



Enhancing Professional Practice:

Collaborative Observation Cycle
Oregon Department of Education



www.DanielsonGroup.org

The Danielson Framework for Teaching

DOMAIN 1: Planning and Preparation 1a Demonstrating Knowledge of Content and Pedagogy 1b Demonstrating Knowledge of Students 1c Setting Instructional Outcomes 1d Demonstrating Knowledge of Resources 1e Designing Coherent Instruction 1f Designing Student Assessments	DOMAIN 2: Classroom Environment 2a Creating an Environment of Respect and Rapport 2b Establishing a Culture for Learning 2c Managing Classroom Procedures 2d Managing Student Behavior 2e Organizing Physical Space
DOMAIN 4: Professional Responsibilities 4a Reflecting on Teaching 4b Maintaining Accurate Records 4c Communicating with Families 4d Participating in a Professional Community 4e Growing and Developing Professionally 4f Showing Professionalism	DOMAIN 3: Instruction 3a Communicating With Students 3b Using Questioning and Discussion Techniques 3c Engaging Students in Learning 3d Using Assessment in Instruction 3e Demonstrating Flexibility and Responsiveness

Enhancing Professional Practice Observation Skills using the Framework for Teaching

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Observation Cycle and the Framework

Outcomes:

An opportunity to acquire the skills needed to conduct classroom observations using the Framework for Teaching

Participants will:

- Know the steps of an observation cycle.
- Understand the purpose of each step in the cycle.
- Analyze a lesson plan
- Distinguish between evidence and opinion
- Align evidence to components and determine level of performance
- Understand reflection conference



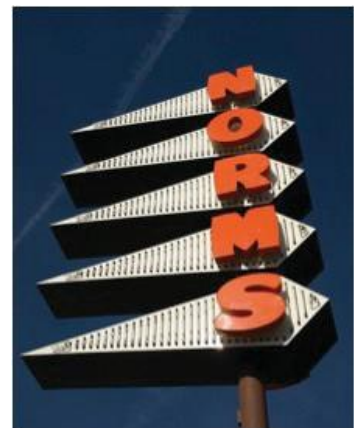
Agenda:

- Framework Review
- Plan-Teach-Reflect-Apply
- The Collaborative Observation Process
- The Planning Conference
- Evidence vs. Opinion
- Minimizing Bias
- Evidence Collection
- Evidence Interpretation
- The Reflection Conference
- Writing Rationales for Levels of Performance
- Reflection



Norms:

- Equity of voice
- Attentive Listening
- Safety to share different perspectives
- Commitment to the work
- No checking emails, texts, and the internet until the break.



