

TEACHER ORIENTATION: FACILITATION GUIDE

OVERVIEW

The goal of the Teacher Orientation is to help teachers understand the Framework for Teaching and the Framework for Teaching Proficiency System, which includes Observer Training, Scoring Practice, and a Proficiency Test. As an observer, you will become intimately familiar with Charlotte Danielson's Framework for Teaching through these tools; however, your teaching staff will have little to no interaction with the system. The Teacher Orientation serves to bridge this knowledge gap in your school. Use this Facilitation Guide to lead an engaging and effective presentation for teachers.

TEACHER ORIENTATION RESOURCES

- Teacher Orientation: Facilitation Guide (PDF)
- Teacher Orientation: Presentation (PPTX)
- Teacher Orientation: Participant Journal (PDF)
- Video Clip: *Introduction to the Framework for Teaching and Proficiency System* (MP4)
- Video Clip: *Framework for Teaching* (MP4)
- Video Clip: *The Proficiency System* (MP4)
- Teacher Orientation: Presentation (abridged version) (PPTX)
- Teacher Orientation: Presentation (PPT)
- Framework for Teaching (PDF)

PREPARATION

This Teacher Orientation: Facilitation Guide is designed to help you customize your presentation. Although it is written in a recommended sequence, please feel free to skip over activities to fit your available time and session goals.

Before beginning the presentation to teachers, follow the steps below.

1. Determine how much time you have to give the presentation.
2. Read through the Teacher Orientation: Facilitation Guide and choose which sections you have time to address in your presentation. For help with this process, review the objectives and time estimate listed for each section.
3. Download the Teacher Orientation: Presentation before starting the session. There are three different versions in the Teacher Orientation online module. Both of the PowerPoints that end in *.pptx* have all video clips embedded in the slide deck. If your internet connection is slow, or you have a version of Microsoft PowerPoint that is older than 2007, you might want to use the Teacher Orientation: Presentation in the "Additional Resources" section of the Teacher Orientation online module. If you use this PowerPoint, you should download all video clips onto your computer and play them directly from your desktop.
4. Write an agenda to fit your customized presentation. There is a blank "agenda" slide in each PowerPoint.
5. Download and print the Teacher Orientation Participant Journal. Then, make copies for every teacher.
6. You may also want to print and copy the full Framework for Teaching PDF for each staff member.

SESSION LEARNING OBJECTIVES

The general learning objectives for this session are listed below. You will find more specific objectives tied to each individual section within this Teacher Orientation: Facilitation Guide.

Teachers will understand...

- What the Framework for Teaching looks like and how to use the rubric
- What the Framework for Teaching Proficiency System entails
- The importance of the Proficiency System and Framework to the ongoing improvement of and reflection on their practice

1. VIDEO: INTRODUCTION TO THE FRAMEWORK FOR TEACHING AND PROFICIENCY SYSTEM



VIDEO LENGTH: 5:04 minutes

OBJECTIVE: Teachers will understand the context surrounding the Framework and Proficiency System.

OPENING TALKING POINTS

- Before delving into this session, it is important to review the agenda with teachers [You should customize the agenda in your PowerPoint presentation. See Step 4 in the Preparation section above.]
- The purpose of this session is to think about and discuss the improvements to classroom observation that will result from implementing:
 - > Charlotte Danielson's Framework for Teaching as our observation framework
 - > The Framework for Teaching Proficiency System

VIDEO

Directions

- Prior to this session, you should have downloaded this video clip to your computer.
- To play the video, click on the arrow on the bottom toolbar of the video icon.

Content of the Video

- Teachers and administrators discuss their experiences with using the Framework for Teaching.

FOLLOW-UP QUESTION

- What are your initial reactions to the information conveyed in this video clip?

2. ACTIVITY: SELF-REFLECTION

2. Activity: Self-Reflection

- As a teacher, I have had mostly positive experiences with classroom observation.
- There are multiple definitions of "good teaching."
- Most colleagues in my school have shared values and assumptions about what good teaching looks like.
- It is important to observe all teachers—no matter what subject or grade level—against the same definition of good teaching.

TIME: 4–6 minutes

OBJECTIVE: Teachers will reflect on their own experiences with classroom observation.

OPENING TALKING POINTS

- Classroom observations can be positive experiences for teachers. If done well, they can help teachers reflect on and improve their practice.
- Before beginning this session, it is important to take a minute to reflect on thoughts and experiences with observation by engaging in an opening activity.

