

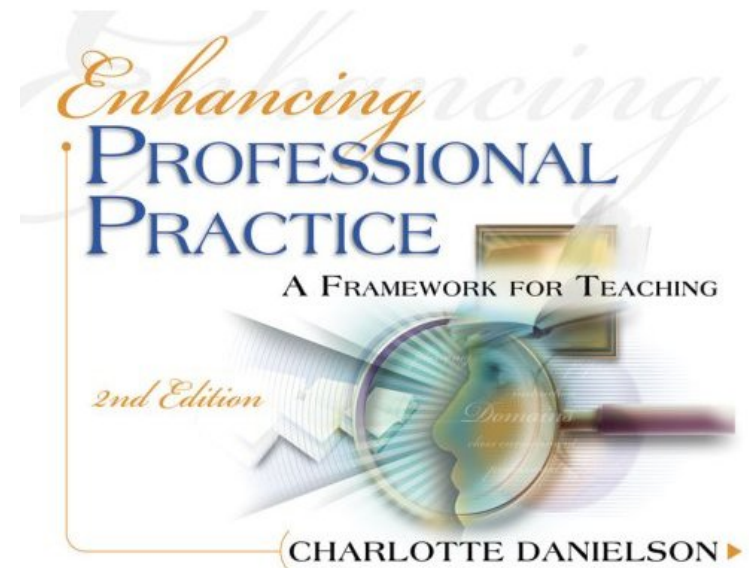
# Creating a Classroom Environment to Maximize Student Learning

The Danielson Framework for Effective Teaching



# Our goals today

- \* Develop a deeper understanding of the components within the Classroom Environment domain
- \* See concrete examples of how those components manifest themselves in the classroom
- \* Provide you with some additional resources to use on your own



# Our primary resources

- \* Pages 64-76 from our Danielson Text
- \* Various Handouts from the Training Packet
- \* Videos from the [Teachscape](#) “Observer Training” online tutorial



A screenshot of a web browser displaying the Framework for Teaching Proficiency System interface. The browser's address bar shows "Framework for Teaching Pr...". The page header includes "Framework for Teaching Proficiency System" and the email "ricpan@bergen.org". The main content area features three sections: "Observer Training" (circled in red), "Scoring Practice", and "Initial Proficiency Test". The "Observer Training" section includes a description: "Deepen framework knowledge and its practical application in the classroom through interactive activities using master-scored videos. Includes Bias Awareness training." and a completion date of "06/30/2013". Below it is a "Training History" link. The "Scoring Practice" section includes a description: "View classroom videos, score using a rubric, compare scores with the scores assigned by experts, and read the experts' scoring rationale to improve your observation accuracy." and a completion date of "06/30/2013". Below it is a "Scoring Practice History" link. The "Initial Proficiency Test" section includes a description: "Take the test and be rated for proficiency in classroom observational skills specific to your grade span based on the Framework for Teaching." and a "Test Status: Proficient". Below this, it shows "Stage 1: 1 of 2 attempts, Passed" and "Last Tested: 09/20/2012". To the right, it shows "Stage 2: 2 of 2 attempts, Passed". Below this is a "Proficiency Assessment Results" link.

# 2a: Building respect and rapport

- \* How does Danielson define “Evidence?”
  - \* Observable facts
  - \* Concrete things that we see happening in the classroom
  - \* Things students do or say
  - \* Things teachers do or say
  - \* Not people’s interpretations of effectiveness



# 2a: Building respect and rapport

- \* Complete the following activity in groups of 2-5:
  - \* Use pp. 162-163 from the Danielson toolkit to create a list of 3-5 pieces of observable evidence that one could find in a classroom environment of respect and rapport
  - \* Groups report out
  - \* Teachers watch the sample video for 2a and record relevant evidence individually



20 minutes

# 2a: Building respect and rapport

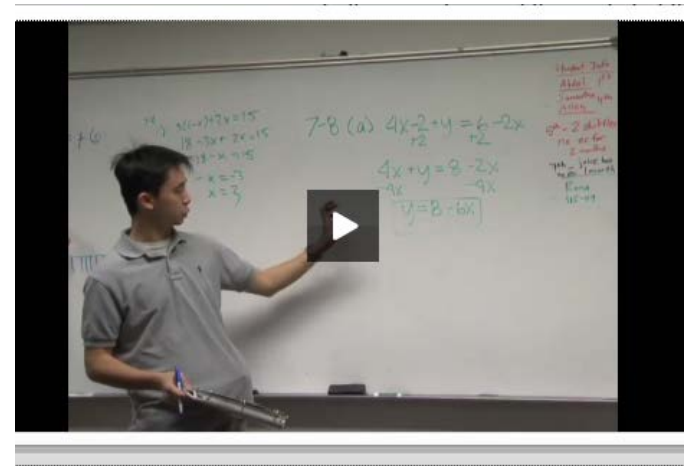
- \* Share evidence within your group, then score together using rubric on p. 163 of the toolkit
- \* Groups report out
- \* Follow-up resource on p. 167 (KWL Chart)



