



Talk About Teaching!

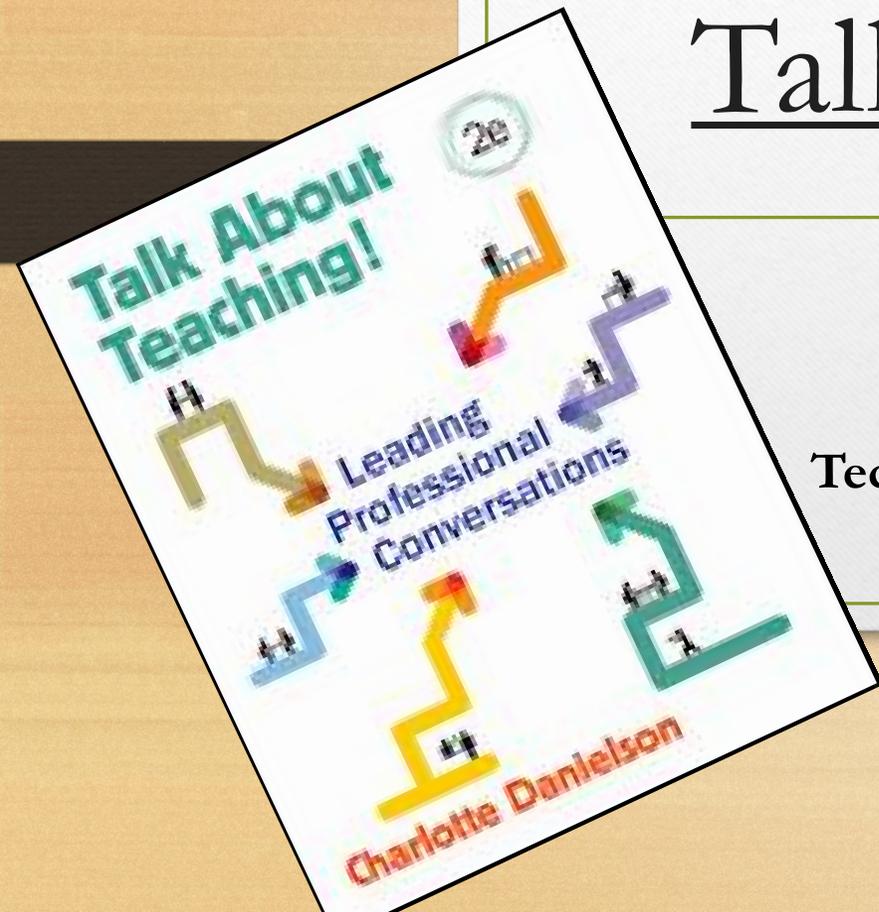
By Charlotte Danielson

MaryLou McGirr, MS.Ed.

