

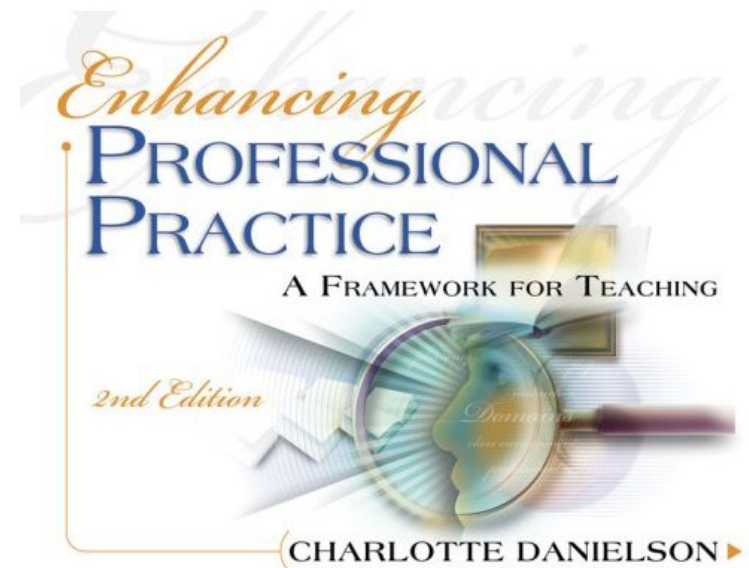
Instructional Methods to Maximize Student Learning

The Danielson Framework for Effective Teaching



Our goals today

- * Develop a deeper understanding of the components within the Instruction 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 77-91 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 user 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, a completion deadline of 06/30/2013, and a "Training History" link. The "Scoring Practice" section includes a description, a completion deadline of 06/30/2013, and a "Scoring Practice History" link. The "Initial Proficiency Test" section includes a description and a "Proficiency Assessment Results" link. At the bottom, a summary box shows "Test Status: Proficient", "Stage 1: 1 of 2 attempts, Passed", "Last Tested: 08/20/2012", and "Stage 2: 2 of 2 attempts, Passed".

3a: Communicating with Students

- * Complete the following activity in groups of 2-5:
 - * Use pp. 250-251 from the Danielson toolkit to create a list of 3-5 pieces of observable evidence that one should see when a teacher effectively communicates with students
 - * Groups report out
 - * Teachers watch the sample video for 3a and record relevant evidence individually



20 minutes

3a: Communicating with Students

- * Share evidence within your group, then score together using rubric on p. 250-251 of the toolkit
- * Groups report out
- * Follow-up resource on p. 255 (Sharing expectations for learning)



10 minutes

3b: Using Questioning and Discussion Techniques

- * Groups of 2-5 select **one** of the following:
 1. Discussion on the quality of questions on pp. 280-282
 2. Activity on getting students to build on each other's responses on p. 289
- * Once all groups have completed their activity, engage in whole group discussion on, “What things should teachers keep in mind when it comes to questioning technique and discussion?”
- * Follow-up: Self assessment on p. 299

15 minutes

3c: Engaging Students in Learning

- * Complete the following activity in groups of 2-5:
 - * Use pp. 304-305 from the Danielson toolkit to create a list of 3-5 pieces of observable evidence that one should find with a teacher who engages students
 - * Groups report out
 - * Teachers watch the sample video for 3c and record relevant evidence individually



20 minutes

3c: Engaging Students in Learning

- * Share evidence within your group, then score together using rubric on pp. 304-305 of the toolkit
- * Groups report out
- * Follow-up resource on pp. 310-311 (Creating engaging activities)



10 minutes

3d: Using Assessment in Instruction

- * Complete the following activity in groups of 2-5:
 - * Use pp. 331-332 from the Danielson toolkit to create a list of 3-5 pieces of observable evidence that one should find in a classroom with effective assessment
 - * Groups report out
 - * Teachers watch the sample video for 3d and record relevant evidence individually



20 minutes

3d: Using Assessment in Instruction

- * Share evidence within your group, then score together using rubric on pp. 331-332 of the toolkit
- * Groups report out
- * Follow-up resource on pp. 350-351 (Giving better feedback)



10 minutes

3e: Demonstrating Flexibility and Responsiveness

Time permitting

- * Groups of 2-5 select **one** of the following:
 1. Discussion on lesson adjustment on pp. 359-361
 2. Discussion on responding to student needs on pp. 364-366
- * Once all groups have completed their activity, engage in whole group discussion on, “What things should teachers keep in mind when it comes to being flexible in the classroom?”
- * Follow-up: Action flow lesson plan on pp. 362-363

15 minutes

Lingering Questions

- * Engage in a whole group discussion on some of the lingering questions related to this domain:
 - * 3a: Communicating with Students
 - * 3b: Using Questioning and Discussion Techniques
 - * 3c: Engaging Students in Learning
 - * 3d: Using Assessment in Instruction
 - * 3e: Demonstrating Flexibility and Responsiveness