# Teacher Evaluation Using the Danielson Framework

## Module One – An Overview of Evaluation

### Overview: The “Big Ideas”
- Two purposes of teacher evaluation
- The what and how
- How to merge evaluation with professional learning

### Evidence of Practice
- Overview of three-track model
- Biases – everyone has them
- Evidence vs. opinions

## Activities:
- Record evidence you observe in video clips – then listen and compare notes with experts

## Module Two – Building Skills Part One: Gathering Evidence

### Evidence of the Framework
- Very brief review of the framework
- Sources of evidence for each domain

### Collecting Evidence of Domain 2
- Review components in Domain 2
- Review components in Domain 3

### Collecting Evidence of Domain 3
- Describe evidence - primarily classroom observation, but also student assignments and work

## Activities:
- Watch a real class – look for evidence – compare notes with Charlotte Danielson

## Module Three – Building Skills Part Two: Interpreting Evidence

### Interpreting Evidence in Domains 2 & 3
- Interpreting evidence, and achieving consensus
- Determining levels of performance

## Activities:
- Using evidence, interpret the level of each skill demonstrated

## Module Four – Building Skills Part Three: Conferencing Skills

### Conferencing Skills
- Principles of coaching
- Linguistic skills suggested for effective coaching

## Activities:
- Watch examples of both good and bad teacher conferences with principals

## Module Five – A Complete Observation

### Evidence of Domain 1
- The components of domain 1, and their sources of evidence

### A Complete Observation
- Why each element of the cycle is important
- The importance of reflection on practice

## Activities:
- Watch as a principal completes an evaluation of a teacher; pre-conference, classroom and post-conference

## Module Six – A Professional Portfolio: The ‘Artifact Party’

### Evidence of Domain 1 & 4
- The components of domains 1 and 4 and their sources of evidence
- The advantages of a teacher portfolio, and guidelines
- How schools conduct a portfolio review as part of a learning community

## Activities:
- Using a sample teacher portfolio, interpret levels of performance for domains 1 and 4

## Module Seven – Professional Inquiry

### Goal Setting & Planning
- Steps in self-directed professional inquiry
- The challenges in setting viable goals

### Self-Directed Professional Inquiry
- The rest of the process
- Options for self-directed inquiry, primarily around timing
- How self-directed inquiry can be “evaluated”

### Track Three
- The “specifications” for Teacher in Track 3

### Closure to Program

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