THE DANIELSON GROUP

THE FRAMEWORK FOR TEACHING 2022:

A COMMON VISION OF INSTRUCTIONAL EXCELLENCE

Pre-Work: Batteries and Bulbs Reading Guide

You will read "Batteries & Bulbs". It was written by Charlotte Danielson and her mother in 1971 and is based on Charlotte's first year as a classroom teacher in Washington, DC. As you read, identify 2 - 3 moments in the text that stand out to you for each question.

	Teaching Moments
What allowed for learning to occur?	
What motivated the learners?	
What was the role of the teacher?	

Batteries and Bulbs

This story is about a single classroom in Washington, D.C. during the school year 1970-71. The children are mostly six and seven years old; a few are eight. They call it a combined first and second grade. It is an open classroom. Someday, this expression or one like it, will be sufficient to define what we have in Room 225.

One day, early in the year, I brought into the classroom a shoe-box filled with flashlight batteries, small light bulbs, and short lengths of wire. Half-a- dozen boys fell on the collection with pleasure, and if I hadn't asserted myself it would probably have been scattered beyond finding within five minutes. Or it might even have vanished piece by piece into people's pockets, like the magnets. Those magnets, a collection of about 50 small bars, disappeared in a single day; no one had any idea where they could have gone. Since then, I've used the classroom life of a small object as the measure of its success: the shorter the more successful.

"OK, friends, let's have it all back, and I'll show you what'll happen with this stuff." Two or three repetitions of this, plus a little help from a couple of the boys who were eager to find out – "Give it ba-a- ack. We can't see no lights if you won't give it back." — and the lesson began.

It consisted of showing them how to light up the bulb with one battery and then with two batteries.

The boys – no girls in the first group, I now remember with interest – took off. For twenty or thirty minutes the corner of the room was exploding with people showing other people what they were doing. What they were actually doing was not particularly world shaking and as always it took them longer to do it than I had thought it would. But everyone in the group had put together a battery, a light, a piece of wire, and had seen the little bulb glow most satisfactorily as a result. They asked questions, and speculated and instructed each other, and after a while I think they all understood, with varying degrees of scientific insight, what was going on.

They hung over the table making bulbs glow for quite a while, and some of them cruised around the room, interrupting math and writing, and painting, and building, and reading, to show the other kids what they could do. This, of course, recruited some of the others. This time some girls, and sooner or later about three-fourths of the class had had a crack at the batteries.

At one point things got a little wild when it occurred to someone that the experiment would be especially interesting in the dark, and there followed a scramble to get into the coat closets at the end of the room. These closets have doors that fold back into the closet space, and with multiple little boys crammed into the space, the doors simply will not close. This caused much yelling and pushing and shoving and an exchange in loud voice and the educational aspects of it got lost for a minute. However, it simmered down eventually with a little help from Josephine and me, and then little by little the students forgot and returned to the original table, if not the original box.

Batteries and Bulbs

All the time this was going on, Victor was standing near the source of supplies, quietly fiddling with the batteries. I hadn't noticed him, really, until he came up to me with three batteries scotch-taped together lengthwise, bulb held at one end, and the wire stretched a long way from the bottom to the top.

"Hey, look," he said, "it's brighter when it has three batteries."

"That's right, it is. Do you know why?

"More electricity?"

"Right."

"Four batteries would be brighter than that?"

"I should think so, wouldn't you? Try it and see."

"What would happen if I have 100 batteries?"

"I don't know, Victor. I've never tried it, but I should think you might burn out the bulb somewhere along the way."

His eyes gleamed. "Burn out the bulb? Hey, man, that's what I'm going to do today. Burn out that little old bulb. That's my project for today. I'm going to burn out this bulb." And he toured the room announcing the project.

He succeeded. By 2:00 in the afternoon, he had strung together nine batteries, holding them together with a column of scotch tape. He had spliced three of the short length wires together to make a piece long enough to stretch from one end to the other end of the batteries. And we had watched it grow brighter and brighter and brighter as the column of batteries grew.

And he had shown the blazing bulb to everyone in the class. He had a special showing in the closet, with people crowded around the door waiting to get in.