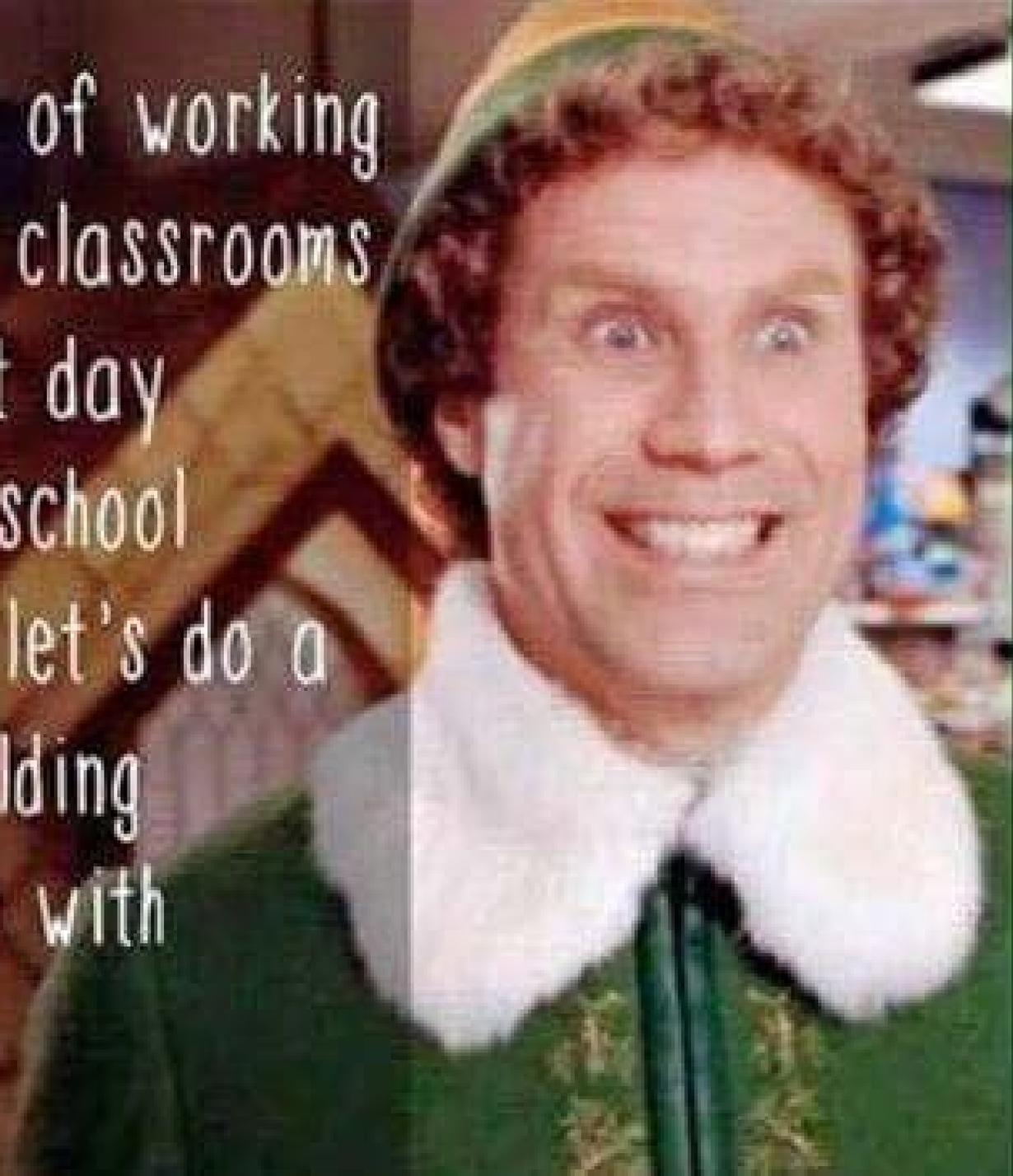
Learning Specialist

Technology and Innovation In Education

Danielson Group Consultant



Instead of working
in your classrooms
this last day
before school
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teambuilding
activity with
DATA!!!



What is driving educators to think about their teaching?

1. The quality of the teacher is the most important contributor (at least of factors within the school) of student learning.
2. The demands for student learning have been increasing, CCSS, assessments.
3. More rigorous standards for student learning demand teaching at higher levels exist.



Teach in new and rigorous ways:
self-assessment, reflection on practice and
professional conversations





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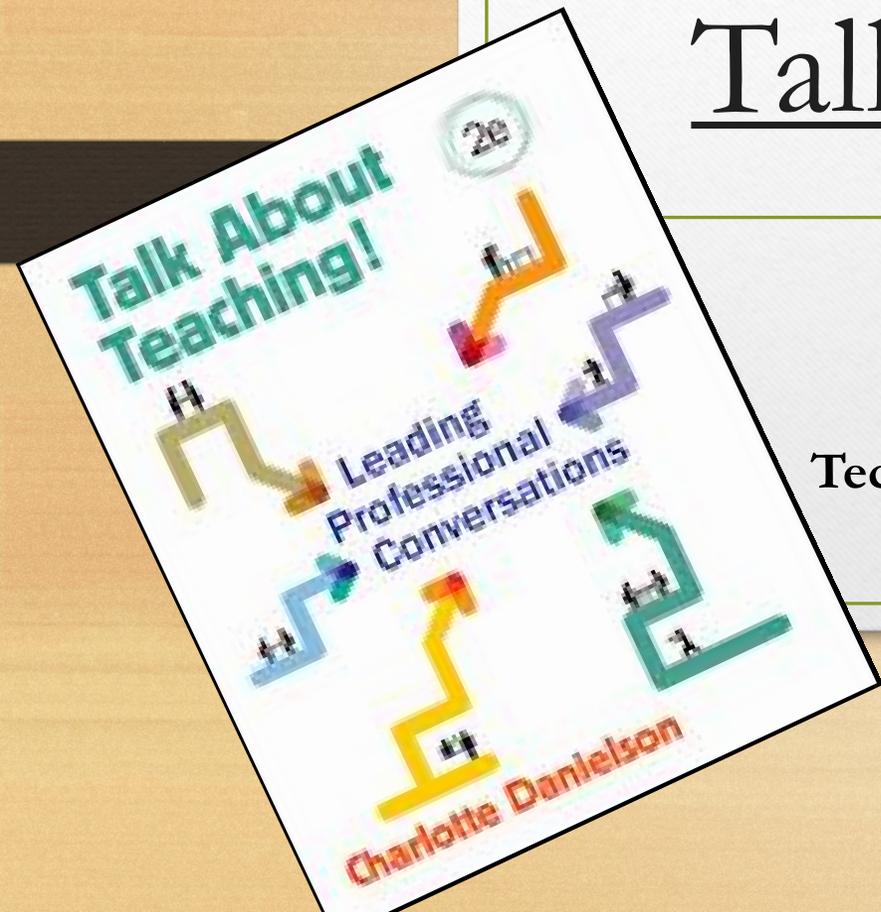
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Why Professional Conversations

