A Practical Approach to Relating Ensemble Instruction to The Danielson Framework for Teaching

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What is The Framework?

Divides the complex activity of teaching into 22 components (and 76 smaller elements) clustered into four domains of teaching responsibility:

1. Planning & Preparation
2. Classroom Environment
3. Instruction
4. Professional Responsibilities
The Framework for Teaching

- Research-based set of components of instruction, grounded in a constructivist view of learning and teaching
- Culmination of the work of Charlotte Danielson, who has built upon the works and research of Hunter, Gage, and Wittrock
- Describes and defines excellence in teaching in a concrete, measureable format
The Framework also...

- Has value in all phases of a teacher’s career – from the preparatory years through the master teacher level

- Serves as the foundation for professional conversations/reflection among practitioners to assess their practice and organize their improvement efforts

- Has recently moved to the forefront with the passage of Senate Bill 7: streamlines the dismissal process, creates tenure portability, and accelerates tenure process for exceptional new teachers, effective 7/1/12
Features of The Framework

1. Comprehensive – Involves what happens inside the classroom as well as behind the scenes

2. Grounded in Research

3. Publicly Known – A transparent process

Teachers have the opportunity for meaningful discussions which then become the vehicle for their professional development

4. Generic – Addresses ALL subject areas and all classrooms by focusing on the concepts of good teaching and learning
And...

5. Coherent in Structure - Divides the teacher’s work into four domains: Planning & Preparation, Classroom Environment, Instruction, Professional

Responsibilities are organized around the “tasks” of teaching and all domains have equal weight in a teacher’s success.

6. Independent of Any Particular Teaching Methodology - Requires teacher have a repertoire of different strategies as one approach does not always fit all situations
Components of Domain 1: Planning & Preparation

1a – Demonstrating Knowledge of Content & Pedagogy
1b – Demonstrating Knowledge of Students
1c – Setting Instructional Outcomes
1d – Demonstrating Knowledge of Resources
1e – Designing Coherent Instruction
1f – Designing Student Assessments
Components of Domain 2: The Classroom Environment

2a – Creating an Environment of Respect & Rapport
2b – Establishing a Culture for Learning
2c – Managing Classroom Procedures
2d – Managing Student Behavior
2e – Organizing Physical Space
Components of Domain 3: Instruction

3a – Communicating with Students
3b – Using Questioning & Discussion Techniques
3c – Engaging Students in Learning
3d – Using Assessment in Instruction
3e – Demonstrating Flexibility & Responsiveness
Components of Domain 4: Professional Responsibilities

4a – Reflecting on Teaching
4b – Maintaining Accurate Records
4c – Communicating with Families
4d – Participating in a Professional Community
4e – Growing & Developing Professionally
4f – Showing Professionalism
Common Themes Seen Throughout the Framework

There are seven common themes that reflect the work of teaching:

- Equity
- Cultural Competence
- High Expectations
- Developmental Appropriateness
- Attention to Individual Students, Including Those with Special Needs
- Appropriate Use of Technology
- Student Assumption of Responsibility
The Rubrics Defining the 4 Levels of Performance

<table>
<thead>
<tr>
<th>Danielson Terminology*</th>
<th>PEAC** Terminology</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unsatisfactory</td>
<td>Unsatisfactory</td>
</tr>
<tr>
<td>Basic</td>
<td>Needs Improvement</td>
</tr>
<tr>
<td>Proficient</td>
<td>Proficient</td>
</tr>
<tr>
<td>Distinguished</td>
<td>Excellent</td>
</tr>
</tbody>
</table>

*Refer to “Enhancing Professional Practice” – C. Danielson for specific component rubrics that have the specific criteria useful in structuring professional conversations

** Refer to ISBE website
Domain 2 – Class Environment

Teachers establish and maintain a purposeful and equitable environment for learning, in which students feel safe, valued, and respected by instituting routine and by setting clear expectations for student behavior.

What are the indicators of a quality music education classroom environment?
2A Clear Expectations for student learning and achievement are established. Value is placed and evidenced in the quality of student work.

Indicators: Having clear expectation of what the ensemble will sound like come concert time...and to provide the technical and musical guidance to get there.

WHAT does this look like to the Observer?
2B Clear Equitable learning opportunities for all students in the classroom are evidenced.

Indicators: Repertoire selection and arrangement/manipulation...having a variety of ensembles and classes to fit the students needs.

WHAT does this look like to the Observer?
2C Appropriate interaction between teacher and student and among students is evidenced

Indicators: Environment in which ensemble acts as a unit... students are comfortable making mistakes and actually learning.

WHAT does this look like to the Observer?
2D Clear standards of conduct, student engagement, and effective management of both the classroom and student behavior is evident.

Indicators: Students “know the drill” for re behavior for standard rehearsals and when “the game is changed” for concerts.

WHAT does this look like to the Observer?
2E Physical Space is organized to support learning, and provides accessibility to learning resources, materials and technology for all students.

Indicators: Access to musical instruments, space to seat everyone, room for sectionals, hall to perform in.

WHAT does this look like to the Observer?
Domain 3 – Instruction

Teachers, through their knowledge of content and pedagogy and skill in delivering instruction, engage students in learning by using a variety of instructional strategies.

How do musician educators make these quality instructional delivery elements evident in their teaching?
3A Communication of procedures and clear explanation and understanding of learning is evident

Indicators: Having an essential question and things to know.

WHAT does this look like to the Observer?
3B Quality questioning and discussion strategies evidence student engagement and participation in learning.

Indicators: Musical participation, question and answer.

WHAT does this look like to the Observer?
3C Effective engagement strategies and pacing indicators that support student understanding are evident.

Indicators: Physically see and hear that students understand.

WHAT does this look like to the Observer?
3D Feedback is specific and timely, formative assessments and checking for understanding is clearly evidenced to support the learning.

Indicators: Projects, quizzes and assignments and feedback given in a timely fashion.

WHAT does this look like to the Observer?
3E Use of Information and formal assessment, by teacher and/or students, to meet goals and outcomes of the learning are evidenced.

Indicators: Observation, checking for understanding – with individuals and whole group, **information garnered used to guide future instruction.**

WHAT does this look like to the Observer?
3F Flexibility, adaptability and responsiveness in meeting the learning needs of students is evidenced.

Indicators: Differentiate Instruction (DI) to meet individuals needs

WHAT does this look like to the Observer?
What are some possible next Steps?

Work Smarter – Not Harder. The ideas of the many, outweigh the ideas of the few, or the one. Don’t re-invent the wheel!

A Possible Professional Development Project:

With a few colleagues from your district and/or surrounding districts, take PG time and have the conversations about what good teaching looks like in the music classroom. Then you can map out what evidence in the four domains looks like for your Music classroom.
What Questions Do You Have???????
Resources & References

- Website – danielsongroup.org
- School District U-46, Elgin IL
- CSI Summer Institute 2012, Elkhart, IN