Finally, at about 2:15, he added the 10th battery. By now he had a large gallery breathing heavily onto his work — and the bulb blazed for an instant, then began to fade, and slowly died away into nothing — a gray globe.

For Victor, it was one of the most successful days of his life, or so he believed at the time. The rest of the class learned something as well: different people, different learning, as usual. In addition to the facts about batteries and wire and bulbs, which in my opinion, are important things to know, they also all learned that if you stick to something as long as Victor stuck to those batteries, you are sometimes rewarded with a glorious blaze of light and a satisfyingly burnt-out globe. Another time they will learn that sometimes you can stick to something for a long time and not be so rewarded.

For me, too, Battery Day was the starting point of a long think that ended near the end of the year with the conclusion that as interesting as it was for all of us, the kids could have gotten a lot more out of it if I had been more imaginative. Herein lies one of the difficulties of the principles of choice, and of course one of its major glories as well.

Children of this age are indeed learners, but they are unlikely to be able to think up out of the blue what they would like to do. Parents are

familiar with the complaint, "There's nothing to do" when in fact the house is filled with materials to do with. Some children, it turns out need only to be given a slight push but others, equally energetic and bright, need discussions with the teacher, questions to open up possible lines of investigation, suggestions as to the most promising possibilities, and sometimes even practical help.

Discussion between student and teacher is the second step in the process that begins with choosing. After the child makes a choice of something to work on, it is something important for him and his teacher to talk about, and there may be the need for them to discuss it at length. It is this discussion that gives the child a sense of purpose. And it is this discussion that gives the teacher the most information available about the student and his experience.

I find that the most difficult thing – and the most important thing — to find out about any child is where he is. I mean by that several things: the point at which his understanding stops, and beyond, which it is futile, perhaps even damaging, to expect anything more of him; the identification of specific holes in his previous learning; and most importantly, the stage he has reached in his whole general development – physically and emotionally, as well as intellectually. To teach him most effectively, or to help him learn if that is a more acceptable term, I have to know these things about him, and the tests have yet to be developed that will give them to me. The only ways I know of to learn them are to watch him, and listen to him, engage him in discussion about things he cares about, and put it all together into a single picture.

Dr. Hawkins says, "The ability to expedite learning depends upon how fast and accurate a teacher learns to assess and analyze children's individual patterns, strengths, and needs."

I believe now that freedom of choice, plus the necessary discussions that follow free choice, give me and all teachers who use this method the most useful tool for assessing and analyzing a child's "patterns, strengths, and needs." When you give a child a variety of things to choose from, and the freedom to choose among them, and then help him develop his interest and knowledge from that choice, you can learn more about him in a shorter time than by any other method. By watching what he chooses, how long he sticks to it, what his purposes appear to be, whether or not he accomplishes those goals, where he gets stuck, what he goes about getting stuck, whether or not he asks for the degree to which he needs help, whether he carries learning over from one area to another, and whether or not he goes about his work with confidence. You can judge his level in reading and writing and math and science and social studies and all the other skills and subject better by this method than you can by looking at his scores on standardized tests, which tell you mainly where he stands in relation to the rest of the world. He may want to know this at some time in his life, and most parents appear to want to know it, but such knowledge is of only marginal use to his teacher.

Vision of Student Success

Answer the following questions and prompts as it relates to your vision of student success.

1. What do you hope for your students?

2. What does it mean to be a successful graduate of our PK-12 system? Identify at least one action or indicator of success for each area of learning.

	Actions and Indicators of Success
Intellectual Development	
Social and Emotional Development	
Civic-Mindedness	

