



BACKGROUND: THE FRAMEWORK FOR TEACHING AND THE DANIELSON GROUP

The complexity and vital importance of high-quality teaching requires a definition of teaching that is comprehensive, clear, and research-based. The Framework for Teaching is a model that, when combined with thoughtful reflection and both structured and informal conversations, provides opportunities to enrich the professional practice of teaching.

Implementing a collaborative model like The Framework for Teaching requires training on content knowledge around the model, as well as training on strategies that support professional growth. And if “learning is done by the learner,” training is essential for teachers as well as observers.

We believe on-site training allows for rich dialogue and the chance to highlight how the framework’s components are relevant to the complex work of teaching in your setting.

These Info Sheets describe typical workshops provided by The Danielson Group, but we will also customize services to address the particular needs of schools and districts.

Workshops and Services

We provide a wide array of professional development and consulting services to clients across the United States and abroad. Participants who can benefit from Danielson Group Workshops and Services include:

- Teachers
- Teacher Leaders
- Peer Coaches
- Observers
- Central Office Staff
- Human Resources
- Curriculum & Instruction Personnel
- Building Level Administrators
- Pre-service Teachers
- Pre-service Supervisors
- State Department of Education leaders/administrators

Depending on the workshop, Danielson Group sessions may require one of the following materials for each participant:

- *Enhancing Professional Practice: A Framework for Teaching* (2007)
- *The Framework for Teaching Evaluation Instrument* (2013)
- *Implementing The Framework for Teaching in Enhancing Professional Practice: An ASCD Action Tool*

A participant packet may be supplied by The Danielson Group trainer, to be sent electronically to participants or reproduced by the client for workshop attendees.

Danielson Group sessions require the following presentation equipment and supplies for each workshop session:

- *Chart paper, markers, highlighters, post-its*
- *LCD projector, screen, microphone, speakers*

For additional Danielson Group information and resources, visit our website: www.danielsongroup.org



Services



CORE FRAMEWORK FOR TEACHING TRAINING WORKSHOPS

Introduction to the Framework for Teaching

This is a one-day session that 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 teaching practice. Special emphasis is placed on component 3c: Engaging Students in Learning.

Deeper Understanding of the Framework for Teaching

Prerequisite: Introduction to The Framework for Teaching

After experience working with The Framework, those who wish to continue professional development often schedule a one-day Deeper Understanding session. This workshop allows for further exploration into the components and rubrics that guide instructional improvement. Activities may include: looking at the relationships between domains and the common themes of The Framework, and using The Framework to observe recorded lessons.

Observation Skills

Prerequisite: Introduction to The Framework for Teaching

Observation Skills training is critical to building a fair, accurate, reliable, and purposeful system for assuring quality and advancing practice. Our Observation Skills training is a 1-2-day workshop that 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, interpreting evidence against the levels of performance, and examining the connections between planning documents and the observation of instruction.

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SPECIAL EDUCATION-FOCUSED WORKSHOPS

Introduction to The Framework for Teaching in Special Education

This workshop provides an understanding of the structure, architecture, and vocabulary of the Danielson Framework for Teaching using exemplars that are relevant to those working in special education.

Participants develop awareness of the different levels of performance across the continuum of services for students with disabilities while learning how to use the rubrics to analyze professional practice. Customized training that includes the application of UDL principles can be included in this workshop upon request. Specialized materials such as Special Education Scenarios written for each component and level of performance, help participants understand, “What would this look like in classrooms where teachers support students with disabilities?”

Observation Skills in Special Education

Prerequisite: Introduction to The Framework for Teaching in Special Education Settings

The 1-2 day Observation Skills for Special Education workshops build 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 observer coaching conversations for teacher support. Materials are customized to reflect students who are educated across the continuum of special education programs and services. Practice in the collection of evidence is provided using special education video exemplars.

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SPECIAL EDUCATION-FOCUSED WORKSHOPS

A Deeper Understanding of The Framework for Teaching in Special Education

*Prerequisite: Introduction to the Framework for Teaching or
Introduction to the Framework for Teaching in Special Education*

Those who wish to continue professional development often schedule a one-day Deeper Understanding session after experiencing an Introduction workshop to understand the language and structure of the Framework. This workshop uses examples from special education settings to further explore the components and rubrics that guide instructional improvement. Activities include looking at the common themes of the Framework and how key principles and practices of special education align to the Framework.

