**Danielson: Moving to Distinguished**

**Methods for Increasing Role of Students in the Classroom**

Mary Larson and Rita Sayre

EGHS

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| **Danielson Component** | **Rubric (From “Distinguished”)** | **Explanation/Indicators (From *Complete Framework for Teaching Instrument*)** | **Examples and Ideas** |
| ***1e. Designing Coherent Instruction*** | All of the elements of the instructional design support the stated instructional goals, engage students in meaningful learning, and **show evidence of student input.** Teacher’s lesson or unit is highly coherent and has a clear structure. | * Some opportunity for student choice of groups. * Activities permit student choice. * Lessons and activities are differentiated. | * “Do any twenty sentences in exercises 1, 2, or 3 and be prepared to present to the class.” * “You Pick Two – write a paragraph explaining how to find the hypotenuse, write your own practice exercise on right triangles with three questions and answers, or design a single example that you can present to the class that includes \_\_\_\_\_” * “Reflect on your participation in your group. Redesign the groups for the next activity.” |
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| ***1f. Assessing Student Learning*** | Teacher’s plan for student assessment is fully aligned with the instructional goals, containing clear criteria and standards that are not only understood by students but also **show evidence of student participation in their development**. Teacher’s **students monitor their own progress** in achieving the goals. | * Rubrics and formative assessments are not just used by teachers. Rather, students become involved in creating them (in part) and therefore, take more ownership of the product. | * Give students a blank rubric and several examples of student work that fits below average, average, good, and exceptional categories. Have students articulate the finer differences between them and then come to a consensus as a group on certain aspects of the rubric. * Allow students to design a portion of a rubric, while you keep the rest as a common assessment for the PLT. * Students keep track of EPAS scores, benchmarks, and formative assessments, and reflect on what these mean for the student’s progress. * Students use formative assessment results to seek out extra help, if needed. |
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| ***2a. Creating an Environment of Respect and Rapport*** | Classroom interactions are highly respectful, reflecting genuine warmth and caring toward individuals. **Students themselves ensure maintenance of high levels of civility among members of the class.** | * Students show respect for each other and the teacher, and can discipline each other when necessary. * Students support one another with applause and verbal affirmations. * Students give their full attention to a classmate who is speaking. | * Students learn to track the speaker, and give and expect that as a sign of respect. * Student volunteers to be the “sleep police,” waking up students who have nodded off. * Students suggest that people coming in and out of class do so quietly so there is no disruption. |
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| ***2b. Establishing a Culture for Learning*** | **Students assume much of the responsibility for establishing a culture for learning in the classroom by taking pride in their work, initiating improvements to their products, and holding the work to the highest standard.** Teacher demonstrates a passionate commitment to the subject. | * Students are not satisfied until they have complete understanding. * Students are more focused on genuine understanding, rather than mere completion of a task. * Students applaud classmates’ efforts. * Students take initiative to improve their work. | * “That was good. Can you do this better/faster?” * Return work ungraded to a student saying, “Give me your best work.” * Teach the class to reward a great student comment or contribution with a brief gesture (i.e., two stomps). * Create a funny phrase that is nonthreatening such as “Send it back to the kitchen” that students can use when evaluating each other’s work. * Have students nominate work for “best of class” award |
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| ***2c. Managing Classroom Procedures*** | Classroom routines and procedures are seamless in their operation, and **students assume considerable responsibility for their smooth functioning.** |  |  |
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| ***2d. Managing Student Behavior*** | Student behavior is entirely appropriate, with evidence of **student participation in setting expectations and monitoring behavior**. Teacher’s monitoring of student behavior is subtle and preventive, and teacher’s response to student misbehavior is sensitive to individual student needs. | * Students monitor their own behavior, and monitor classmates’ behavior. Students know the rules and understand how they will be enforced. | * Appoint students as bouncers to stand at the door and stop anyone from entering who has a phone or headphones visible. * Get a volunteer to encourage students to be in their seats by the bell. * After an issue occurs, appoint a student to be in charge of that problem and report to you any abuses of privileges. |
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| ***2e. Organizing Physical Space*** | Teacher’s classroom is safe, and **students contribute to ensuring that the physical environment supports the learning of all students.** | * Students use the environment to make their learning effective such as closing door or moving desks to better work in groups. | * Students in the last seats of the rows move their desks into the aisle to see the screen better. * Students point out that the people seated near the air vents cannot hear as well as the rest of the class. |
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| ***3b. Using Questioning and Discussion Techniques*** | **Students formulate many of the high-level questions and assume responsibility for the participation of all students in the discussion.** | * Students create higher-order questions, respond to discussion not by repeating a comment but by extending the thought process. | * Students participate in Socratic Seminars, generating original questions, responding to each other by name, and directing the discussion independent of the teacher. |
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| ***3c. Engaging Students in Learning*** | Students are highly engaged throughout the lesson and **make material contributions to the representation of content, the activities, and the materials.** The structure and pacing of the lesson allow for student reflection and closure. | * Students initiate changes to a task to make it more meaningful or relevant. Students suggest modifications to the grouping. Students have extensive choice in how they complete tasks, and suggest modifications to the materials being used. | * Students locate and turn in poems by particular poets to be studied in a poetry unit. * Students revise their thesis for their research project based on the research they have found independently. * Students suggest adding materials such as a map or table of grammar rules to a packet. |
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| ***3d. Providing Feedback to Students*** | Teacher’s feedback to students is timely and of consistently high quality, and **students make use of the feedback** in their learning. | * Students are involved in the assessment process, both contributing to the assessment and evaluating their performance. | * Students use rubrics they helped to develop in part. * Students edit other students’ papers, offering constructive feedback. * Students evaluate student work as a class against a rubric or criteria, coming to a consensus about quality. The evaluation is followed by an opportunity to revise their own work. |
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| ***4b. Maintaining Accurate Records*** | Teacher’s system for maintaining accurate records is efficient and effective, and **students contribute to its maintenance.** | * Teacher’s system for keeping track of student completion of assignments, grades, and non-instructional records is effective. Students help maintain these records. | * Students maintain a “make up test list” on the board, with names of students who are missing tests. * Students keep track of their EPAS growth, recording it on a tracking sheet. * Students maintain a class sign out list or classroom library check out. |
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| ***4c. Communicating with Families*** | Teacher communicates frequently and sensitively with families and successfully engages them in the instructional program, **students participate in communicating** with families. | * Students develop materials for contacting families. Students maintain records about the individual learning and share these with family. Students contribute to projects designed to engage families in the learning process. | * Students create materials for parent teacher conferences, fill out evaluations of their EPAS growth, attend conferences. |
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