ACTIVITY

Directions

In Section 2 of the Teacher Orientation: Participant Journal, ask teachers to mark a *T* by a statement if they believe it to be true, and an *F* by a statement if they believe it to be false. Read each statement aloud, pausing in between to give teachers time to mark their responses.

1. As a teacher, I have had mostly positive experiences with classroom observation.
2. There are multiple definitions of "good teaching."
3. Most colleagues in my school have shared values and assumptions about what good teaching looks like.
4. It is important to observe all teachers—no matter what subject or grade level—against the same definition of good teaching.

Alternatively, write each statement on a poster and place them in various locations around the room. Give teachers colored dots or sticky notes and assign one color to True and one color to False. Ask them to place colored sticky notes or dots on the poster based on their opinion about the statement. Then, lead a discussion about the patterns that you see.

FOLLOW-UP QUESTION

- Were any of your answers to these questions surprising to you?

3. VIDEO: FRAMEWORK FOR TEACHING



TIME: 4:22 minutes

- OBJECTIVES:**
- Teachers will understand how and why the Framework was developed.
 - Teachers will understand what the Framework looks like at a high level.

OPENING TALKING POINTS

- This video clip will discuss the Framework for Teaching and describe how it was developed; it will provide some context for better understanding this tool.

VIDEO

Directions

- Prior to this session, you should have downloaded this video clip to your computer.
- To play the video, click on the arrow on the bottom toolbar of the video icon.

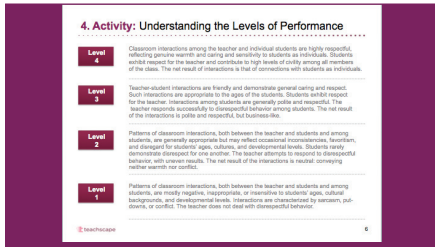
Content of the Video

- The Framework for Teaching consists of 4 domains and 22 components.
- The Framework is a research-based, validated, and generic instrument.
- The Framework helps schools and districts evaluate and improve the quality of teaching practice.

FOLLOW-UP QUESTION

- How do you think it will help you improve your teaching practice to receive feedback that is tied to a framework?

4. ACTIVITY: UNDERSTANDING THE LEVELS OF PERFORMANCE



TIME: 4–5 minutes

- OBJECTIVES:**
- Teachers will be able to distinguish between the levels of performance for component 2a (component a of domain 2) using the Framework for Teaching rubric.
 - Teachers will understand that there are subtle nuances in the language that defines different levels of performance in the rubric.

OPENING TALKING POINTS

- All activities in this session will use examples from domain 2. Domain 2 is one of two observable domains in the Framework. “Observable” means that evidence of teaching practice for the domain can be observed in the classroom.
- This activity focuses on the levels of performance for component 2a: Creating an Environment of Respect and Rapport. Component 2a deals with the level of interactions between teachers and students and among students.
- The purpose of this exercise is to begin thinking about how this rubric and the Framework can help teachers take their practice to the next level. By trying to tease out the differences between levels of performance—even for only one component—it becomes clearer how to achieve a particular level of performance.
- The levels of performance are only one part of the rubric. Section 4 of the Teacher Orientation: Participant Journal shows the entire Framework for component 2a. Review this Framework to understand how the levels of performance relate to the rest of the Framework.

ACTIVITY

Directions

Ask teachers to read the levels of performance for component 2a in Section 4 of the Teacher Orientation: Participant Journal. They should review each level of performance and highlight or underline the words or phrases that differentiate each level. Then, turn to slide 7 in the Teacher Orientation: Presentation, which shows the highlighted rubric.

Answers

See next page for the highlighted rubric.

FOLLOW-UP QUESTIONS

- Was this exercise challenging? Why or why not?
- In general, between which two levels do you think it is most difficult to differentiate and why?
- What would each level of performance look like in a classroom environment? In your classroom?

**Level
4**

Classroom interactions among the **teacher and individual students** are highly respectful, reflecting **genuine warmth and caring** and sensitivity to **students as individuals**. Students exhibit respect for the teacher and **contribute to high levels of civility** among all members of the class. The net result of interactions is that of **connections with students as individuals**.

**Level
3**

Teacher-student interactions are **friendly** and demonstrate **general caring and respect**. Such interactions are appropriate to the ages of the students. Students exhibit **respect for the teacher**. Interactions among students are **generally polite and respectful**. The teacher **responds successfully** to disrespectful behavior among students. **The net result of the interactions is polite and respectful, but business-like**.