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COMPONENT-FOCUSED WORKSHOPS

Student Engagement Workshop

Prerequisite: Introduction to The Framework for Teaching Workshop or equivalent experience at the discretion of The Danielson Group

Engaging Students in Learning is the heart of The Framework for Teaching. But what does student engagement look like in a classroom? How can we tell if students are really “minds on” task or only “time on” task? How do we determine what curriculum will truly engage students? And, finally, what strategies will promote student engagement with important content? Teachers will come away from the workshop with a new focus on what student learning is all about and how to achieve it in their classrooms.

Assessment in Instruction

Assessment in Instruction is a 1 or 2-day workshop distinguishing “assessment **for** learning” from “assessment **of** learning” using The Framework for Teaching. “It is one thing to decide what’s worth learning and what we want students to learn in school; it’s quite another matter to ascertain that students have, in fact, learned it” (Danielson 2010). Participants will be actively engaged in learning by deepening their understanding of how to plan and use formative assessment and provide meaningful feedback to students, how to use summative assessments, analyzing student work, and how to build student independence through student self and peer assessment.

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ADDITIONAL SERVICES



LEARNING-FOCUSED CONVERSATIONS WORKSHOPS

Quality Feedback to Promote Learning

Preferred prerequisites:

Introduction to The Framework for Teaching and Observation Skills I & II

The value of The Framework increases with learning-focused implementation. In this workshop, participants are introduced to a continuum of interactions, and learn how to use structures and tools to conduct conversations, and to use data to analyze professional practice to determine areas and directions for growth. The Learning-Focused Conversations model developed by Laura Lipton and Bruce Wellman links these conversation skills to the components of The Framework for Teaching.

Assessing and Developing Professional Practice Using The Framework for Teaching

Prerequisite:

Learning-Focused Conversations: Quality Feedback to Promote Learning

Participants develop the skills and confidence for engaging in both directive and nondirective conversations in which the components of the Danielson Framework for Teaching are the focal points for expanding the teacher's instructional repertoire through evidence-based conversations. Participants explore planning and reflecting templates that structure focused, thoughtful engagement about professional practice.

Learning Focused Conversations: Structures and Tools for Learning-focused Conversations

Prerequisite: Learning Focused Conversations: Assessing and Developing Professional Practice Using The Framework for Teaching

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 reflect on student learning and their own teaching practices.

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All Learning Focused Conversations sessions require the textbook: Learning-focused Supervision: Developing Professional Expertise in Standards-Driven Systems available from www.MiraVia.com.



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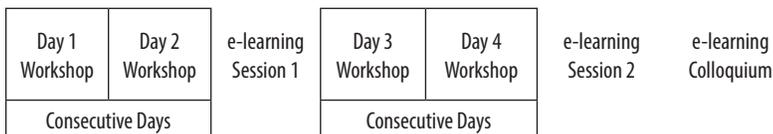


Mentoring for Teaching Effectiveness

A mentoring program can build strong relationships and promote knowledge sharing that will help teachers successfully navigate the first years of their practice. If teachers can experience success early on, they are more likely to remain on the job longer than five years.

The Danielson Mentoring Program consists of a series of four face-to-face, all-day workshops, and three 120-minute e-learning sessions. Mentors will increase their knowledge, skills, strategies, and resources related to the concepts embodied in the three mentoring Principles over the course of the program. The program is aligned to effective teaching practices as defined by Charlotte Danielson’s Framework for Teaching and provides a systematic approach to creating and sustaining a culture for continuous improvement of teaching practice. It addresses the classroom research that emphasizes the importance of every student having access to effective teaching.

The program is designed with time between the face-to-face sessions to maximize the learning experience, build upon previous learning, and share mentoring experiences. The structure of the Mentoring for Teaching Effectiveness program is presented in the diagram below:



“I now have a treasure chest of new learning along with accompanying resources.”

-Participant

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ADDITIONAL WORKSHOPS

Collaborative Peer Observations

Prerequisite: Observation Skills I

Collaborative Peer Observations create powerful opportunities for colleagues to learn and think together about their professional practice through non-judgmental, non-evaluative classroom visits. The Framework for Teaching provides the tools for analysis and reflection on classroom practice in order to support teacher growth and learning, both individually and collectively. This 1 to 2-day workshop will focus on purposes and processes, strategies and tools, and learning-focused conversations.