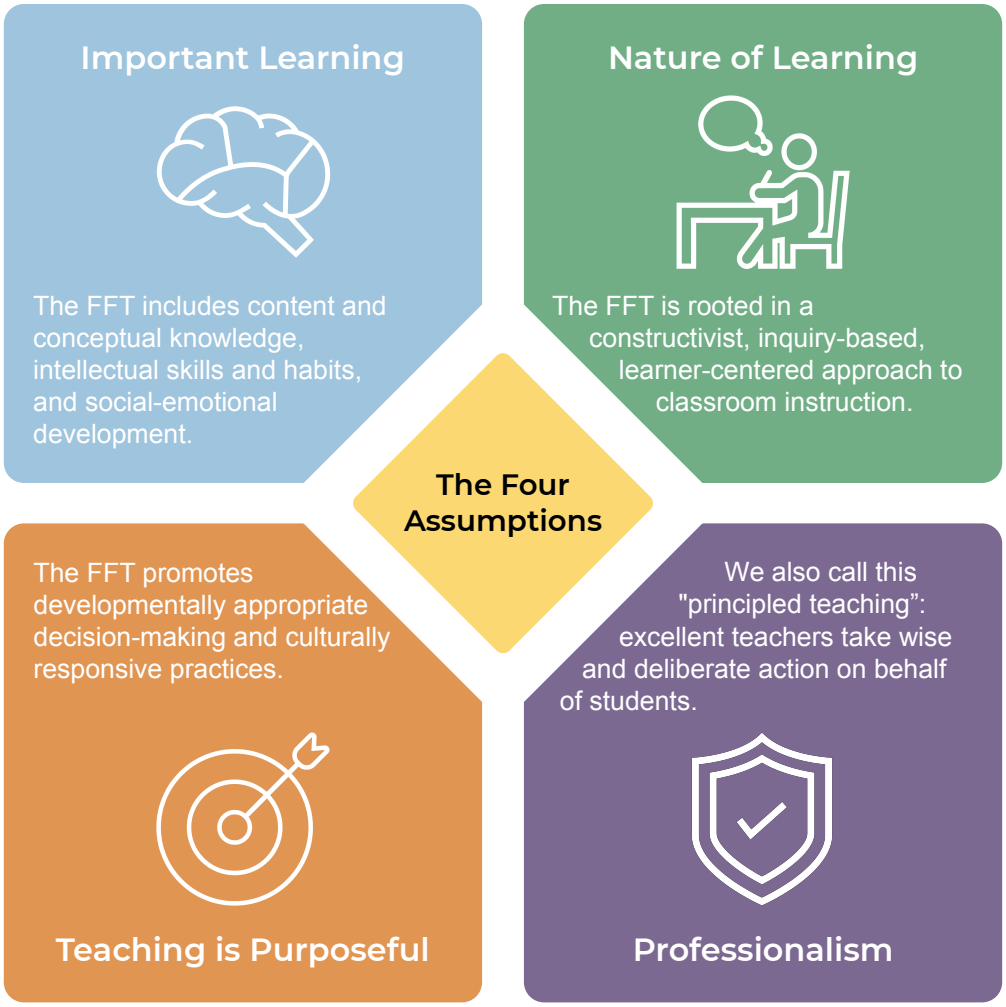
Vision of Student Success

Take turns sharing your Vision of Student Success.

Create a **statement or a visual representation** of your combined vision of student success. Look at your **FFT At A Glance** and identify 3-5 components that educators would need to focus on to support this vision.

The Four Assumptions

Consider the Four Assumptions.



Domain 1: Planning and Preparation Note Catcher

Read about your assigned domain. Answer the following questions about your domain.

1. Which aspects of teaching are described in this domain?

2. What are 3 key ideas in the reading about your domain?

3. What are characteristics of teacher practice at a high level of performance for this domain?

Domain 2: Learning Environments Note Catcher

Read about your assigned domain. Answer the following questions about your domain.

1. Which aspects of teaching are described in this domain?

2. What are 3 key ideas in the reading about your domain?

3. What are characteristics of teacher practice at a high level of performance for this domain?

Domain 3: Learning Experiences Note Catcher

Read about your assigned domain. Answer the following questions about your domain.

1. Which aspects of teaching are described in this domain?

2. What are 3 key ideas in the reading about your domain?

3. What are characteristics of teacher practice at a high level of performance for this domain?

Domain 4: Principled Teaching Note Catcher

Read about your assigned domain. Answer the following questions about your domain.

1. Which aspects of teaching are described in this domain?

2. What are 3 key ideas in the reading about your domain?

3. What are characteristics of teacher practice at a high level of performance for this domain?

A Common Vision of Instructional Excellence and Student Success

GETTING STARTED

Watch the video and write down what you notice, observing for teacher and student words and actions. Analyze your notes and record components that align to your observations.

