; all trainers must sign a non-compete agreement that they will offer services only within their current job capacity. Participants receive materials to conduct sessions in their school or district.

### Introduction to the Framework for Teaching

### Train-the-Trainer Session

(Introduction to the Framework)

## Designing a Successful Teacher Evaluation System

The Danielson Framework for Teaching provides the essential foundational criteria on which to build a successful system of teacher evaluation. There are a number of decisions that must be made once the Framework for Teaching is in place, including:

- What will be the overall structure of your evaluation system?
- Who will serve as observers and evaluators and how will they be sufficiently trained and certified?
- Will you conduct a pilot? What are the advantages and disadvantages?
- How will you plan for implementation?

The Danielson Group provides consultation to support schools and districts in this complex and challenging work. This work is typically accomplished with an initial general planning meeting with the task force followed by monthly meetings held during the course of a school year.



# Learning-Focused Conversations: Quality Feedback to Promote Learning

One of the major challenges facing educators implementing the Danielson Framework for Teaching is the ability to conduct meaningful planning and reflecting conversations focusing on the components in the framework. In this workshop participants learn to apply structures and tools for conducting conversations that use data to analyze professional practice and determine areas and directions for growth. The Learning-Focused Conversations model developed by Laura Lipton and Bruce Wellman links this range of conversation skills to the components of the framework for teaching.

## 1-Day Introduction:

In this one-day workshop, participants develop the skills and confidence for engaging in both nondirective and directive conversations in which the components of the Danielson Framework for Teaching are the focal points for expanding the teacher's instructional repertoire.

Participants explore planning and reflecting templates that structure focused, thoughtful engagement about professional practice. They acquire practical strategies for navigating across a Continuum of Interaction moving between collaborating (framing expectations, clarifying

standards and articulating success criteria), consulting (sharing expertise and providing technical assistance), collaborating (shared planning and problem solving), and coaching (a nonjudgmental interaction which supports reflection and develops professional capacity.)

Applying and moving flexibly between these four stances enables educators to maintain productive collegial relationships that use data to clarify expectations and examine gaps in performance.

## 2-Day Session includes the Introduction as well as: Structures and Tools for Learning-focused Conversations

Day Two builds on Day One content. Applying the templates for planning and reflecting, participants learn ways to maintain momentum and extend teachers' thinking. Participants acquire verbal and nonverbal skills for guiding conversations that increase teachers' readiness and abilities to think deeply about the instructional choices they are making and how these affect their students' learning. They learn to apply patterns of pausing, paraphrasing, and inquiring to establish goals, appraise present performance levels and help teachers to reflect on student learning and their own teaching practices.

## Learning-focused Supervision: the Continuum of Interaction (free resource)



## Blended Training on the Framework for Teaching

Districts embarking on a large-scale implementation may wish to pursue a blended approach, with shorter consulting sessions supported by ongoing access to online resources. The Danielson Group has partnered with two high-quality providers of online content:

**Teachscape**, a leader in delivering innovative technologies that support the improvement of teaching practice, has partnered with the Danielson Group to develop a set of tools that enhance professional learning. *The Framework for Teaching Proficiency System* is the only software solution of its kind, and can be used to accurately and reliably train and evaluate observers. *Reflect Live* and *Reflect Video* enable a reliable method of collecting observation evidence to support fair and accurate evaluation; the Reflect tools are exclusive providers of software incorporating the 2011 *Framework for Teaching Evaluation Instrument*. To learn more about Teachscape, visit [www.teachscape.com](http://www.teachscape.com).

**Educational Impact** has partnered with the Danielson Group to create “The Framework Series” containing three on-line self-paced modules for educators to learn about the Framework, explore the components of great teaching, and gain knowledge around observation and teacher evaluation. The modules provide 19 hours of video as well as activities to improve understanding around the Framework. To learn more about Educational Impact, visit [www.educationalimpact.com](http://www.educationalimpact.com).

## Ongoing Support for Observers/Evaluators

Districts desiring to continue work for their observers / evaluators can pursue varied offerings from the Danielson Group.

**Paired/Small Group Observations** offers the opportunity to observe live classroom instruction and then calibrate with a Danielson Group consultant.

**Customized Consultation Sessions** provide districts with the opportunity to work with the Danielson Group on strategic and focused sessions to target district needs regarding teacher supervision and evaluation.



For additional Danielson Group resources, visit our website:  
[www.danielsongroup.org](http://www.danielsongroup.org)

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