Of all the approaches available to educators to promote teacher learning, the most powerful (and embedded in virtually all others) is that of *professional conversation*.

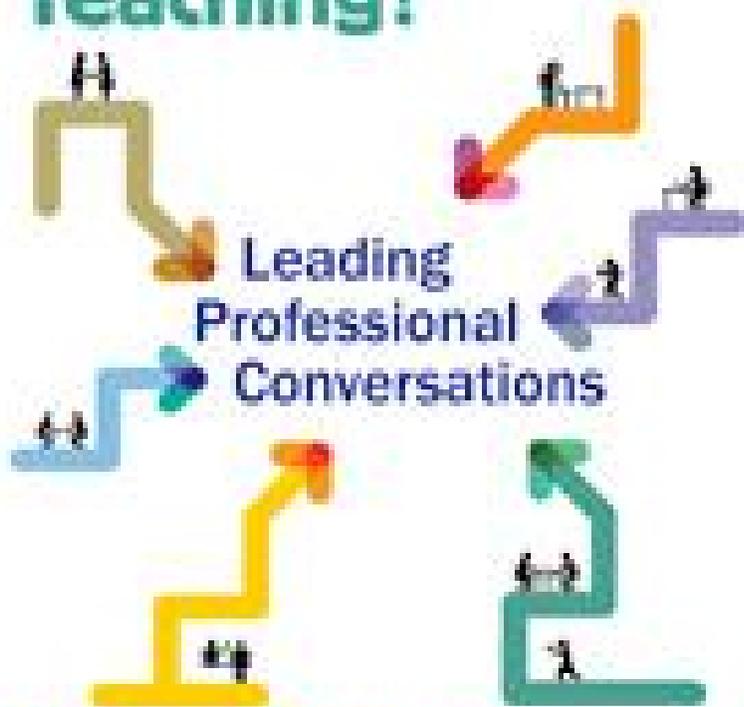
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2e