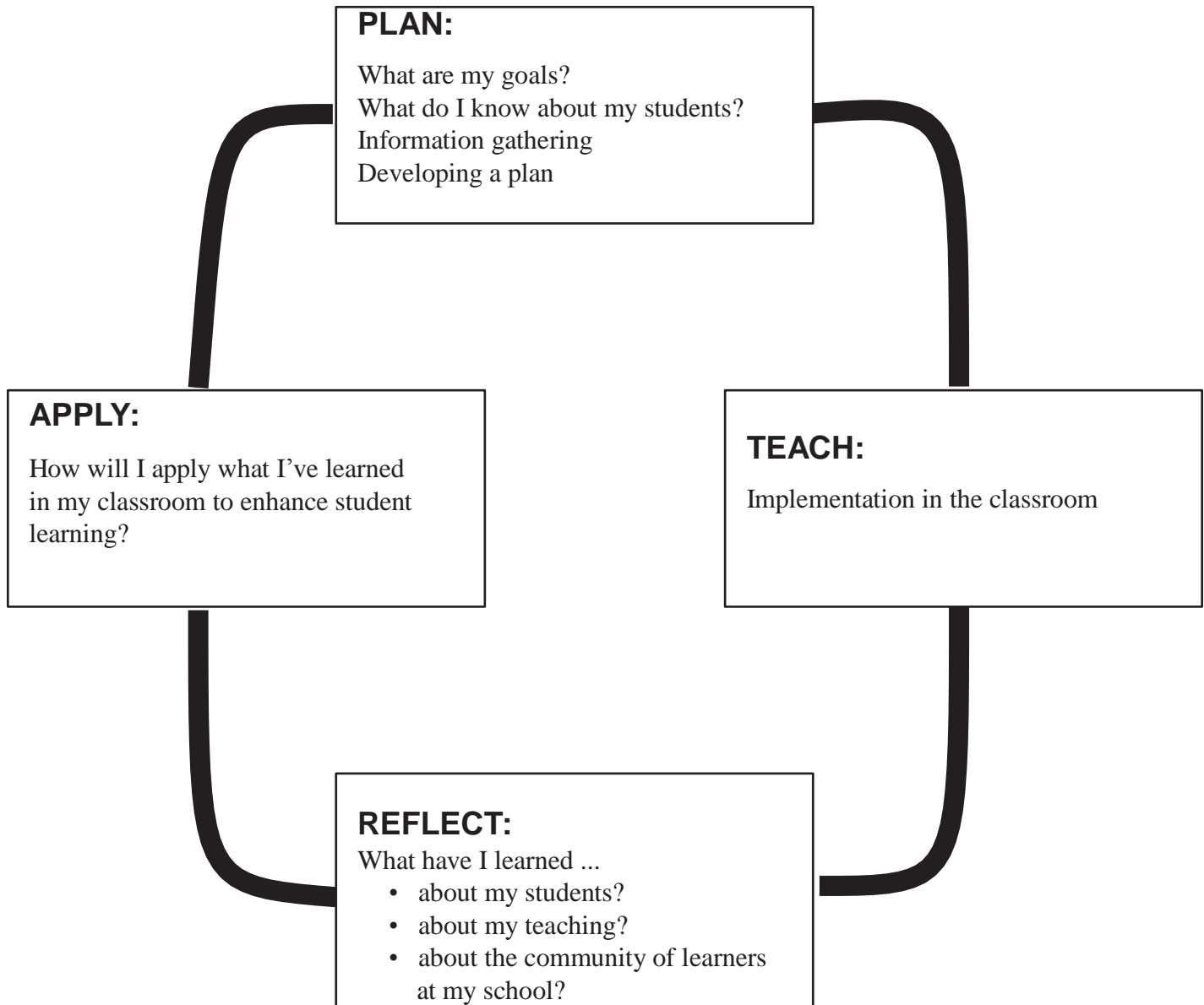
Concept Harvest

<i>Levels of Performance</i>	<i>Instruction</i>	<i>On Stage/Off Stage</i>
<i>Coding</i>	<i>Reflection Conference</i>	<i>Heart of Instruction</i>
<i>Calibrate</i>	<i>Evidence</i>	<i>Planning and Preparation</i>
<i>Growth Model</i>	<i>Professional Responsibilities</i>	<i>Classroom Environment</i>