Teacher's Words & Actions	Students' Words & Actions

The Four Domains: Discoveries and Questions

Based on our exploration of the four Domains, what are some of your discoveries and questions?

Discoveries

Questions

Common Themes

Danielson, C. (2007). Enhancing Professional Practice: A Framework for Teaching. Association for Supervision and Curriculum Development. Reproduced with permission of the author and publisher.

The Common Themes represent broad categories that address the manner in which teachers engage in their work. These themes tend to "permeate all the different components and elements of the FFT."

1. Equity
A commitment to equity is implied throughout the FFT, but is particularly evident in Domains 2 and 3 as they relate to interactions with students. For example, referencing Component 2a, Cultivating Respectful and Affirming Environments, the teacher ensures that all students feel valued. In 3b, Questioning and Discussion Techniques, the teacher ensures that all students are encouraged to participate in the discussion. The commitment to equity ensures equal access for all students, as well as additional support for those traditionally underserved. Teachers do not accept lower performance from some students based on their perceived background or abilities.

2. Cultural Competence
This Common Theme is particularly evident in Component 1b (Knowing and Valuing Students). Teachers learn about their students' heritage and background and embed knowledge related to cultural traditions, religious practices, social norms, and interaction patterns into classroom practices. Teachers also ensure that the materials they use (Components 1e and 3c) and examples they use (Components 3a and 3c) can be understood by their students. When engaging families and communities (Component 4c), they demonstrate respect. Teachers take particular care to ensure that no student is marginalized.

3. High Expectations
Teachers should adopt a belief that all students are capable of high standards of learning. Teachers organize their teaching accordingly. There is a danger that if teachers believe that some students are especially capable or are especially slow to learn, these expectations can become "self-fulfilling prophecies." There are many components of the FFT for which high expectations are a key concept. High expectations are an important consideration in Component 1c, Setting Instructional Outcomes, and Component 2b, Fostering a Culture for Learning. The nature of the questions posed during a lesson, Component 3b, reflects the cognitive level expected by the teacher. When the teacher provides feedback to students (Component 3d), whether in written or verbal form, he or she conveys the level of work expected. Teachers are committed to helping all students reach high standards. Again, based on their individual learning characteristics, some students may require additional time or scaffolds to reach a standard. The teacher conveys an expectation of hard work and perseverance.

4. Developmental Appropriateness
Developmental considerations are central to a constructivist view of learning. Attention to developmental appropriateness relates to many components of the FFT. In Domain 1, Planning and Preparation, teachers who are sensitive to developmental patterns choose their instructional outcomes (Component 1c), activities and materials (Components 1e and 3c), and assessment strategies (Component

1f) carefully. Knowledge of developmental appropriateness influences such activities as asking developmentally appropriate questions (Component 3b) and providing feedback (Component 3d) in ways that will stretch but not overwhelm students. Teachers seek to achieve a good fit between challenging students while supporting their growth and scaffolding teaching and learning.

5. Attention to Individual Students
Teachers are challenged to plan and teach in group settings while attending to the particular characteristics of individual students. Organizing for the productive learning of a large number of students, each with unique characteristics, is a daunting prospect. Since, fundamentally, learning is done by the learner — the individual — it is essential for the teacher to understand and plan for the learning needs of individual students. Sensitivity to individual students must be extended to include appropriate accommodations for students with special needs. These may include cognitive, physical, or behavioral considerations.

We can see implications throughout the FFT that relate to attending to individual student needs. Knowing and Valuing Students (Component 1b) includes detailed knowledge of individuals. Instructional plans and assessment strategies (Components 1e and 1f) should be suitable to the needs of every student in the class. Cultivating positive relationships with students (Component 2a) and feedback (Component 3d) reflect knowledge of current student skills and knowledge. The organization of spaces for learning (Component 2e) has an impact on learning. Promoting Positive Student Behavior (Component 2d) can be particularly important in addressing individual needs.