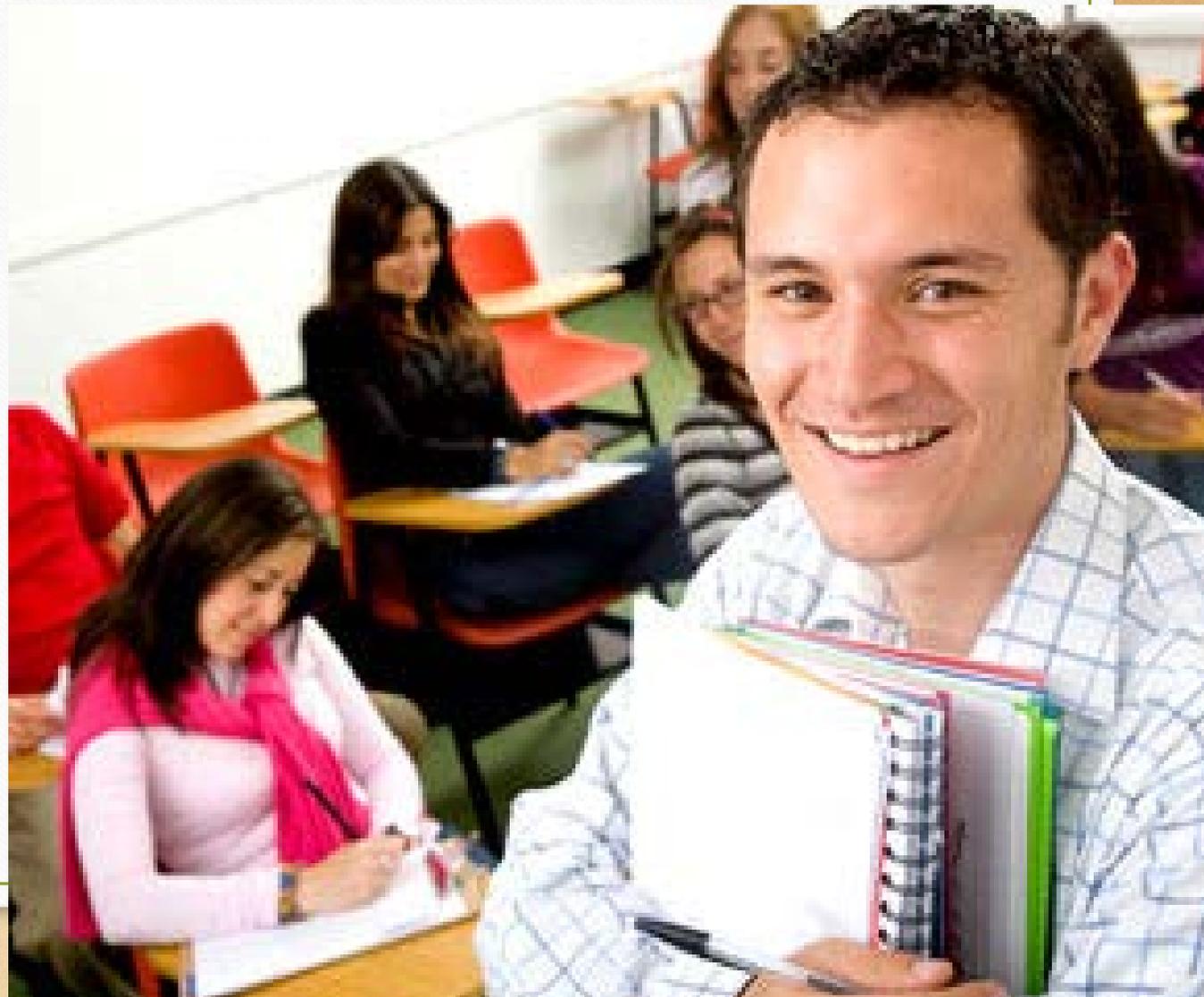
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Outcome

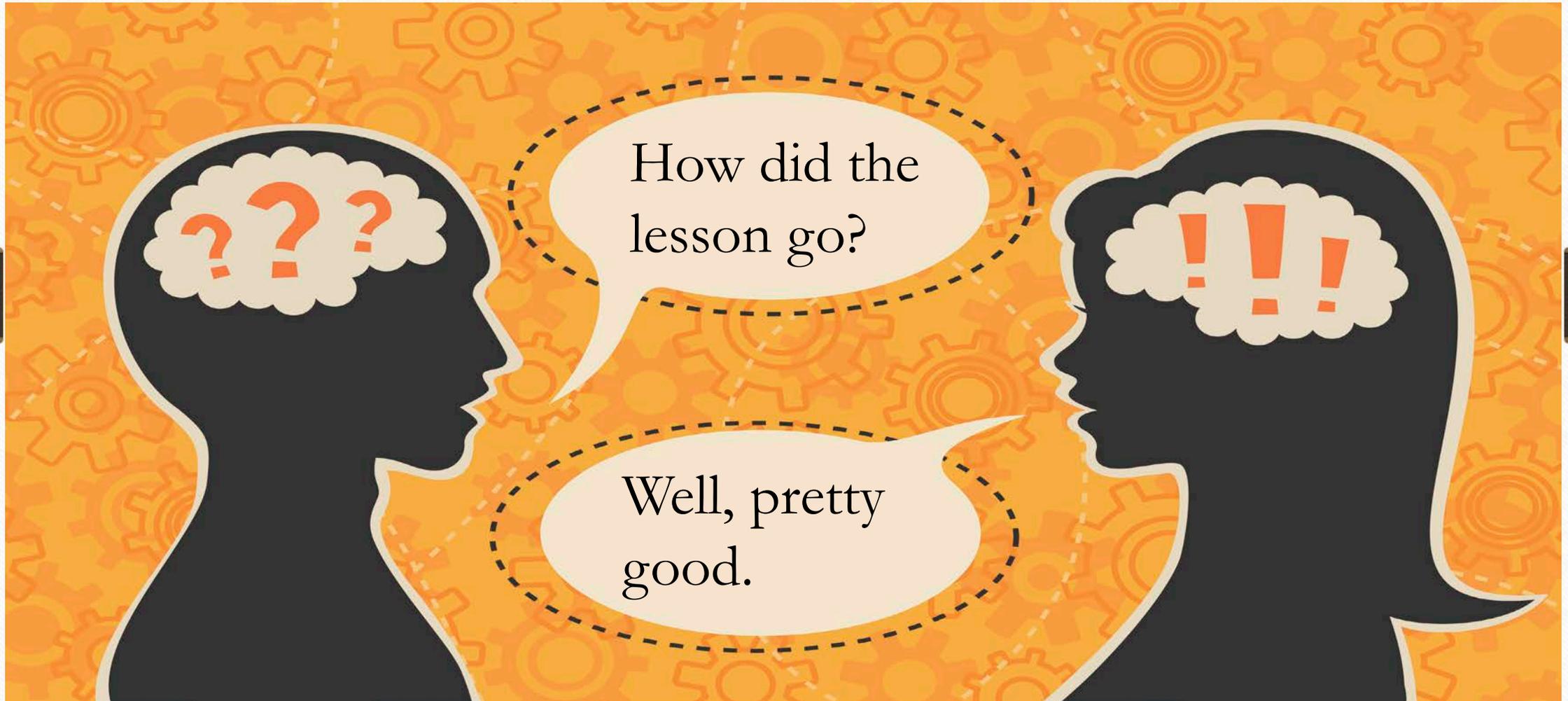
Understanding of how you might find this book helpful when determining how to have successful conversations about teaching.

