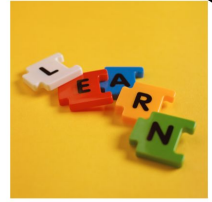


ACTIVITY: Framework Domain Jigsaw

PURPOSE: Provide an overview of the framework

DIRECTIONS:



1. Put participants into groups of 4. Count off 1-4. Each person will become an expert on one of the Domains.
2. Create 4 expert groups
 - 1 - Domain 1: Planning and Preparation
 - 2- Domain 2: Classroom Environment
 - 3 - Domain 3: Instruction
 - 4 - Domain 4: Professionalism
3. Have each expert group read their domain and answer the questions on the Domain Jigsaw sheet. The goal is to get enough information about the assigned domain to be able to share it with the others in their original group.
4. Go back to the original group. Each person will share what they learned about their assigned domain.

ACTIVITY: Framework Frayer Model

PURPOSE: Provide an opportunity for individuals or teams of teachers to do an in-depth study of one of the components and then share with others

DIRECTIONS:

1. Divide the components among the participants. Give each person or team a Frayer Model. They are to read the component, analyze it and complete the Frayer Model.
2. Have all of the components group themselves into domains. They share their what they learned about each component and together chart:
 - Key Ideas to Consider when evaluating this component
 - Evidence that could be collected to support the rubric
3. Have one person from each group share their domain with the rest of the group or have the participants do a gallery walk identifying questions that they may have about the domain. Discuss as a group.

ACTIVITY: Framework - Evidence and Red Flags

PURPOSE: Provide teachers with an opportunity to gain a common understanding of the components.

DIRECTIONS:

1. Place charts around the room = 1 for each component. Make a T chart - Look Fors and Red Flags
2. Divide the participants into small groups
3. Have each group start with one of the component.
4. Each group should generate a list of:
 - Observable behaviors of meeting the component - Look Fors
 - Observable behaviors of being ineffective - Red Flags
5. Groups can either brainstorm a list for all of the components or groups may be assigned to a single component.
6. Collect the lists, compile and share with the participants.

ACTIVITY: Framework - Identifying the Changes

PURPOSE: Provide teachers an opportunity to examine the domains at a greater depth and identify the possible changes. Would be done as a follow up activity to Jigsaw or Frayer Model.

DIRECTIONS:

1. Divide into 4 groups.
2. Assign each group a domain.
3. Provide them with the following resources:
 - Content identified by the group from the Jigsaw or Frayer Model activity
 - Accomplished rubrics for the 4 domains
 - Danielson Frameworks (1 for each table)
4. Identify and chart ways the expectations:
 - Connect to our current work
 - Changes that are required by teachers/administrators

ACTIVITY: Framework - Mini Observation Template for Domains 2 & 3

PURPOSE: To both introduce teachers to the Domain 2 & 3 of the framework and the use of evidence.

DIRECTIONS:

1. Identify the component(s) that matches what you are currently working on as a school.
2. Create a mini-observation template using the accomplished indicators. Leave a space to collect evidence.
3. Observe in a classroom - looking for evidence of the identified component. Document the evidence on the template.
4. Either email it or leave it for the teacher.

ACTIVITY: Framework: Align Teacher Practice with Components

PURPOSE: Develop an in depth understanding of the type of instruction that matches the expectations of the rubrics.

DIRECTIONS:

1. Pass out the teaching practice cards (from Danielson) so that each participant has at least one.
2. Have each person identify the domain and component that best matches the teaching practice on the card.
3. Once everyone is done, Identify a corner of the room for each domain.
4. Have everyone take their card to the corner of the room for the domain that matches their card.
5. Each person will read their card, share their component and the group will check each other.
6. When all have shared, provide an answer key so that the group can check their answers.

ACTIVITY: Framework - Mini-lessons about components

PURPOSE: Introduce teachers to the different components

DIRECTIONS:

1. Pick a component that deals with an instructional emphasis for your school.
2. Do a mini lesson with teachers (see ones that have been created for ISLN/KLA already as examples)
3. Collect evidence on classroom visits around the component that has been discussed.

Mini lessons available:

Questioning (3B)

Engagement (3C)

Professional Inquiry (4D-4F)

ACTIVITY: Principal Standards - Evidence and Red Flags

PURPOSE: Provide administrators with an opportunity to gain a common understanding of the standards.

DIRECTIONS:

1. Place charts around the room = 1 for each standard. Make a T chart - Look Fors and Red Flags
2. Divide the participants into small groups
3. Have each group start with one of the standards.
4. Each group should generate a list of:
 - Observable behaviors of meeting the standard - Look Fors
 - Observable behaviors of being below standard - Red Flags
5. Groups can either brainstorm a list for all 7 of the standards or groups may be assigned to a single domain.
6. Collect the lists, compile and share with the participants.

ACTIVITY: Principal Standards: Jigsaw

PURPOSE: Provide an overview of the standards

DIRECTIONS:

1. Provide each administrator with a copy of the standards and the research briefs.
2. Have participants count off by 7.
3. Each person will be assigned a standard 1-7. They read the standard and the research briefs that go along with that standard.
4. Get in groups of 7 - 1 person representing each standard.
5. Each person will share an overview of the standards and what the research is behind the standard.

ACTIVITY: Principal Standards: Accomplished Performance Rating

PURPOSE: Provide a chance for administrators to see what the accomplished expectations are for the principal standards.

DIRECTIONS:

1. Provide participants with the accomplished performance on the Principal Standards.
2. Divide into 7 groups. Give each group a chart paper.
3. Have participants brainstorm what behaviors you would see if the principal was accomplished.
4. Once the group finishes on the chart, rotate to another standard.
5. Give the groups time to get to every chart.
6. Compare to the examples that are listed on the standards. See what you identified the same, but also what in your context might your supervisor see.