Specialist Rubrics

Designing evaluation tools locally allows for stakeholders to give input and define expectations for non-classroom roles. A Danielson Group consultant can help guide conversations, checking for characteristics critical to quality rubric development. Among other factors, the work group will look at the extent to which the tool measures what it intends to measure, the relationship among the dimensions of the rubric, the connection to national and/or state standards, and how well the language used will lead to the collection of important, non-interpretive evidence and a fair judgment.

Customized Workshops

The Danielson Group can create and deliver customized training workshops related to The Framework for Teaching that focus on specific growth areas identified by a school or district. Site-specific curricula not only help you address local needs, but also foster a community of intellectual inquiry. Such inquiry often helps strengthen a school's culture, since it can be seen as a bottom-up rather than a top-down initiative.

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CONSULTING SUPPORT

Ongoing Support for Observers/Evaluators

Districts desiring to continue professional development around The Framework for their observers/evaluators can pursue customized offerings from The Danielson Group:

- Calibration Training and Practicum: supportive consultation that may combine paired/small group observation with debriefs, observation data analysis, and development planning based on observation data
- Analysis of written observations followed by feedback and re-training as necessary

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Walkthroughs/Paired Observations

Paired Observations allow an observer to work alongside a Danielson Group coach and to receive input on the quality of evidence collected and its alignment to Framework for Teaching components. Consultants will monitor for bias and high inference evidence and encourage the observer to look at the preponderance of evidence before determining a level of performance. Consultants can also guide school leaders in rating instructional artifacts.



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ADDITIONAL SERVICES



CONSULTING SUPPORT

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. However, a number of decisions must be made once The Framework for Teaching is adopted, 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. Consultation typically includes an initial general planning meeting with a task force, followed by monthly meetings held during the course of a school year. However, we are also available for single day sessions with targeted outcomes.

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ADDITIONAL SERVICES

Large-Group Presentations

A **Framework Keynote** of 60 to 90 minutes with a Q&A segment will promote a community of inquiry and can be customized to focus on deeper understanding of the framework as a tool for ongoing reflection on practice or on specific components. A Keynote is not interactive training, but a prompt for conversation and targeted professional development.

A **Framework Overview** of 60 to 90 minutes with a Q&A segment will provide a high level look at the features of The Framework for Teaching and related research. It can be useful at the beginning of an implementation plan, to introduce The Framework to all stakeholders and to foster a collaborative environment.

Higher Education

College and University Teacher Education Programs are invited to partner with The Danielson Group in supporting a continuum of focused study, reflection, and refinement of skill around The Framework for Teaching. Danielson Group workshops and consultation can include updating coursework as well as training program staff, supervising and cooperating educators, and teacher candidates. The Danielson Group can assist teacher preparation programs with meeting national requirements.

Regional Conferences

The Danielson Group sponsors regional conferences, which offer learning opportunities with Danielson Group consultants and Framework adopters. If you would like to host a regional conference, then please contact us via The Danielson Group website.

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WORKSHOP PARTICIPANT COMMENTS

“The workshop you provided was hands-on, interesting, practical, and respectful of time limits. I heard more positive feedback about this workshop from staff than I have about any other.”

“[Your consultant] gave the best PD I have seen in 15 years of teaching, and was the first to explain [the] Danielson [Framework] in a human way. Bravo.”

“Your consultant presented a perfectly differentiated learning experience for all our principals. They were highly engaged, as demonstrated by on-topic conversations using academic language, completion of tasks requiring evidence identification, and note taking and ‘grading’ during classroom videos of teaching.”

“I have a principal who was so excited about the breakthrough work with her staff in special education. I am already getting my money back!”

“Our school principals said the Framework observation training was the best training they had ever had, including the training provided when earning their Master’s degrees.”

“Due to your consultant’s seamless and meaningful transitions, knowledge of content, and rapport with the audience, the room was alive with energy and it made us all feel ready to begin the year with success.”

“Never before have I seen a group of seasoned educators like your consultants master the art of communicating with an audience with varied levels of expertise and interests. The two days that I spent with your team, I walked away with a desire to use the rubric to truly enhance my own practice.”

“I left with a renewed look at the rubric, thinking that the rubric is the Great Equalizer! We can ALL enhance our practice by using it as a tool and a road map to produce students who think and are ready for college and careers. THANK YOU!”

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