**Level
2**

Patterns of classroom interactions both between the teacher and students and among students, are **generally appropriate** but may reflect occasional inconsistencies, favoritism, and disregard for students' ages, cultures, and developmental levels. **Students rarely demonstrate disrespect for one another**. **Teacher attempts to respond** to disrespectful behavior, with **uneven results**. The net result of the interactions is **neutral**: conveying neither warmth nor conflict.

**Level
1**

Patterns of classroom interactions, both between the teacher and students and among students, are mostly **negative, inappropriate, or insensitive** to students' ages, cultural backgrounds, and developmental levels. Interactions are characterized by **sarcasm, put-downs, or conflict**. The teacher **does not deal with disrespectful behavior**.

5. VIDEO: THE PROFICIENCY SYSTEM



TIME: 3:03 minutes

- OBJECTIVES:**
- Teachers will understand how observers are trained to collect evidence, use the Framework rubric, and assign a level of performance.
 - Teachers will understand what the Proficiency System is and how it is beneficial to their practice.

OPENING TALKING POINTS

- This video clip covers important information including: 1) what the Proficiency System entails; and 2) the methodology for using the Framework for Teaching rubric.

VIDEO

Directions

- Prior to this session, you should have downloaded this video clip to your computer.
- To play the video, click on the arrow on the bottom toolbar of the video icon.
- Click on the slide outside of the video icon and fly-in bullet points will operate automatically as the video is playing.

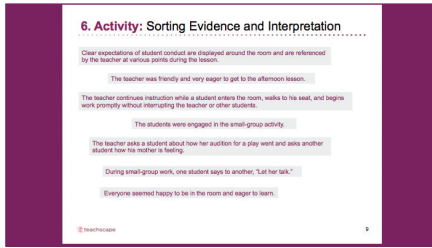
Content of the Video

- Observers are trained to first collect evidence, then group evidence statements by component, and finally interpret the evidence against the rubric to assign a level of performance.
- The goal of an evaluation system is to ensure that observation scores are reliable; in other words, two observers should be able to assign the same level of performance to an example of teaching.
- The Framework for Teaching Proficiency System is composed of three main components: Observer Training, Scoring Practice, and a Proficiency Test.

FOLLOW-UP QUESTION

- Is it beneficial to teachers if their observers pass a proficiency test? Why or why not?

6. ACTIVITY: SORTING EVIDENCE AND INTERPRETATION



TIME: 3 minutes

- OBJECTIVES:**
- Teachers will understand how observers are trained to collect evidence, use the Framework rubric, and assign a level of performance.
 - Teachers will understand what the Proficiency System is and how it is beneficial to their practice.

OPENING TALKING POINTS

- Evidence is what an observer observes in a classroom and is not contaminated by biases, preferences, or judgment; evidence is what is seen or heard, not a judgment of what is seen or heard.
- Examples of solid evidence include: the number of students who are raising their hand to answer a question; exact statements that students make to one another.
- It is challenging to differentiate between evidence and interpretation, but learning to do so is a critical component of the observation process.
- The purpose of this activity is to understand what observers will be looking for in teachers' classrooms.

ACTIVITY

Directions

Ask teachers to read the observation notes in Section 6 of the Teacher Orientation: Participant Journal. As they read the observation notes, they should underline all statements they think are evidence. When everyone is finished, show slide 10, which highlights evidence statements in shaded maroon and interpretations (or opinions) in shaded orange. You may wish to ask teachers to share their thinking behind this exercise with the person sitting next to them before discussing it with the whole group.

Answers

Clear expectations of student conduct are displayed around the room and are referenced by the teacher at various points during the lesson. The teacher was friendly and very eager to get to the afternoon lesson. The teacher continues instruction while a student enters the room, walks to his seat, and begins work promptly without interrupting the teacher or other students. The students were engaged in the small-group activity. The teacher asks a student about how her audition for a play went and asks another student how his mother is feeling. During small-group work, one student says to another, "Let her talk." Everyone seemed happy to be in the room and eager to learn.

FOLLOW-UP QUESTION

- Which statement was the most difficult to classify as evidence or interpretation (or opinion) and why?

7. ACTIVITY: DETERMINING THE COMPONENT

7. Activity: Determining the Component

Clear expectations of student conduct are displayed around the room and are referenced by the teacher at various points during the lesson.

The teacher was friendly and very eager to get to the afternoon lesson.

