

DANIELSON FRAMEWORK FORMAL LESSON PLAN TEMPLATE

Teacher: Emily Wagenhauser		Subject/Grade: Reading/1st grade	
Date: 5/24/16		Title of the Lesson: Text Feature Hunting	
Lesson Essential Question: What are the informational text features we can use when we read non-fiction books?		Topic or Big Idea: Reading informational texts	
Unit Essential Question: How can students become successful readers and comprehenders of informational texts?			
Goal:	The students will be able to correctly identify several types of text features while looking through a nonfiction, informational book at a first grade reading level. <i>Standards (1c: Setting Instructional Outcomes)</i>		
Resources/Materials:	<ul style="list-style-type: none"> • Variety of informational texts on different topics • Text feature hunt worksheet • Chart paper • Markers • Mentor text to read with students: "Emperor Penguins Up Close" by Carmen Bredeson <i>(1d: Demonstrating Knowledge of Resources)</i>		
Anticipated Misunderstandings	Students may have difficulty with knowing the difference between fiction and nonfiction texts. We will discuss together what makes an informational book special. Students may also have difficulty with matching text features to their proper name. Visuals will be provided to help students be successful in learning the names of each feature. <i>(1a: Demonstrating Knowledge of Content and Pedagogy)</i>		
Learning Standards:	CCSS.ELA-LITERACY.RI.1.5 Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text. CCSS.ELA-LITERACY.RI.1.9 Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures). <i>(1a: Knowledge of Content and Pedagogy, 1c: Setting Instructional Outcomes)</i>		

Lesson Plan Template For Charlotte Danielson

Bonnie P. Murray



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The Framework for Teaching Evaluation Instrument, 2013 Edition Charlotte Danielson, 2013 The framework for teaching document is an evolving instrument but the core concepts and architecture domains components and elements have remained the same Major concepts of the Common Core State Standards are included For example deep conceptual understanding the importance of student intellectual engagement and the precise use of language have always been at the foundation of the Framework for Teaching but are more clearly articulated in this edition The language has been tightened to increase ease of use and accuracy in assessment Many of the enhancements to the Framework are located in the possible examples rather than in the rubric language or critical attributes for each level of performance *Enhancing Professional Practice* Charlotte Danielson, 2007-02-08 Note A newer edition of this title is available The framework for teaching is a research based set of components of instruction that are grounded in a constructivist view of learning and teaching The framework may be used for many purposes but its full value is realized as the foundation for professional conversations among practitioners as they seek to enhance their skill in the complex task of teaching The framework may be used as the foundation of a school s or district s recruitment and hiring mentoring coaching professional development and teacher evaluation processes thus linking all those activities together and helping teachers become more thoughtful practitioners The actions teachers can take to improve student learning are clearly identified and fall under four domains of teaching responsibility Planning and Preparation the School Environment Instruction and Professional Responsibilities Within the domains are 22 components and 76 descriptive elements that further refine our understanding of what teaching is all about The framework defines four levels of performance Unsatisfactory Basic Proficient and Distinguished for each element providing a valuable tool that all teachers can use This second edition has been revised and updated and also includes frameworks for school specialists such as school nurses counselors library and media specialists and instructional coaches Comprehensive clear and applicable to teaching across the K 12 spectrum the framework for teaching described in this book is based on the PRAXIS III Classroom Performance Assessment criteria developed by Educational Testing Service and is compatible with INTASC standards

Rethinking Teacher Supervision and Evaluation Kim Marshall, 2009-10-30 In this important book education expert Kim Marshall shows how to break away from the typical and often ineffective evaluation approaches in which principals use infrequent classroom visits or rely on standardized test scores to assess a teacher s performance Marshall proposes a broader framework for supervision and evaluation that enlists teachers in improving the performance of all students Emphasizing trust building and teamwork Marshall s innovative four part framework shifts the focus from periodically evaluating teaching to continuously analyzing learning This book offers school principals a guide for implementing Marshall s framework and shows how to make frequent informal classroom visits followed by candid feedback to each teacher work with teacher teams to plan thoughtful curriculum units rather than focusing on individual lessons get

teachers as teams involved in low stakes analysis of interim assessment results to fine tune their teaching and help struggling students and use compact rubrics for summative teacher evaluation This vital resource also includes extensive tools and advice for managing time as well as ideas for using supervision and evaluation practices to foster teacher professional development

Schooling by Design Grant P. Wiggins, Jay McTighe, 2007 The authors of *Understanding by Design* share a compelling strategy for creating schools that truly fulfill the central mission of education to help students become thoughtful productive and accomplished at worthy tasks

Lesson Plan Book Teacher Created Resources, Inc, 2006-02-02

The Handbook for Enhancing Professional Practice Charlotte Danielson, 2008 Ready to use forms and instruments offer sound advice and step by step procedures for how teachers and other school staff can incorporate the framework for professional practice into their work Includes guidance and tools for evaluation by self mentors and supervisors

