

Instruction

Teacher Effectiveness

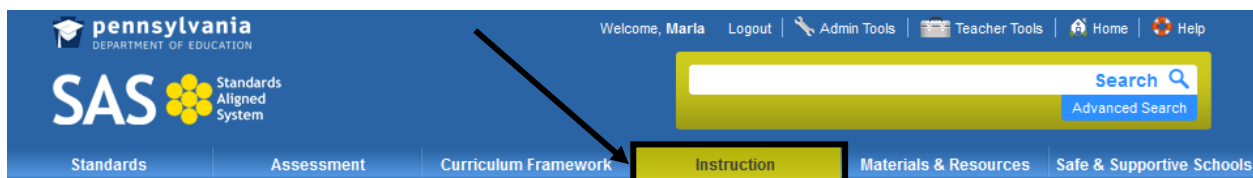
Pennsylvania has adopted **Charlotte Danielson's Framework for Teaching** as the overarching vision for effective instruction in the Commonwealth. The model focuses the complex activity of teaching by defining four domains of teaching responsibility:

- Planning and preparation
- Classroom environment
- Instruction
- Professional responsibilities

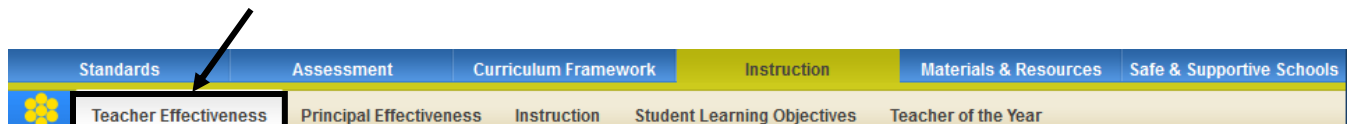
Teachscape

The Pennsylvania Department of Education has partnered with **Teachscape** to provide online professional development for the Danielson Framework for teaching. Participants in this training will receive 2 hours of Act 48 credit.

1. Click the **Instruction** tab on the **Navigation Bar**.



2. Select the **Teacher Effectiveness** tab.



3. Locate the **Teachscape** area in the center of the tab.

Teacher Effectiveness

Pennsylvania has adopted **Charlotte Danielson's Framework for Teaching** as the overarching vision for effective instruction in the Commonwealth. The model focuses the complex activity of teaching by defining four domains of teaching responsibility:

1 Planning and preparation

2 Classroom environment

3 Instruction

4 Professional responsibilities

Domains 1 and 4 cover aspects of the teaching profession that occur outside the classroom, while Domains 2 and 3 address aspects that are directly observable in classroom teaching. To further explore the relationship between the domains [click here](#).

Pennsylvania Department of Education has partnered with Teachscape to provide online professional development for the Danielson Framework for teaching. This training will receive Act 48 credit. In order to access the Teachscape system, please log into your SAS account and return to the Instruction circle.

(Danielson, 2011)

Teaching Frameworks

Charlotte Danielson: The Framework for Teaching

Complete Rubric

4. Participation in the **Teachscape** course requires that you have a validated **PPID** number stored in the **My Profile** section of your SAS account.

- Follow the links provided to determine and/or enter your **PPID** number in **My Profile**:

The Pennsylvania Department of Education has partnered with Teachscape to provide online professional development for all teachers in the Commonwealth. In order to access the Teachscape system to take this online training and to receive Act 48 credit, you must have a verified PPID in your SAS user profile.

- you know your PPID, click **here** to update your profile with your PPID and return to this page.
- If you do not know or do not yet have a PPID but you are a PA educator, click **here** to go to the PERMS system to obtain your PPID.
- If you cannot obtain a PPID but believe that you should have access to the Teachscape training, please contact the **SAS Help Desk**.



NOTE: The **PPID** is a 7-digit number that all certified educators in Pennsylvania are assigned. If you are unsure of your **PPID**, please visit the PERMS site at

<https://www.perms.ed.state.pa.us/Screens/wfProfessionalPersonnelID.aspx>

- When a validated **PPID** number is stored in **My Profile**, the following will appear in the **Teachscape** section of the **Teacher Effectiveness** tab:

Teacher Effectiveness

Pennsylvania has adopted Charlotte Danielson's Framework for Teaching as the overarching vision for effective instruction in the Commonwealth. The model focuses the complex activity of teaching by defining four domains of teaching responsibility:

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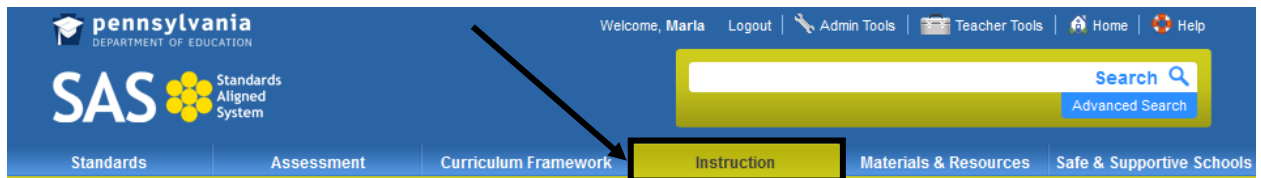
Pennsylvania Department of Education has partnered with Teachscape to provide online professional development for all teachers in the Commonwealth. In order to access the Teachscape system to take this online training and to receive Act 48 credit, click on the link below. You will be transferred to Teachscape along with your SAS user information and PPID.