Chapter 1: Why Professional Conversations

clarify their plans
examine practice
consider new possibilities



Chapter 1: Why Professional Conversations



Chapter 2: Power and Leadership in Schools

- Resolving the inevitable tension between the profession of teachers and the authority of administrators.

The Lone Ranger is Dead





The principal rallies the teachers to a consensus of the broad principals.

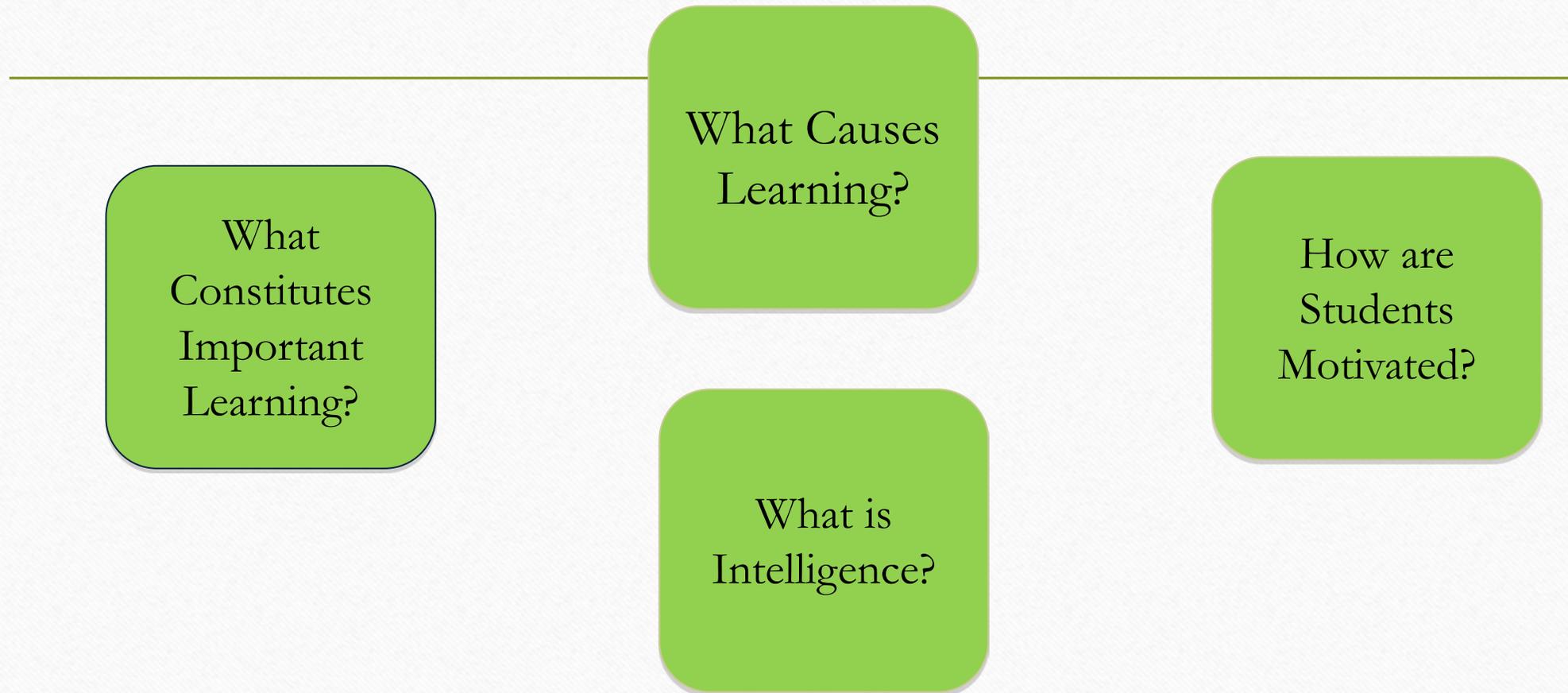
"The book's major strength is that it combines a discussion of what constitutes good teaching and how to conduct productive professional conversations. This book would be an excellent resource for supervisors and principals."

