

2022 Danielson Framework for Teaching Self-Paced PD Courses

Impact Teacher Growth - Focus on a Component 2022

Differentiated professional learning respects teacher voice and choice. Based on needs and interests, teachers can choose which component(s) to focus on for their own growth plan. These courses are designed to build skills in one component at a time. Hear Charlotte explain the component and analyze classroom videos of real teachers while observing elements and critical attributes. Learn new strategies for improving classroom implementation of each one through videos, articles, reflective writing and discussion boards. Provide targeted professional development.

Domain 1: Planning & Preparation

1A: Applying Knowledge of Content and Pedagogy

Course Length: 3 hours

Many teacher evaluation frameworks assess it but what does "knowledge of content and pedagogy" really mean?

1B: Knowing and Valuing your Students

Course Length: 6 hours

In order to differentiate instruction and truly create a student-centered learning environment, it is imperative that teachers really know their students.

1C: Setting Instructional Outcomes

Course Length: 7 hours

In this course, you will learn about the key elements of instructional outcomes and how to organize lessons and units around big ideas and essential understandings.

1D: Using Resources Effectively

Course Length: 3 hours

Build your inventory of classroom resources and consider ideas for effective integration of technology.

1E: Planning Coherent Instruction

Course Length: 7 hours

This course will provide learners with research based instructional planning techniques based on the findings of such leading researchers as Charlotte Danielson, Bob Marzano and Jay McTighe.

1F: Designing and Analyzing Student Assessments

Course Length: 4.5 hours

Assessment design requires master teachers to consider the various ways to use assessment; assessment for learning, assessment as learning and assessment of learning.

Domain 2: Learning Environments

(Classroom Environment)

2A: Cultivating Respectful and Affirming Environments (Levels: Elementary, Middle, Secondary)

Course Length: 4.5 hours

This course will establish a foundation for creating a classroom of mutual respect, care, and trust between students and teachers.

2B: Fostering a Culture for Learning

Course Length: 7 hours

In this course, you will learn what it means to have a student centered learning environment.

2C: Maintaining Purposeful Environments

Course Length: 6.5 hours

Consider the importance of streamlining your classroom routines and managing student behavior through practical tips and examples.

2D: Supporting Positive Student Behavior

Course Length: 5.5 hours

Explore key elements of behavior management and examine a positive support system that will help you teach behavior.

2E: Organizing Spaces for Learning

(Levels: Elementary, Middle, Secondary)

Course Length: 4 hours

Research on the physical classroom environment has shown that the choices you make regarding arrangement can affect the behavior of both students and teachers and that a well-structured classroom tends to improve student academic and behavioral outcomes.



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Domain 3: Learning Experiences

(Instruction)

3A: Communicating about Purpose and Content

Course Length: 4.5 hours

Often when students recall some of their favorite teachers, they give examples how a teacher was brilliant in explaining content and how expectations for learning and tasks were always very clear.

3B: Using Questioning and Discussion Techniques

Course Length: 7.5 hours

Learning theories remind us that the person who is doing the thinking is the person doing the learning.

3C: Engaging Students in Learning

Course Length: 5 hours

Busy students are not necessarily engaged cognitively. This course is designed to provide you with an overview of research based instructional practice that supports engaging students in learning.

3D: Using Assessment for Learning

Course Length: 6 hours

Learn the difference between "assessment for learning" and "assessment of learning".

3E: Responding Flexibly to Students' Needs

Course Length: 8.5 hours

A master teacher demonstrates flexibility in her instruction, can make changes on the fly and is responsive to the diverse needs of learners.



4C: Engaging Families and Communities

Course Length: 4.5 hours

Effective parent-teacher communication builds working relationships that can support strong home-school collaboration and improved educational outcomes.

4D: Contributing to School Community and Culture *

Course Length: 5 hours

Skills gained in this course will explore benefits and ideas for getting involved in the school community and impacting school culture. Teachers are expected to extend their influence beyond their classrooms by leading and contributing to school events, projects, and initiatives.

*new course

4E: Growing and Developing Professionally

Course Length: 4.5 hours

Teachers who seek out professional development opportunities and feedback from colleagues and supervisors show their commitment to their profession.

4F: Acting in Service of Students *

Course Length: 2 hours

In this course, you will learn the about acting with care, honesty, and integrity. Being an advocate for students means that their best interest is top of mind as we make decisions to serve them well.

*new course

Domain 4: Principled Teaching

(Professional Responsibilities)

4A: Engaging in Reflective Practice

Course Length: 2.5 hours

Teachers face a myriad of daily choices and decisions that need to be made in the midst of a lesson, student discussion or intervention. Taking time to reflect on these decisions is key to becoming a reflective practitioner.

4B: Documenting Student Progress

Course Length: 5.5 hours

Today, the amount and types of data collected by school systems is larger than ever. But, what do we do with all of this information?



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Danielson Framework for Teaching Self-Paced PD Courses

Differentiated online training to support your implementation of the Danielson Framework for Teaching - 2011, 2013 and 2022 versions available

All Staff - Master the Framework

Choose one course to complete to ensure you have a solid understanding of the Danielson Framework for Teaching.

Danielson 101

Course Length: 8.5 hours

Having a common definition of "good teaching" is imperative if we are to truly understand how to make teaching better. Teacher evaluation expert, Charlotte Danielson, has designed a framework for teaching that is widely used across North America. Her framework provides a common language to describe good teaching and a process for enhancing professional practice that is consistent and transparent. This comprehensive course provides an introduction to each component in the 2022 Framework for Teaching through the use of online video, classroom examples, scenarios, journal activities and multiple choice assessments for every domain. Designed and hosted by Charlotte Danielson herself, this course is best suited for someone who is new to the Framework for Teaching.

What's New 2022: - A Guide to the 2022 Danielson Framework

Course Length: 5 hours

If you are already familiar with the Framework for Teaching (Fft), this course is for you. Through detailed commentary from Charlotte, you will gain a thorough understanding of Domain 1: Planning and Preparation, Domain 2: Classroom Environment, Domain 3: Instruction and Domain 4: Professional Responsibilities. Quick summative videos are used to point out what's new in each component of the 2022 Fft.

CHECK IT OUT

Watch a promo for our updated Danielson series to learn more!



Administrator Training - Develop Inter-Rater Reliability

For administrators who will be using the Danielson Framework for classroom observation and feedback, this course is an essential.

Teacher Evaluation Using the Danielson Framework

Course Length: 15 hours

Learn the fundamentals as Charlotte Danielson walks you through every step of the evaluation process. Gain valuable insight while practicing how to collect evidence, determine performance levels, use artifacts and conduct meaningful teacher conferences. Numerous guided practice opportunities are offered for evaluators to sharpen their skills. Administrators can compare their notes with Charlotte's to see if they collected the same evidence and reached similar conclusions regarding the levels of performance exhibited in each video. A fair and reliable teacher observation process relies on consistent training of administrators.