DANIELSON MODEL

Proficient vs. Excellent

Which one am I?

Quality Assessments are Critical for Gathering Feedback to Drive Instruction

Framework
4 Domains, 22 Components, 76 Elements

Originally designed to grow teachers and move toward excellence over time – not originally for summative evaluation purposes.

In Illinois, we don't really feel we have this luxury due to PERA. Most common instrument for summative evaluation.

It's hard to argue that each component is not important to teaching in some way.

DOMAIN 1: Planning and Preparation

1a Demonstrating Knowledge of Content and Pedagogy
- Content knowledge • Prerequisite relationships • Content pedagogy

1b Demonstrating Knowledge of Students
- Child development • Learning process • Special needs
- Student skills, knowledge, and proficiency
- Interests and cultural heritage

1c Setting Instructional Outcomes
- Value, sequence, and alignment • Clarity • Balance
- Suitability for diverse learners

1d Demonstrating Knowledge of Resources
- For classroom • To extend content knowledge • For students

1e Designing Coherent Instruction
- Learning activities • Instructional materials and resources
- Instructional groups • Lesson and unit structure

1f Designing Student Assessments
- Congruence with outcomes • Criteria and standards
- Formative assessments • Use for planning

DOMAIN 2: The Classroom Environment

2a Creating an Environment of Respect and Rapport
- Teacher interaction with students • Student interaction with students

2b Establishing a Culture for Learning
- Importance of content • Expectations for learning and achievement
- Student pride in work

2c Managing Classroom Procedures
- Instructional groups • Transitions
- Materials and supplies • Non-instructional duties
- Supervision of volunteers and paraprofessionals

2d Managing Student Behavior
- Expectations • Monitoring behavior • Response to misbehavior

2e Organizing Physical Space
- Safety and accessibility • Arrangement of furniture and resources

DOMAIN 4: Professional Responsibilities

4a Reflecting on Teaching
- Accuracy • Use in future teaching

4b Maintaining Accurate Records
- Student completion of assignments
- Student progress in learning • Non-instructional records

4c Communicating with Families
- About instructional program • About individual students
- Engagement of families in instructional program

4d Participating in a Professional Community
- Relationships with colleagues • Participation in school projects
- Involvement in culture of professional inquiry • Service to school

4e Growing and Developing Professionally
- Enhancement of content knowledge and pedagogical skill
- Receptivity to feedback from colleagues • Service to the profession

4f Showing Professionalism
- Integrity/ethical conduct • Service to students • Advocacy
- Decision-making • Compliance with school/district regulations

DOMAIN 3: Instruction

3a Communicating With Students
- Expectations for learning • Directions and procedures
- Explanations of content • Use of oral and written language

3b Using Questioning and Discussion Techniques
- Quality of questions • Discussion techniques • Student participation

3c Engaging Students in Learning
- Activities and assignments • Student groups
- Instructional materials and resources • Structure and pacing

3d Using Assessment in Instruction
- Assessment criteria • Monitoring of student learning
- Feedback to students • Student self-assessment and monitoring

3e Demonstrating Flexibility and Responsiveness
- Lesson adjustment • Response to students • Persistence

Performance Levels: Key Words

Teacher-directed success!

Student-directed success!

Unsatisfactory	Needs Improvement/ Developing BASIC	Effective PROFICIENT	Highly Effective DISTINGUISHED
■Unsafe	■Partial	■Consistent	■Deep and thorough
■Lack of	■Rudimentary	■Effective	■Highly
■Unaware	■Somewhat	■Successful	■Subtle
■Harmful	■Inconsistently	■Appropriate	■Skillful
■Inappropriate	■Attempts	■Individualized	■Preventative
■Unclear	■Awareness	■Clear	■Sophisticated
■Poor	■Moderate	■Positive	■Students...
■Unsuitable	■Minimal	■Smooth	■Always
■None	■Some	■Most	

Levels of cognition and constructivist learning increase

LaSalleCountyRegionalAugust2011

There's Nothing Wrong with Proficient!

Accomplished, Well Advanced, Skillful, Versed

- If I'm proficient it's not bad – I just want to be excellent.
- But it's hard for us to swallow – especially when we used to be excellent.

Evaluation Realities...

- The Rater's professional judgement is a factor.
- Some subjectivity is always present by both parties – different frames of reference.
- The onus is on the teacher to demonstrate and/or provide evidence to move up.
- There should be a preponderance of evidence.
- Excellence is attainable – just pretty dang hard to get to and stay there.

Hard to Swallow…

- We're all excellent at times and in certain ways but it's difficult to sustain.
- Ok, there are times where maybe I'm even a Needs Improvement.
- I need to find out what I need to fix and fix it.
- I know I'm good, but am I excellent in most areas most of the time?
- I'm hard enough on myself… I don't need your help.
- If you don't rate me Excellent, it feels punitive to me.

Sometimes, Things Get in the Way...

Excellence: greatness, perfection, superiority

- Life
- Time
- Family
- Illness
- Fatigue
- Desire
- Someone else's opinion of me

Sooo... What's Needed?

- Professional Conversations
  - Constructive
  - Honest
  - Growth-oriented
  - 2-way
- Reflection
- Goals
- Collaboration
- Opportunities for Improvement
- Professional Development

Check Out Our Teacher Resources Page

www.roe53.net