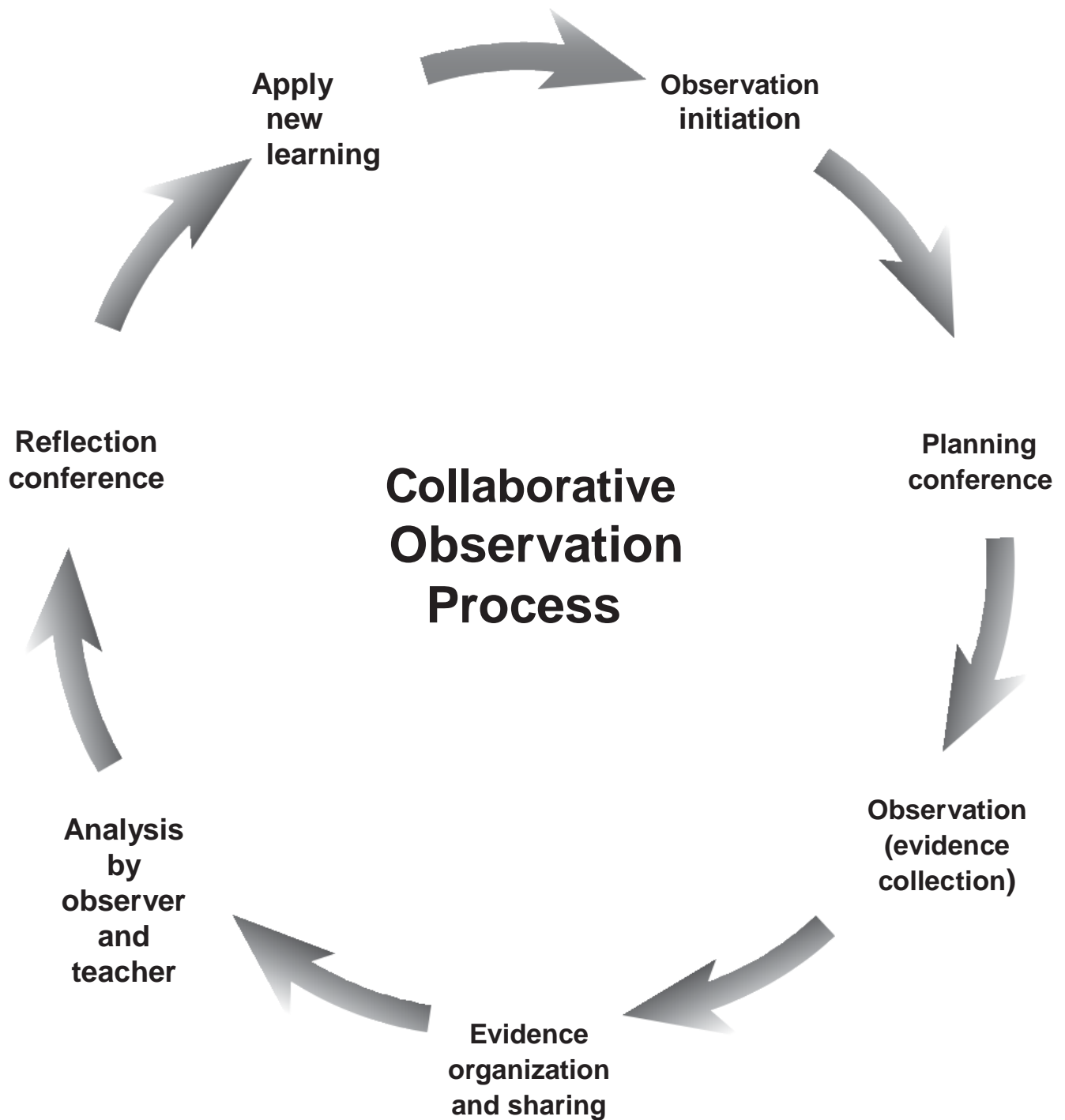


Professional Growth Cycle

Professional Improvement is characterized a cycle that includes four steps: Plan—Teach—Reflect—Apply:



Collaborative Observation Process



Evidence vs. Opinion

	Evidence or Opinion?	E	O
1	Some students have difficulty staying engaged.		
2	The teacher asked five yes/no questions in the first five minutes.		
3	The teacher said that the Civil War was a tragedy for U.S. civilization.		
4	The seating arrangement should be flexible because it is kindergarten.		
5	"I assure you that today's lesson will be quite interesting."		
6	The last activity, discussion of the key scene, was rushed.		
7	The teacher clearly has planned and organized for maximum effect.		
8	As the activity progressed, students started calling out, "What should we do next?"		
9	The teacher says today's activities are an extension of the math unit.		
10	The new table arrangement encourages concentration and controlled interaction with neighbors.		
11	The pacing of the lesson was slow, allowing many possibilities for student restlessness, and disruptive behavior.		
12	Students worked with a classmate in choosing key scenes and discussing the reasons for their choice.		
13	The class was chaotic and out of control.		
14	Seventy-five percent of the students were out of their seats and were not working on the assignment.		
15	The teacher spent most of the class period talking to students in the front half of the classroom.		
16	The teacher prefers to work with female students rather than with male students.		
17	The students were bored and uninterested.		
18	Five students had their heads down during the teacher's lecture.		
19	All students wrote in their journals.		
20	The students were unclear about the objective of the social studies activity.		
21	The teacher was fair and consistent in her discipline management strategies.		
22	The teacher circulated throughout the entire room while the students worked in their groups.		