**M. Susan Bolte, Principal
Providence Elementary, Aubrey, TX**

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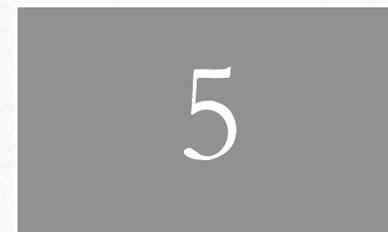
Chapter 3: The Big Ideas that Shape Professional Conversations



Chapter 4: The Topics for Conversations (22 components to 6 clusters)

Charlotte Danielson's FRAMEWORK FOR TEACHING 2013

<p>DOMAIN 1: Planning and Preparation</p> <p>1a Demonstrating Knowledge of Content and Pedagogy</p> <ul style="list-style-type: none"> Content knowledge and structure of the discipline • Prerequisite relationships • Content pedagogy <p>1b Demonstrating Knowledge of Students</p> <ul style="list-style-type: none"> Child and adolescent development • Learning process • Special needs Student skills, knowledge, and language proficiency • Interests and cultural heritages <p>1c Setting Instructional Outcomes</p> <ul style="list-style-type: none"> Values, sequence, and alignment • Goals • Balance Feasibility for diverse students <p>1d Demonstrating Knowledge of Resources</p> <ul style="list-style-type: none"> For classroom • To extend content knowledge and pedagogy • For students <p>1e Designing Coherent Instruction</p> <ul style="list-style-type: none"> Learning activities • Instructional materials and resources Instructional groups • Lesson and unit structure <p>1f Designing Student Assessment</p> <ul style="list-style-type: none"> Comprehensiveness of individual outcomes • Criteria and standards Design of formative assessments • Use for planning 	<p>DOMAIN 2: The Classroom Environment</p> <p>2a Creating an Environment of Respect and Rapport</p> <ul style="list-style-type: none"> Teacher interactions with students with both words and actions Student interactions with students with both words and actions <p>2b Establishing a Culture for Learning</p> <ul style="list-style-type: none"> Importance of content and learning Expectations for learning and behavior • Student pride in work <p>2c Managing Classroom Procedures</p> <ul style="list-style-type: none"> Management of individual groups Management of transitions Management of materials and supplies Performance of classroom routines <p>2d Managing Student Behavior</p> <ul style="list-style-type: none"> Expectations • Monitoring of student behavior Response to student misbehavior <p>2e Organizing Physical Space</p> <ul style="list-style-type: none"> Safety and accessibility Arrangement of furniture and physical resources
<p>DOMAIN 4: Professional Responsibilities</p> <p>4a Reflecting on Teaching</p> <ul style="list-style-type: none"> Accuracy • Use to future teaching <p>4b Maintaining Accurate Records</p> <ul style="list-style-type: none"> Student completion of assignments • Student progress in learning Instructional records <p>4c Communicating with Families</p> <ul style="list-style-type: none"> Information about instructional program • Information about individual students Engagement of families in instructional program <p>4d Participating in a Professional Community</p> <ul style="list-style-type: none"> Relationships with colleagues • Participation in school and district projects Involvement in culture of professional inquiry • Service to school <p>4e Growing and Developing Professionally</p> <ul style="list-style-type: none"> Enhancement of content knowledge/ pedagogical skill Responsibility to feedback from colleagues • Service to the profession <p>4f Showing Professionalism</p> <ul style="list-style-type: none"> Integrity/ethical conduct • Service to students • Advocacy Decision-making • Compliance with established regulations 	<p>DOMAIN 3: Instruction</p> <p>3a Communicating with Students</p> <ul style="list-style-type: none"> Expectations for learning • Directions for activities Expectations of content Use of oral and written language <p>3b Using Questioning and Discussion Techniques</p> <ul style="list-style-type: none"> Clarity of questions/prompts • Discussion techniques Student participation <p>3c Engaging Students in Learning</p> <ul style="list-style-type: none"> Activities and assignments • Grouping of students Instructional materials and resources • Structure and pacing <p>3d Using Assessment in Instruction</p> <ul style="list-style-type: none"> Assessment criteria Monitoring of student learning Feedback to students Student self-assessment and monitoring of progress <p>3e Demonstrating Flexibility and Responsiveness</p> <ul style="list-style-type: none"> Lesson adjustment • Response to students Persistence