Implementing the Framework for Teaching in Enhancing Professional Practice Charlotte Danielson, Darlene Axtell, Bernadette Cleland, Candi McKay, 2009 With its clear definition of the elements of good teaching the framework for teaching designed by Charlotte Danielson is used by educators around the world for professional preparation recruitment and hiring mentoring and induction professional development and performance appraisal This action tool can guide you in applying the framework in your own classroom or school and strengthening your professional practice with proven strategies Broken down into the different domains components and elements of the framework each section provides examples of best practices for the higher levels of performance followed by a variety of tools that teachers can adapt and incorporate into their instruction Self assessments at the domain and component levels help you analyze your own practice And the activities for each element can be used in your planning or with students helping you develop the techniques that strengthen your practice Whether you use the tools on your own or with colleagues in a study group or professional learning community implementing the framework for teaching can help you become a better teacher Charlotte Danielson is also founder of the Danielson Group

Student Achievement Goal Setting Leslie Grant, James Stronge, 2013-10-11 The first book in the James H Stronge Research to Practice series focuses on improving student achievement through academic goal setting It offers the tools and plan of action to use performance data to improve instructional practice and increase student achievement

I Love You the Purplest Barbara M. Joosse, 1996-09 Two boys discover that their mother loves them equally but in different ways

The New Teacher's Complete Sourcebook Bonnie P. Murray, 2002 A seasoned elementary teacher shares her strategies in this amazing super practical guide You ll find everything you need to set up your classroom for maximum learning prepare dynamite lessons create an effective classroom management plan and so much more From getting ready for the first day to staying on target through June this must have book will be your companion for years to come For use with Grades K 4

The Distance Learning Playbook, Grades K-12 Douglas Fisher, Nancy Frey, John Hattie, Corwin, 2020-06-15 Effective teaching is effective teaching no matter where it occurs The pandemic teaching of mid 2020 was not really distance learning

but rather crisis teaching But starting now teachers have the opportunity to prepare for distance learning with purpose and intent using what works best to accelerate students learning all the while maintaining an indelible focus on equity

Harnessing the insights and experience of renowned educators Douglas Fisher Nancy Frey and John Hattie The Distance Learning Playbook applies the wisdom and evidence of VISIBLE LEARNING research to understand what works best with distance learning Spanning topics from teacher student relationships teacher credibility and clarity instructional design assessments and grading this comprehensive playbook details the research and evidence based strategies teachers can mobilize to deliver high impact learning in an online virtual and distributed environment This powerful guide includes Learning Intentions and Success Criteria for each module to track your own learning and model evidence based teacher practices for meaningful learning A diversity of instructional approaches including direct instruction peer learning and independent work that foster student self regulation and move learning to deep and transfer levels Discussion of equity challenges associated with distance learning along with examples of how teachers can work to ensure that equity gains that have been realized are not lost Special guidance for teachers of young children who are learning from a distance Videos of the authors and teachers discussing a wide variety of distance learning topics Space to write and reflect on current practices and plan future instruction The Distance Learning Playbook is the essential hands on guide to preparing and delivering distance learning experiences that are truly effective and impactful To purchase from an Authorized Corwin Distributor click [here](#) A Spanish translation of the Distance Learning Playbook Grades K 12 Aprendizaje a Distancia Guia Guia de Preescolar a Bachillerato can be purchased by contacting Irene Yopez from Editorial Trillas at vigaexporta@trillas.mx

Better Feedback for Better Teaching Jeff Archer, Steven Cantrell, Steven L. Holtzman, Jillian N. Joe, Cynthia M. Tocci, Jess Wood, 2016-04-25 A practical research based guide for ensuring trustworthy classroom observations that provide teachers with meaningful feedback Better Feedback for Better Teaching is an essential resource for school district and state leaders committed to high quality classroom observations This practical guide outlines the knowledge and skills classroom observers need to identify and help develop effective teaching and explains how leaders can best facilitate the development of classroom observers The best way to ensure high quality instruction in every classroom is to provide teachers with accurate constructive feedback on practices proven to enhance student learning Skilled classroom observers help teachers do their best work so that they can guide students to their greatest potential Better Feedback for Better Teaching provides helpful reliable strategies from leading experts and practitioners involved in the Measures of Effective Teaching MET project which carried out one of the largest most influential studies of classroom observations to date Among the many topics covered Better Feedback for Better Teaching describes how to Build a shared vision of effective teacher feedback among observers Ensure a common understanding of a classroom observation tool Train observers to collect objective evidence from a lesson efficiently and free of bias Leverage data to improve how observers are trained and supported This comprehensive resource includes helpful