Evidence vs. Opinion

Many observers of teaching confuse descriptions of classroom practice with opinions about classroom practice. Opinions can be a reflection of one's biases and personal preferences, particularly when they are not supported by a collection of evidence. Descriptions (evidence) and opinions differ in the following way:

Description of Classroom Practice (Observer
records an event with no interpretation)

Versus

Opinion About Classroom Practice
(Observer interprets an event based on own beliefs about good teaching)

To consistently apply the rubric to observations of classroom practice, it is essential to be able to make observations of evidence that stand independent of opinions (premature interpretations of evidence that are based on personal beliefs).

Evidence and Opinion

EVIDENCE	OPINION
observable	draws conclusions
objective	subjective
free of value judgment	may include value judgment

Evidence Types:

Verbatim scripting of teacher or student comments:

“Would one person from each table come to collect the materials?”

“We have five more minutes to finish. Let's look over our work before we hand it in!”

Non-evaluative statements of observed teacher or student behavior:

The teacher stood by the door, greeting students as they entered.

Students were seated at tables in groups of four, working independently.

Numeric information about time, student participation, resource use, etc.:

Three students offered 80% of the comments during the discussion.

Fifteen minutes was spent in circle time.

An observed aspect of the environment:

The assignment was on the board for students to do while attendance was being taken.

There were three centers designed for independent work.



Bias Errors

Compare/Contrast Error

The tendency of a rater to evaluate a person relative to other individuals rather than on how well the person fulfills the requirements of the job. For Example: Mrs. T uses the same routines in her classroom as Mrs. V who is a master teacher. The rater generalizes from this similarity and looks for additional positive examples during her observation. Mr. G is the only teacher who did not participate in the voluntary staff development session. The raters negative judgment about this absence influences his observation of the classroom.

Similar/Dissimilar to Me Error

The tendency of a rater to evaluate more favorably those people whom they perceive as similar to themselves. For Example: Mrs. J's has created a classroom that is just like the rater's last work setting. Therefore, the rater is more likely to look for positive examples during an observation. Mr. D frequently reads the same books as the rater. This leads the rater to view Mr. D's performance more positively. Mrs. A has a similar accent to the rater. This leads the rater to view Mrs. A in a positive light.

Central Bias Error and/or Negative-Positive Error

The tendency of a rater to score people either at the extreme ends of the scale (too harshly or too leniently) or close to the midpoint of a scale when their performance justifies a substantially higher or lower rating. For Example: The rater never gives more than a 2 on anything or always gives 3's on everything.

I Know You Error

The tendency of a rater to allow previous history or present relationship to influence the score. For Example: Mr. L has a long standing friendship with the rater, as they formerly co-taught a humanities course. As a result, the rater is likely to look for positive performance examples. Mrs. P is argumentative during staff meetings, so the rater is likely to look for negative examples in her classroom.

Emotional State Error

The tendency of a rater to allow their present emotional state to influence the score. For Example: The rater had an argument with her teenage daughter before leaving for work and her resulting mood causes a negative lens on her observations. The rater got engaged over the weekend and his good mood influences his observations positively.

Tips for Avoiding Bias

All performance ratings should be established against fixed standards, not compared to previous performance, the ratings of others, initial impression or any factors other than the observable evidence and the specific rubric.



Data Collection Sheet

TIME	EVIDENCE	Comp.	CCSS



Data Collection Sheet

TIME	EVIDENCE	COMP.	CCSS



Collecting Evidence

The 3 Rs ...

REMAIN ... to clean up data

- be sure the data is truly representative
- check that only facts are recorded
- whenever possible, quantify words such as few, some, most
- use quotation marks when quoting teachers or students
- add any missing information

REVIEW... data while it's still fresh

- clarify anything that needs further explanation
- be sure there are no opinion statements or gaps
- check that the documentation does not indicate personal or professional preferences