The teacher continues instruction while a student enters the room, walks to his seat, and begins work promptly without interrupting the teacher or other students.

The students were engaged in the small-group activity.

The teacher asks a student about how her audition for a play went and asks another student how his mother is feeling.

During small-group work, one student says to another, "Let her talk."

Everyone seemed happy to be in the room and eager to learn.

2a: Creating an Environment of Respect and Rapport
2b: Establishing a Culture for Learning
2c: Managing Classroom Procedures
2d: Managing Student Behavior

TIME: 5–6 minutes

- OBJECTIVES:**
- Teachers will understand how observers are trained to collect evidence, use the Framework rubric, and assign a level of performance.
 - Teachers will be able to sort evidence into the most relevant components in domain 2 using the rubric.

OPENING TALKING POINTS

- This next activity will build on the previous exercise. The sequence of these two activities mimics the methodology that observers follow when conducting classroom observations using the Framework.
- The purpose of this exercise is to understand how the different parts of teaching practice are organized in the Framework for Teaching.
- When trying to cluster evidence, it is best to review the elements for each component. There are several distinct elements for each component; they serve to break down each component into discrete parts.

ACTIVITY

Directions

Ask teachers to use the Framework at a Glance: Domain 2 information in Section 7 of the Teacher Orientation: Participant Journal to sort each evidence statement from the previous activity into one of the four different components for domain 2. Each component should only be used once. The activity worksheet will still show both evidence and interpretation statements—teachers should only sort the ones identified as evidence in the previous exercise. This means that the lines next to three of the statements should be left blank. When teachers have finished working, show slide 12 for the answers.

Answers and Explanations (showing evidence statements only)

2d

1. Clear expectations of student conduct are displayed around the room and are referenced by the teacher at various points during the lesson.

Answer: 2d: Managing Student Behavior

Explanation: This piece of evidence is relevant for *expectations*, an element for component 2d.

2c

3. The teacher continues instruction while a student enters the room, walks to his seat, and begins work promptly without interrupting the teacher or other students.

Answer: 2c: Managing Classroom Procedures

Explanation: This piece of evidence is relevant for *performance of non-instructional duties*, an element for component 2c.

2a

5. The teacher asks a student about how her audition for a play went and asks another student how his mother is feeling.

Answer: 2a: Creating an Environment of Respect and Rapport

Explanation: This piece of evidence is relevant for *teacher interactions with students, including both words and actions*, an element for component 2a.

2b

6. During small-group work, one student says to another, "Let her talk."

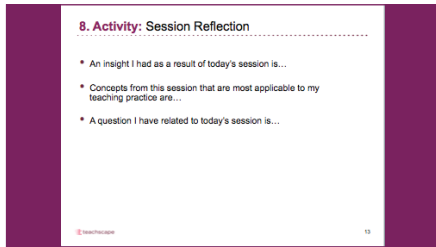
Answer: 2b: Establishing a Culture for Learning

Explanation: This piece of evidence is relevant for *expectations for learning and achievement*, an element for component 2b.

FOLLOW-UP QUESTION

- Why is it important to your teaching practice that you understand for which components particular pieces of evidence are relevant?

8. ACTIVITY: SESSION REFLECTION



TIME: 3–4 minutes

OBJECTIVE: Teachers will recall what they learned in the session and reflect on their opinions about the implementation of the Framework for Teaching Proficiency System.

OPENING TALKING POINTS

- A lot of new information was just disseminated and it will take time to digest it all. Some of the following questions might also come to mind:
 - > *When will these changes be implemented?*
 - > *What might some of these changes look like in our school?*
- The purpose of this activity is to reflect on and debrief this session. Teachers should feel free to continue this conversation with their colleagues.

ACTIVITY

Directions

In Section 8 of the Teacher Orientation: Participant Journal, ask teachers to reflect on the session by completing the statements listed (repeated below). Encourage teachers to debrief this session—and their responses to these statements—with their colleagues, and refer them to Charlotte’s book *Enhancing Professional Practice: A Framework for Teaching*, or the Framework for Teaching handout (available as a PDF in the Teacher Orientation: Facilitation Guide) for additional information on the Framework.

1. An insight I had as a result of today’s session is...
2. Concepts from this session that are most applicable to my teaching practice are...
3. A question I have related to today’s session is...

FOLLOW-UP QUESTIONS

- What did you learn from this session?
- What lessons/insights can you take back to your classroom?