



Menu

This Menu gives you quick access to all the content for *Teacher Evaluation Using the Danielson Framework*. It will also keep track of your progress as you work your way through the program's video content in the topics. When you feel comfortable with the content of a particular section, take the corresponding assessment.

Module 1:

The Quest for Teacher Quality

This topic is:
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Topic A:

Improving the Current Teacher Evaluation System | 30 min | Hide Content

1. What is good teaching? Program Overview | 03:00
2. Why is it so important to have an evaluation system? | 06:10
3. What are the key questions an evaluation system should address? | 07:45
4. There is more to teacher evaluation than classroom observation | 06:00
5. The importance of reflection, dialogue and inquiry | 04:25
6. An Overview of the 3 Track Model | 01:55

This topic is:
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Topic B:

The Classroom Observation: Evidence Versus Opinion | 50 min | Hide Content

1. What qualifies as "evidence"? | 05:05
2. Student work is a great source of evidence | 02:40
3. What is not evidence? | 02:55
4. Group Discussion: Do you have a bias? Are you sure?! | 05:27
5. Assignment: Can you tell the difference between evidence and opinion? | 00:50
6. Assignment Review: Charlotte reveals the answers | 07:55
7. Guided Practice: Charlotte models how to collect evidence | 01:20
8. Observe Charlotte collecting evidence from Mr. Rose's lesson | 04:45
9. Observe Charlotte collecting evidence from Mr. Rose's lesson (cont'd) | 05:40
10. Independent Practice: Collect evidence from Ms. Paul's lesson | 05:25
11. Independent Practice: Collect evidence from Ms. Paul's lesson (cont'd) | 02:20
12. Compare your evidence with Charlotte's | 05:15

Assessment:

The Quest for Teacher Quality

Module 2:

Building Evaluation Skills: Gathering Evidence from a Classroom Observation

This topic is:
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Topic A:

Gathering Evidence of Domain Two (Classroom Environment) | 15 min | Hide Content

1. A quick review of the Framework for Teaching - 4 domains & 22 components | 02:10
2. Digging deeper into the framework for teaching | 06:00
3. Is there anything missing from the Framework for Teaching? | 01:30
4. Review: Five components of Domain 2 | 04:55

This topic is:
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Topic B:

Gathering Evidence of Domain Three (Instruction) | 18 min | Hide Content

1. Review: Five components of Domain 3 | 06:05

2. Review: Five components of Domain 3 (cont'd) | 06:55
3. What does student engagement really look like? | 05:05

This topic is:
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Topic C:

Guided Practice: Charlotte Models Evidence Collection from a Real Classroom — Ms Hatch | 52 min | Hide Content

1. Guided Practice: Gather evidence from Ms.Hatch's lesson | 01:38
2. Ms. Hatch - Part 1: Observe lesson and gather evidence | 04:25
3. Danielson Group - Part 1: Listen to their analysis | 04:20
4. Ms. Hatch - Part 2: Observe lesson and gather evidence | 08:20
5. Danielson Group - Part 2: Listen to their analysis | 06:30
6. Ms. Hatch - Part 3: Observe lesson and gather evidence | 03:10
7. Danielson Group - Part 3: Listen to their analysis | 02:00
8. Ms. Hatch - Part 4: Observe lesson and gather evidence | 05:20
9. Danielson Group - Part 4: Listen to their analysis | 05:30
10. Ms. Hatch - Part 5: Observe lesson and gather evidence | 01:40
11. Danielson Group - Part 5: Listen to their analysis | 03:50
12. What evidence is in the student work from Ms Hatch's class? | 05:35

This topic is:
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Topic D:

Independent Practice: Collect and Record Your Own Evidence from a New Classroom — Ms Givens | 31 min | Hide Content

1. Independent Practice: Collect evidence from Ms Givens' lesson | 00:50
2. Ms. Givens - Part 1: Observe lesson and gather evidence | 07:35
3. Ms. Givens - Part 2: Observe lesson and gather evidence | 07:13
4. Ms. Givens - Part 3: Observe lesson and gather evidence | 15:34

Assessment:

Building Evaluation Skills: Gathering Evidence from a Classroom Observation

Module 3: Interpreting Evidence and Determining Levels of Performance

This topic is:
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Topic A:

Determining Levels of Performance: The Big Ideas of Each Level | 23 min | Hide Content

1. What are the different levels of performance? | 02:10
2. What does "unsatisfactory" mean? | 03:40
3. What is considered "basic"? | 02:25
4. What does "proficient" teaching look like? | 02:35
5. What is "distinguished" teaching? | 05:25
6. How NOT to use levels of performance | 04:50
7. Extra Practice: Generate your own classroom examples | 01:50

This topic is:
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Topic B:

Determining Levels of Performance: Practice Opportunities | 23 min | Hide Content

1. How can this program help to develop inter-rater reliability? | 01:35
2. Guided Practice: Interpret evidence from Ms Hatch's lesson | 01:23
3. Listen to the analysis of Ms. Hatch's lesson: Domain 2 levels | 07:00
4. Listen to the analysis of Ms. Hatch's lesson: Domain 3A, 3B, 3C levels | 07:33
5. Listen to the analysis of Ms. Hatch's lesson: Domain 3D & 3E levels | 03:43
6. Independent Practice: Interpret Evidence from Ms Given's Classroom | 01:40

Assessment:

Interpreting Evidence and Determining Levels of Performance**Module 4:
Effective Coaching Skills**This topic is:
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Topic A:

Building Conferencing Skills / A Questionable Conference | 22 min | Hide Content

1. How NOT to conduct a pre and post-conference: A Dramatization | 07:50
2. What conversation techniques are necessary for good conferences? | 06:40
3. How to use conferences to elicit teacher thinking | 06:40

This topic is:
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Topic B:

A Good Conference | 17 min | Hide Content

1. Observe how to conduct a pre-conference | 07:20
2. Observe how to conduct a post-conference | 04:40
3. Observe how to conduct a post-conference (cont'd) | 05:15

This topic is:
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Topic C:

The Planning & Reflection Conferences | 20 min | Hide Content

1. What does Charlotte think about the conference examples? | 05:35
2. What would have made this conference better? | 04:05
3. What are the benefits and challenges of conferencing? | 06:15
4. Some final thoughts on the evaluation cycle | 03:45

Assessment:

Effective Coaching Skills: Having Meaningful Professional Conversations with Your Teachers**Module 5:
A Complete Observation: Putting it All Together**This topic is:
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Topic A:

A Complete Observation Starts with a Planning Conference: Watch a Real Principal in Action | 15 min | Hide Content

1. What are the components of a complete observation? | 06:10
2. Why is the planning conference so important? | 02:50
3. Observe a real planning conference: Mr. Raney and Ms. McGee | 06:20

This topic is:
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Topic B:

Gather Evidence Along with the Principal in This Real Classroom Lesson | 30 min | Hide Content

1. Get ready to gather evidence as you watch Ms. McGee's lesson | 03:10
2. Observe Ms. McGee's math lesson: Part 1 | 06:45
3. Observe Ms. McGee's math lesson: Part 2 | 06:00
4. Observe Ms. McGee's math lesson: Part 3 | 07:35
5. Observe Ms. McGee's math lesson: Part 4 | 07:20

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Topic C:

Listen to What the Danielson Experts Observed and the Levels of Performance Suggested | 35 min | Hide Content

1. Listen to Charlotte's analysis of Ms. McGee's lesson (2A, 2B, 2C) | 06:50
2. Listen to Charlotte's analysis of Ms. McGee's lesson (2D, 2E, 3A) | 06:30
3. Listen to Charlotte's analysis of Ms. McGee's lesson (3B, 3C:) | 07:00
4. Listen to Charlotte's analysis of Ms. McGee's lesson (3D, 3E) | 06:25
5. Getting ready for the reflection conference: Charlotte's advice | 03:30
6. Are you still gathering evidence during the reflection conference? | 05:10

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Topic D:

Watch the Real Post Conference that Followed the Classroom Lesson Above | 40 min | Hide Content

1. Listen in on Ms. McGee's reflection after her lesson | 04:05
2. Observe Mr. Raney and Ms. McGee in the reflection conference | 05:10
3. Observe Mr. Raney and Ms. McGee in the reflection conference (2B, 2C, 2D, 2E, 3A, 3B) | 08:15
4. Observe Mr. Raney and Ms. McGee in the reflection conference (3C, 3D) | 03:05
5. Observe Mr. Raney and Ms. McGee in the reflection conference (Domain 4) | 08:20
6. What did Charlotte think about the reflection conference? | 08:00
7. Mr. Raney and Ms. McGee share the benefits of using the Framework for Teaching | 02:45

Assessment:

A Complete Observation: Putting it All Together

Module 6: A Professional Portfolio: The 'Artifact Party'

This topic is:
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Topic A:

Using Artifacts to Help Determine Performance Levels | 24 min | Hide Content

1. What evidence can be collected for Domain 1 and Domain 4? | 06:20
2. Portfolios can be used in teacher evaluation | 01:20
3. Observe an artifact party in action | 06:40
4. The benefits of sharing artifacts | 08:50
5. Assignment: Practice Looking For Evidence in Artifacts | 00:35

Module 7: Using Evaluation Data to Set Professional Development Goals

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Topic A:

Using Evaluation Data to Set Professional Development Goals | 38min | Hide Content

1. What about experienced and tenured teachers? | 06:45
2. Tips for setting professional goals | 04:15
3. Observe a school goal setting meeting about improving teacher reflections | 07:00
4. What is the key element of a professional goal? | 02:00
5. Is self-directed inquiry easy to implement? | 06:45
6. Observe a teacher-mentor reflection and coaching session | 07:40
7. Create a personal learning plan (PLP) aligned to the Danielson Framework | 03:05

Assessment:

Using Evaluation Data to Set Professional Development Goals

Module 8: Evaluating and Coaching the Underperforming Teacher

This topic is:
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Topic A:

Evaluating and Coaching the Underperforming Teacher | 18 min | Hide Content

1. What to do when teachers need intensive assistance | 04:20
2. Three phases in a "Track Three Intervention" | 05:05
3. Observe a Track Three Intervention between a teacher and principal | 06:30
4. What does Charlotte think about using student data in teacher evaluations? | 02:05

This topic is:
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Topic B:

Lessons Learned from a State-Wide Implementation of the Danielson Framework | 34 min | [Hide Content](#)

1. Teacher evaluation has really changed in Delaware! | 05:10
2. How Delaware introduced their new evaluation system | 05:15
3. How did they manage the paradigm shift and change process? | 07:40
4. Implementation tips and best practices | 07:30
5. What were the keys to a successful implementation? | 04:35
6. Charlotte Danielson sums up the big ideas of teacher evaluation | 03:40

Assessment:

Evaluating and Coaching the Underperforming Teacher