

Activity 11: Further Integrating the *Framework for Teaching* in Professional Learning

Purpose:	In this activity, participants examine resources that they may use to integrate the Danielson <i>Framework for Teaching</i> in the professional learning plan.
Length of Time:	40 minutes
Materials:	<ul style="list-style-type: none"> • Resources: <ul style="list-style-type: none"> — Specific Considerations for Teachers of English Language Learners — Specific Considerations for Teachers of Students with Disabilities — Lesson Self-Reflection Tool — 1e: Designing Coherent Instruction Next Steps • Jigsaw for Resources Graphic Organizer
Essential Questions:	How can these resources support the <i>Framework for Teaching</i> being a tool for teachers' own professional growth and as a tool to work collaboratively with other teachers to grow their practice? How can these resources be integrated into the professional learning plan?

Background:

As school teams put together cohesive, differentiated, relevant, and purposeful PL plans, it is important that these plans integrate the real-life work of teachers, which includes the professional learning that occurs in the observation and feedback cycle. The *Framework for Teaching* serves as both a formative tool for growth as well as an evaluative tool. It is a tool to support teachers independently and collectively in having a common language for understanding high-quality instruction and sharing instructional strengths and areas for growth. The resources explored in this session can support the integration of the *Framework for Teaching* as a tool for formative growth within the professional learning plan.

Activity Steps:

1 Reflection and Framing (3 minutes): Ask participants to discuss:

- How do you currently use the *Framework for Teaching* as a formative tool to improve your practice?
- In what ways do you collaborate with other teachers to use the *Framework for Teaching* as a formative tool for growth?

Frame the session:

- Today we will explore several resources that can be used to integrate the *Framework for Teaching* into the professional learning plan as a formative tool for growth.

2 Exploring Tools (30 minutes): Introduce the four resources for using the *Framework for Teaching* to support professional learning and integrating it into the professional learning plan: (3 minutes)

- Specific Considerations for Teachers of English Language Learners
- Specific Considerations for Teachers of Students with Disabilities
- Lesson Self-Reflection Tool
- 1e: Designing Coherent Instruction Next Steps

Have participants split into groups of four. Each participant should choose one of the four tools to explore in depth.

Independently, each participant will review one of the four tools and complete that row in the graphic organizer answering the following questions:

- How does this resource represent practices you already engage in, or plan to engage in, as part of your professional learning?
- What about this resource is new and excites you about trying it?
- How might you adapt it to be specific for you and your teaching context?

Have participants each share what they recorded about their resource with their groups. All members can record notes on each of the four resources their group examined.

3 Reflecting on Next Steps (7 minutes): In pairs, small groups, or as a whole group, participants reflect on the following question:

- How can the tools you explored today be used to enhance the professional learning plan?

Participants can use the last column of the graphic organizer to take notes on next steps for each of the resources.

While brainstorming, participants may wish to reference pages 24 and/or pages 81-94 of the *Handbook for Professional Learning* for examples of and ideas for differentiated professional development opportunities.

Depending upon the next steps participants have identified for the professional learning plan, ideas might include:

- When the PL activity is analyzing lesson plans, using the 1e: Designing Coherent Instruction Planning Tool or to identify strengths and next steps or using the Specific Considerations for Teachers of English Language Learners to plan for the needs of ELLs in those lesson plans.
- After a peer inter-visitation, the host teacher could reflect on her lesson using the Lesson Self-Reflection Tool to then share her reflections with the visiting teacher(s).