starting points as well as tips to refine techniques and address new challenges Each section combines clear explanations of key ideas with concrete adaptable examples and strategies Self assessments are included to help you quickly rank current needs and find the most relevant solutions Filled with valuable practical tools Better Feedback for Better Teaching helps educators cultivate high quality classroom observations that improve teaching and learning [The Reflective Educator's Guide to Professional Development](#) Nancy Fichtman Dana, Diane Yendol-Hoppey, 2008-05-01 A tool box overflowing with ideas that will help every staff developer craft a school culture hospitable to adult and student learning Roland S Barth Author Lessons Learned The book speaks to many audiences including instructional coaches PLC leaders action researchers and group leaders and university professors working with action researchers and PLCs Gail Ritchie Coleader Teacher Researcher Network Fairfax County Public Schools VA A terrific resource for connecting teacher networks and action research to create powerful professional development opportunities This book is a joy to read Ellen Meyers Senior Vice President Teachers Network Powerful tools for facilitating teachers professional development and optimizing school improvement efforts Professional learning communities PLCs and action research are popular and proven frameworks for professional development While both can greatly improve teaching and learning few resources have combined the two practices into one coherent approach The Reflective Educator's Guide to Professional Development provides educators with strategies activities and tools to develop inquiry oriented PLCs Nationally known school reform experts Nancy Fichtman Dana and Diane Yendol Hoppey cover the ten essential elements of a healthy PLC provide case studies of actual inquiry based PLCs and present lessons learned to help good coaches become great coaches With this step by step guide readers will be able to Organize assess and maintain high functioning inquiry oriented PLCs Facilitate the development of study questions Establish the trust and collective commitment necessary for successful action research Enable PLC members to develop analyze and share research results Lead successful renewal and reform efforts By combining two powerful training practices coaches workshop leaders and staff developers can ensure continuous robust school based professional development **The Best of the Marshall Memo Book Two** Kim Marshall, Jenn David-Lang, 2020-09-24 **Learn Like a PIRATE** Paul Solarz, 2015-03-09 Teach kids peer collaboration improvement focused learning responsibility active learning twenty first century skills and empowerment **High-leverage Practices in Special Education** Council for Exceptional Children, Collaboration for Effective Educator Development, Accountability and Reform, 2017 Special education teachers as a significant segment of the teaching profession came into their own with the passage of Public Law 94 142 the Education for All Handicapped Children Act in 1975 Since then although the number of special education teachers has grown substantially it has not kept pace with the demand for their services and expertise The roles and practice of special education teachers have continuously evolved as the complexity of struggling learners unfolded along with the quest for how best to serve and improve outcomes for this diverse group of students High Leverage Practices in Special Education defines the activities that all special educators

needed to be able to use in their classrooms from Day One HLPs are organized around four aspects of practice collaboration assessment social emotional behavioral practices and instruction because special education teachers enact practices in these areas in integrated and reciprocal ways The HLP Writing Team is a collaborative effort of the Council for Exceptional Children its Teacher Education Division and the CEEDAR Center its members include practitioners scholars researchers teacher preparation faculty and education advocates Amazon com The Art of Reflective Teaching Carol R. Rodgers,2020 This book examines what it means to be present in one s teaching how to mentally and emotionally connect to your students your classroom and your teaching The author outlines the structure of reflection its intentional practice and its importance to presence Rodgers also provides a detailed outline for teaching presence to new and preservice teachers **Teacher Evaluation to Enhance Professional Practice** Charlotte Danielson,Thomas L. McGreal,2000 Identifies some of the problems with many teacher evaluation systems presents a rationale for teacher evaluation and describes a structural framework for designing an effective evaluation system for beginning and tenured teachers *A Handbook for Classroom Instruction That Works* Robert J. Marzano,Jennifer S. Norford,Barbara B. Gaddy,Diane E. Paynter,Debra J. Pickering,2004-04 For courses in Educational Psychology Advanced Educational Psychology and General Methods for the elementary middle school or secondary levels Designed as a self study resource this handbook guides readers through nine categories of instructional strategies proven to improve student achievement and to apply the teaching practices from the companion text Classroom Instruction That Works For each of the nine categories exercises brief questionnaires tips and recommendations samples worksheets rubrics and other tools are provided so teachers can apply what they ve learned immediately in the classroom **Purposeful Play** Kristine Mraz,Alison Porcelli,Cheryl Tyler,2016 Play is serious business Whether it s reenacting a favorite book comprehension and close reading negotiating the rules for a game speaking and listening or collaborating over building blocks college and career readiness and STEM Kristi Mraz Alison Porcelli and Cheryl Tyler see every day how play helps students reach standards and goals in ways that in their seat instruction alone can t do And not just during playtimes We believe there is play in work and work in play they write It helps to have practical ways to carry that mindset into all aspects of the curriculum In Purposeful Play they share ways to optimize and balance different types of play to deepen regular classroom learning teach into play to foster social emotional skills and a growth mindset bring the impact of play into all your lessons across the day We believe that play is one type of environment where children can be rigorous in their learning Kristi Alison and Cheryl write So they provide a host of lessons suggestions for classroom setups helpful tools and charts curriculum connections teaching points and teaching language to help you foster mature play that makes every moment in your classroom instructional Play doesn t only happen when work is over Children show us time and time again that play is the way they work In Purposeful Play you ll find research driven methods for making play an engine for rigorous learning in your classroom

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