Topics for Conversations

1. Clarity of Instructional Purpose and Accuracy of Content
2. Safe, Respectful, Supportive and Challenging Learning Environment
3. Classroom Management (2c, 2d and 2e)
4. Student Intellectual Engagement
5. Successful Learning for All Students
6. Professionalism



Topics for Conversations

1. Clarity of Instructional Purpose and Accuracy of Content (1a, 1b, 1c, 1d, 3a, 3b and 3c)
2. Safe, Respectful, Supportive and Challenging Learning Environment
3. Classroom Management (2c, 2d and 2e)
4. Student Intellectual Engagement
5. Successful Learning for All Students
6. Professionalism



Chapter 5: Conversation Skills





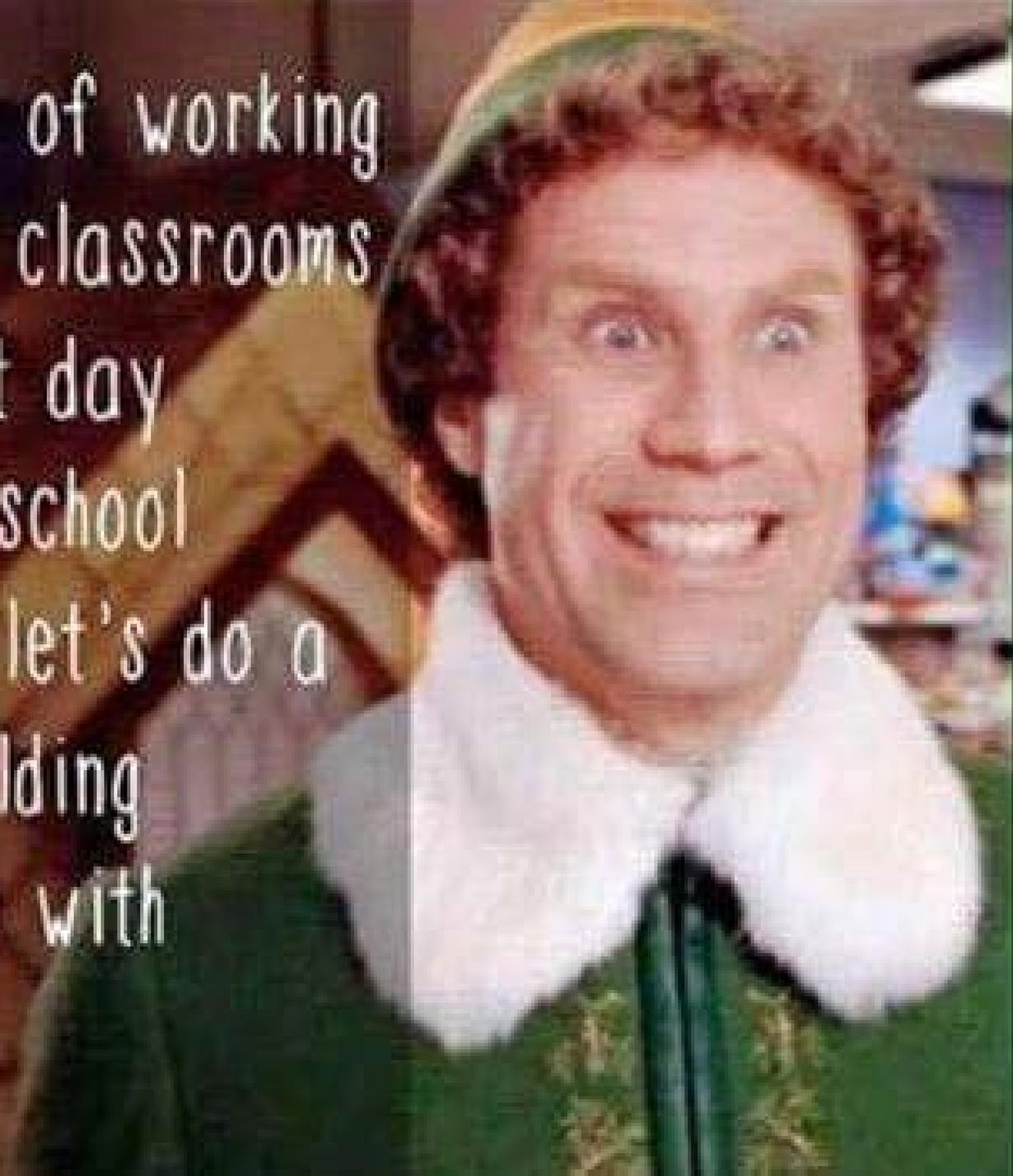
Chapter 6: Informal Professional Conversations