6. Student Assumption of Responsibility The FFT is clear about a teacher's role in creating an environment for productive learning. The teacher works to create a learning community in which the lines between teachers and learners become somewhat blurred. Individuals move back and forth across that line in the course of their work, without relinquishing responsibility. It is a hallmark of a community of learners that every individual is highly engaged and is invested in the endeavor. Students themselves assume some responsibility. When teachers are setting instructional outcomes (Component 1c), they may reflect suggestions from students. Students may suggest evaluative criteria (Component 1f). Students maintain positive relationships by ensuring standards of civil discourse (Component 2a). In Domain 3, students will formulate questions and ensure that all students participate in class discussions (Component 3b), and they will actively use formative assessment results in their learning (Component 3d).

Domain 2 Journal: Learning Environments that Promote Equity

1. Think back to your time as a student. Recall a teacher who made you feel respected and cared about. What was it they said and did to make you feel that way? Use your FFT At A Glance to identify two components from Domain 2 that correlate with your memory.

2. How do the elements of 2b and 2c support equity for students?

2b: Fostering a Culture for Learning

- Purpose and Motivation
- Dispositions for Learning
- Student Agency and Pride in Work
- Support and Perseverance

2c: Maintaining Purposeful Environments

- Productive Collaboration
- Student Autonomy and Responsibility
- Equitable Access to Resources and Supports
- Non-Instructional Tasks

Domain 2: Learning Environments that Promote Equity

CREATING A SUPPORTIVE, CHALLENGING, AND JOYFUL CLASSROOM ENVIRONMENT

Watch the video and write down what you notice observing for teacher and student words and actions. As you observe, take notice of components 2a, 2b, and 2c.

Teacher's Words & Actions	Students' Words & Actions

POST OBSERVATION REFLECTION

1. What can you infer about the teacher in relation to the Common Themes?

2. What makes this a supportive and challenging environment for each and every student?

Domain 2: Learning Environments that Promote Equity

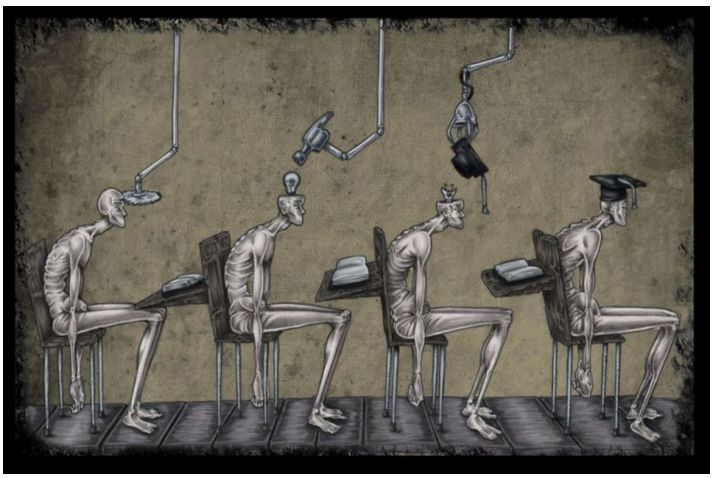
Please select two prompts from the list to respond to as you reflect on your learning.

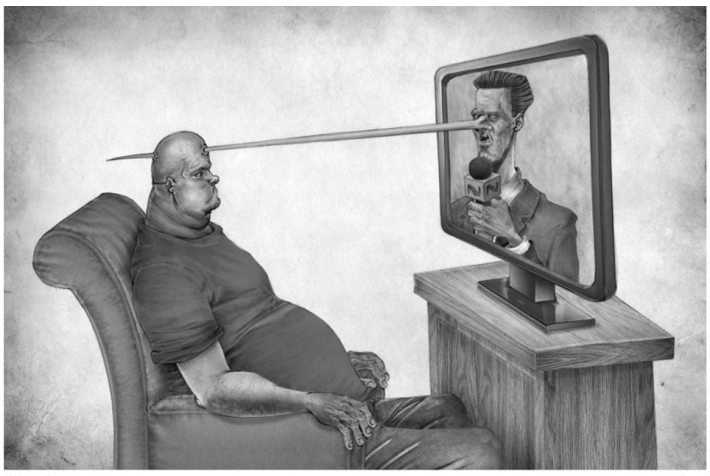
JOURNAL PROMPTS

- Challenges I/we face in creating thriving learning environments for students are...
- As an educator, I can model...
- One thing that stood out or was confirmed for me about equity is...