10 minutes

# 2b: Establishing a culture of learning

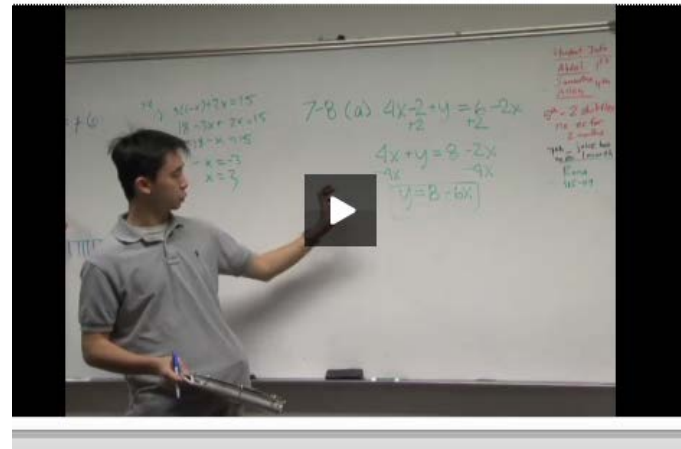
- \* Complete the following activity in groups of 2-5:
  - \* Use pp. 175-176 from the Danielson toolkit to create a list of 3-5 pieces of observable evidence that one could find in a good culture of learning
  - \* Groups report out
  - \* Teachers watch the sample video for 2b and record relevant evidence individually



20 minutes

# 2b: Establishing a culture of learning

- \* Share evidence within your group, then score together using rubric on p. 175-176 of the toolkit
- \* Groups report out
- \* Follow-up resource on pp. 177-179 (Element Reflection)



10 minutes



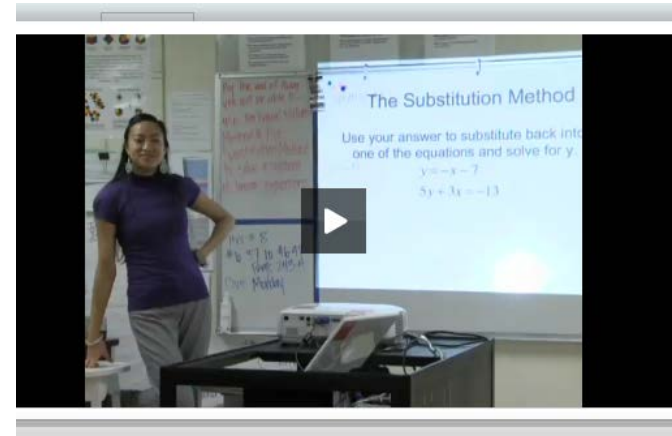
# 2c: Managing classroom procedures

- \* Groups of 2-5 select **one** of the following:
  1. Activity on managing instructional groups on pp. 197-199
  2. Activity on making more efficient instructional transitions on pp. 201-203
- \* Once all groups have completed their activity, engage in whole group discussion on, “What things should teachers keep in mind when it comes to this component?”

15 minutes

# 2d: Managing student behavior

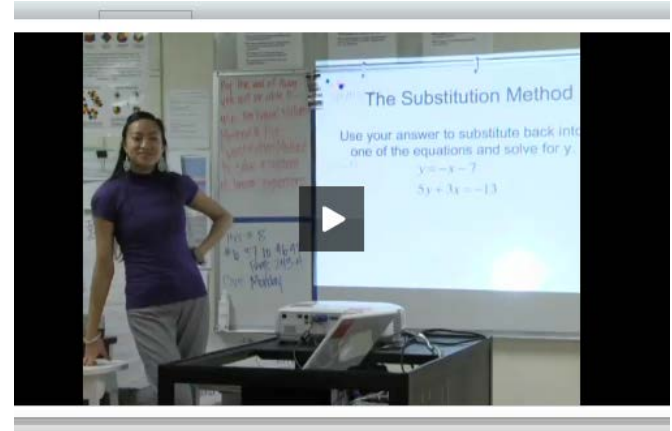
- \* Complete the following activity in groups of 2-5:
  - \* Use pp. 218-219 from the Danielson toolkit to create a list of 3-5 pieces of observable evidence that one could find in the classroom of a good manager of student behavior
  - \* Groups report out
  - \* Teachers watch the sample video for 2d and record relevant evidence individually



20 minutes

# 2d: Managing student behavior

- \* Share evidence within your group, then score together using rubric on pp. 218-219 of the toolkit
- \* Groups report out
- \* Follow-up resource on pp. 220-222, and 231 (Element Reflection & Student Tool)



10 minutes

# 2e: Organizing physical space

Time permitting

- \* Groups of 2-5 select **one** of the following:
  1. Activity on safety and access on pp. 235-239
  2. Activity on the use of physical resources on pp. 240-245 (one teacher from the group will need to volunteer a lesson idea to use)
- \* Once all groups have completed their activity, engage in whole group discussion on, “What things should teachers keep in mind when it comes to this component?”

15 minutes