Chapter 7: Implementation Issue

- Finding time for conversations.
- Establishing trust – most important condition for having professional conversations.
- Understanding the big ideas and topics – common language.

Chapter 8: Activities for Implementation

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in your classrooms
this last day
before school
starts, let's do a
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DATA!!!



More rigorous standards for student learning demand teaching at higher levels.

Teaching is cognitive work.

Demands metacognition.





Thank You. Enjoy the Conference.

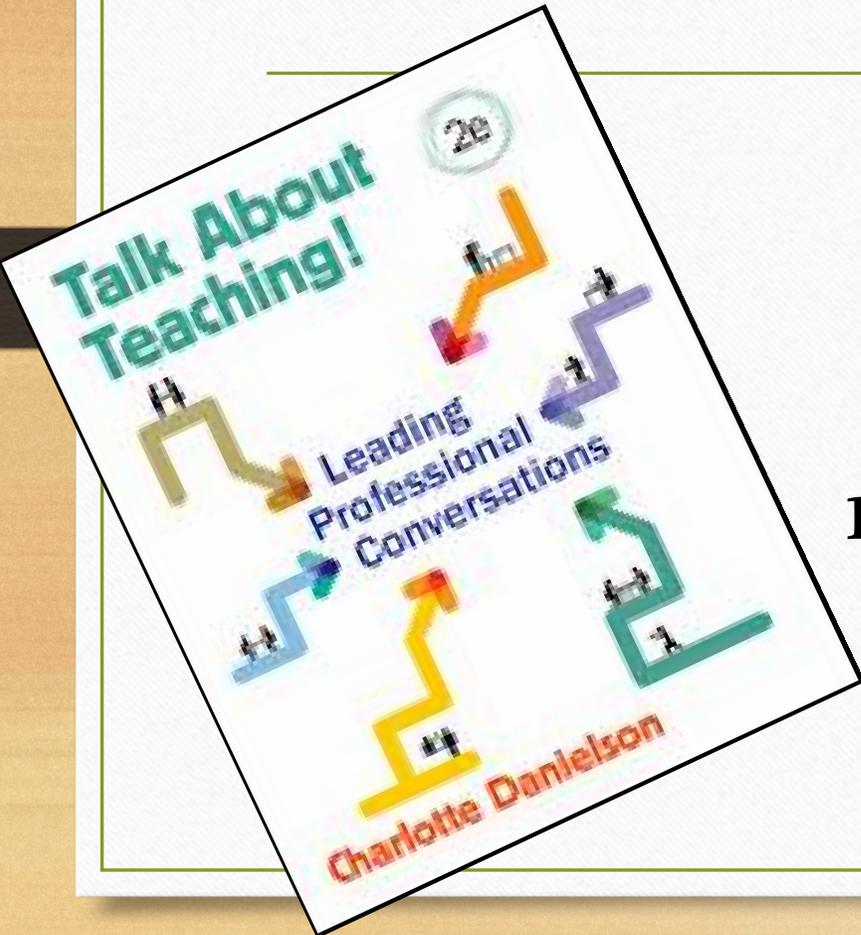
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