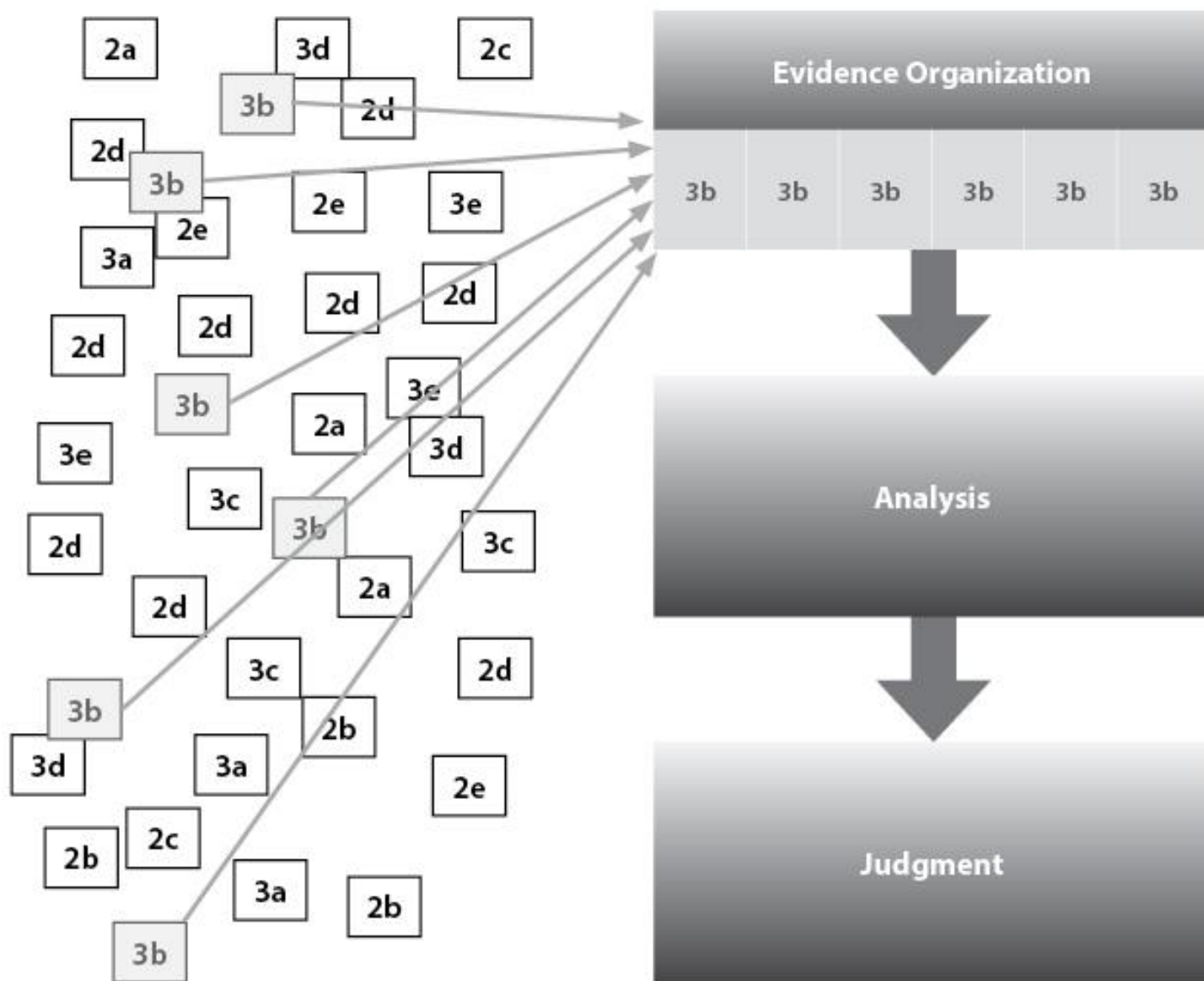
REFLECT ... to align the evidence statements to the Framework components

- check that interpretations are free from bias
- be sure that interpretations are based on a preponderance of evidence
- accurately compare the preponderance of evidence against the levels of performance
- check that interpretations are aligned to the critical attributes
- share with colleagues using the language of the Framework
- be sure any summary statements are clear and reflect strengths as well as growth opportunities

check the tone of summary statements so they are neither positively or negatively framed.



Evidence Organization



Assessing our Practices

Practice	Desired	In place	If not, what next?
Collaborative Process			
Planning Conference			
Common understanding of evidence, bias and opinion			
Strategies to assign level of performance			
Evidence sharing			
Common philosophy of growth orientation for reflection conversation			
Protocol for reflection conversations			