Domain 3: Engaging Students in Important Learning

Use the following materials to help guide you through the Question Formulation Technique (QFT) activity





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Question Formulation Technique

1

PRODUCE QUESTIONS

Generate a list of questions inspired by this image. You must follow these four rules for asking questions:

- Ask as many questions as you can.
- Do not stop to judge, edit or answer any of the questions.
- Write down every question exactly as it is stated.
- Change any statements into questions.

IMPROVE QUESTIONS

- Review your list of questions. Identify closed questions (can be answered yes/no or with a single word) with a “C” and open questions (require an explanation) with an “O”.
- Think about and name the advantages of each type of question.
- Practice changing questions from one type to the other. If this improves the question, write down the new version.

2

3

PRIORITIZE QUESTIONS

- Choose three questions that are most important to you.
- Circle your three choices.
- After you’ve agreed on three questions, name the rationale for choosing each.

REFLECT

- What did you learn or what thinking was prompted through your question formulation?
- How can you use what you learned?
- What would you like to explore further?

4

Source: The Right Question Institute (RQI). The Question Formulation Technique (QFT) was created by RQI. Visit rightquestion.org for more information and free resources.

Observation

Watch the video and observe with a specific Domain in mind, then apply your observation data to the rubrics for that Domain.

Domain:

Teacher's Words & Actions	Students' Words & Actions

Discoveries and Questions

Based on our exploration of Domain 3, what are some of your discoveries and questions?

Discoveries	Questions

Levels of Performance

Danielson, C. (2007). Enhancing Professional Practice: A Framework for Teaching. Association for Supervision and Curriculum Development. Reproduced with permission of the author and publisher.

As teachers remain in the profession, gaining experience and developing expertise, their performance becomes more polished. As has been noted, teaching is highly complex work; teachers juggle multiple demands simultaneously. When they are new to the profession, it is not unusual for teachers to be overwhelmed by the various aspects of the work and for even their best-laid plans to go awry.

Increasingly, it has been possible to study the development of expertise in many professions—chess players, air traffic controllers, athletes, and emergency room doctors. Since the mid-1980s, researchers have observed common patterns in the development of expertise in these diverse fields. The common principles apply to pedagogy as well. Drawing on these other fields, it is now possible to describe, with some certainty, what it is that improves with experience and how expertise in teaching is acquired. It should be noted that expertise is not the same thing as experience; that is, not all experienced teachers are experts. However, experience is necessary for the acquisition of expertise. But although it is necessary, it is not sufficient; the development of expertise requires conscious and sustained effort by teachers.

So what does expertise in teaching consist of? How is it manifested? How can it be acquired by novices? Expertise in teaching appears to consist of at least two distinct, though related, characteristics (Berliner, 2001, 2004).

First, experts develop automaticity in their work. That is, routines are established and patterns are set so they no longer require constant attention. Experienced teachers set their routines early in the school year, but even then, they know what to expect in a certain situation and how to respond. Because much of their practice has become automatic and they no longer have to think consciously about the details, expert teachers are able to devote more of their conscious attention to other matters than is possible for novices. Therefore, when it appears that experts can do more than one thing at a time, it is because they, in fact, can; this is a result of automaticity. As a consequence of automaticity, an expert teacher's classroom appears to be running itself, and the teacher's actions demonstrate flexibility and fluidity.

Second, when expert teachers look around their classrooms, they see more than do novices. This has been demonstrated by showing novice and expert teachers short video clips of classrooms. When asked to report on what they see, the novices tend to describe actions literally: a student entered the room; the student in the blue shirt asked a question. Experts, on the other hand, interpret what they see: the student who entered appeared to be returning from a special class; the student's question revealed a lack of understanding.

Related to their more insightful observations, expert teachers (like experts in all fields) are also adept at noticing exceptions to the general rules. They know what typical patterns are and can quickly notice discrepancies.

Levels of Performance

The higher levels of performance in the Framework for Teaching represent both greater experience and increased expertise. As teachers' performance moves to higher levels, they are more effective in their work and incorporate many of the features of expert performance. And if experience in other professions can guide educators, teachers should expect to require at least five years to exhibit reliably proficient performance in all areas, and longer to develop the skills described at the highest (distinguished) level.

