

Activity 10:

Integrating the *Framework* in the Professional Learning Plan

Purpose:	Through a protocol and discussion, the following activity will help participants identify how the Danielson <i>Framework for Teaching</i> can be integrated in the professional learning plan.
Length of Time:	40 minutes
Materials:	<ul style="list-style-type: none"> • Danielson 2013 Framework for Teaching • A Deep Dive into a Framework for Teaching Component Protocol • Handbook for Professional Learning, pages 23-24 and 81-94
Essential Questions:	How can the <i>Framework for Teaching</i> be integrated into a professional learning plan and support a common language for understanding high-quality instruction?

Background:

As school teams put together cohesive, differentiated, relevant, and purposeful professional learning 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.

Activity Steps:

1 Reflection and Framing (5 minutes): Ask participants to reflect on:

- How do you currently use the *Framework for Teaching* in your practice?
- How is the *Framework for Teaching* currently used as a tool for professional learning in our school?
- How else might the *Framework for Teaching* be integrated into our professional learning plan?

If participants previously engaged in a needs assessment and/or surfaced needs and ideas for differentiated professional learning, participants can link back to those discussions.

Share the purpose of this activity: Participants will closely examine a component of the *Framework for Teaching* and consider how this component and the *Framework for Teaching* might further inform their professional learning plan.

- 2 Analyzing and Applying a *Framework for Teaching* Component (25 minutes):** Introduce the “Analyzing and Applying a Framework for Teaching Component” Protocol and explain the process:
- Participants split into groups of four, and collaboratively choose one component they would like to analyze. Groups may want to jigsaw components or they might select the component(s) most closely aligned with the instructional priorities.
 - Groups engage in the protocol for the component they chose, which includes two parts: “Save the Last Word for Me” and “Contextualizing the Component.” (See the “Analyzing and Applying a Framework for Teaching Component Protocol” for specific directions.)

3 Connecting the *Framework for Teaching* to the Professional Learning Plan (10 minutes):

Participants share key insights from the protocol activity and discuss:

- As a result of this activity, what additional ideas do you have for professional learning related to deepening teachers’ practice in this component?
- How might the insights we gained on the *Framework for Teaching* inform our professional learning plans?

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 *Framework for Teaching* to identify strengths and next steps.
- Using the *Framework for Teaching* during peer inter-visitations to learn from teachers’ practices.
- During a book study, briefly linking the identified strategies to relevant Effective and Highly Effective practices in the *Framework for Teaching*.