In the Framework for Teaching, levels of performance are described for the four domains and for each of the 22 components of the four domains. The levels of performance are Unsatisfactory, Basic, Proficient, and Distinguished. It is important to recognize that the levels are levels of performance of teaching, not of teachers. This distinction is significant and reflects the fact that performance is highly variable; whereas at a general level there are patterns and consistencies, any individual lesson may be highly successful or it may fall apart.

The levels of performance are especially useful when the components are used to support mentoring, coaching, or professional growth. The levels can inform a professional discussion and suggest areas for further learning. Although the levels are also useful for supervision and teacher evaluation, it is important that they be used to structure professional conversations and not in a "gotcha" manner.

Domain 4 Journal: Professional Responsibilities & the Dispositions of Principled Teaching

Use the list of dispositions (on the right) to respond to the journal prompts.

JOURNAL 1 PROMPTS

- Two traits I consistently live out in my work are...
- I particularly admire one of my colleagues for their...
- I would like to evolve how I show up in my work as it relates to...

JOURNAL 2 PROMPTS

- My strengths include...
- My own areas of growth include...
- Students in our school have opportunities to...
- Students in our school need opportunities to...

Dispositions
Intellectual Autonomy Critical Thinking Curiosity Judgement Reasoning Reflection Resourcefulness
Civic Citizenship Civility Community Awareness Neighborliness Service Volunteering
Moral Compassion Courage Gratitude Honesty Humility Integrity Fairness Respect
Performance Confidence Determination Motivation Perseverance Resilience Collaboration

Domain 4: Professional Responsibilities & The Dispositions of Principled Teaching

Select any component from Domain 4. You can use your FFT At A Glance as a resource to identify the elements of success, purpose, dispositions and what success in teacher practice looks like for your chosen component.

Dispositions
Intellectual Autonomy Critical Thinking Curiosity Judgement Reasoning Reflection Resourcefulness
Civic Citizenship Civility Community Awareness Neighborliness Service Volunteering
Moral Compassion Courage Gratitude Honesty Humility Integrity Fairness Respect
Performance Confidence Determination Motivation Perseverance Resilience Collaboration

ELEMENTS	PURPOSE
Component:	
DISPOSITIONS	**SUCCESS**

Domain 1: Lesson Plan Analysis

Please review the lesson plan at https://bit.ly/LPanalysis or the lesson plan provided by your facilitator. Make notes about how you see components demonstrated in the lesson plan.

How do you see the components demonstrated in each section of the lesson plan?

Daily Learning Targets	
Ongoing Assessment	
Agenda and Teaching Notes	
Tech and Multimedia	
Supporting English Language Learners	
Universal Design for Learning	

Domain 1: Lesson Plan Analysis

How do you see the components demonstrated in each section of the lesson plan?

Vocabulary	
Materials	
Assessment	
Work Time	
Closing & Assessments	
Homework	

Domain 1: Lesson Plan Analysis

1. How is this lesson plan similar to or different from what you are used to using or seeing?

2. What points would you want to discuss with a colleague or coach before teaching this lesson?

Preparing for Instruction with High-Quality Instructional Materials

In this activity, you will imagine you are the teacher who will implement the lesson plan you previously analyzed in this section. You will respond to the planning and preparation prompts using different components as an anchor for implementation.

ROUND 1

1. What prerequisite knowledge and skills do students need to be successful in this lesson?
2. What specific connections might we make in this lesson to other disciplines or to cross-disciplinary skills?

ROUND 2

1. How will you use your understanding of students' prior knowledge and experience to support individual learning?
2. In what ways might you incorporate students' identities and cultures in this learning experience or in the learning environment?

Preparing for Instruction with High-Quality Instructional Materials

ROUND 3

1. What are some ways that students are given opportunities to demonstrate their understanding of content? What will you be listening for as you circulate the room?
2. What formative assessments have been incorporated into the lesson or could be incorporated into the lesson that allow for adjustments to instruction?

DEBRIEF

1. What new ideas do you have about planning and preparation as a result of this activity?
2. Where do you and your colleagues have opportunities to grow?

Discoveries and Questions

Based on our exploration of the Domain, what are some of your discoveries and questions?

Discoveries	Questions

Notes

Notes