Teachscape Framework for Teaching Effectiveness Series

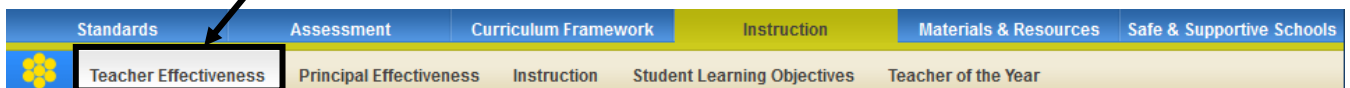
- Click on the **Teachscape Framework for Teaching Effectiveness Series** link to access the online professional development courses. Be sure to agree to the **End User License Agreement**.

Teacher Effectiveness

1. Click the **Instruction** tab on the **Navigation Bar**.



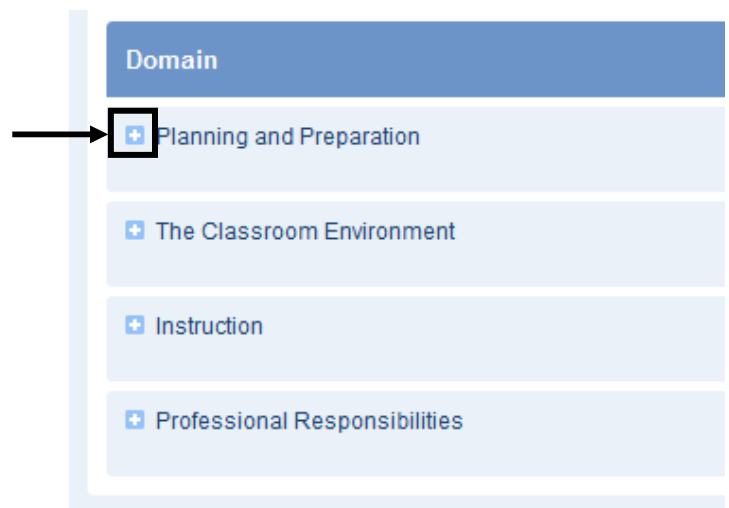
2. Select the **Teacher Effectiveness** tab.



3. Click the **plus sign (+)** to the left of **Charlotte Danielson: The Framework for Teaching**.



4. Click the **plus sign (+)** to the left of a **Domain**.



- Click on the **Component Rubric** icon to the right of a **Component**.

The screenshot shows a list of components in a software interface. Each component row includes a plus sign, the component name, and three icons: a grid icon for 'Component Rubric', a book icon for 'PD Modules', and a video icon for 'Videos'. An arrow points to the 'Component Rubric' icon for the component 'Demonstrating Knowledge of Students'.

- The **Component Rubric** will open in its own tab (or window). It will provide a description of the **Domain**, and will show the four (4) levels of quality for the **Component**.

1b DEMONSTRATING KNOWLEDGE OF STUDENTS

UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Teacher demonstrates little or no understanding of how students learn and little knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs and does not seek such understanding.	Teacher indicates the importance of understanding how students learn and the students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and attains this knowledge about the class as a whole.	Teacher understands the active nature of student learning and attains information about levels of development for groups of students. The teacher also purposefully seeks knowledge from several sources of students' backgrounds, cultures, skills, language proficiency, interests, and special needs and attains this knowledge about groups of students.	Teacher actively seeks knowledge of students' levels of development and their backgrounds, cultures, skills, language proficiency, interests, and special needs from a variety of sources. This information is acquired for individual students.
Critical Attributes			
Teacher does not understand child development characteristics and has unrealistic expectations for students. Teacher does not try to ascertain varied ability levels among students in the class. Teacher is not aware of student interests or cultural heritages. Teacher takes no responsibility to learn about students' medical or learning disabilities.	Teacher cites developmental theory but does not seek to integrate it into lesson planning. Teacher is aware of the different ability levels in the class but tends to teach to the "whole group." The teacher recognizes that children have different interests and cultural backgrounds, but rarely draws on their contributions or differentiates materials to accommodate those differences. The teacher is aware of medical issues learning disabilities with some students does not seek to understand the implications of that knowledge.	The teacher knows, for groups of students, their levels of cognitive development. The teacher is aware of the different cultural groups in the class. The teacher has a good idea of the range of interests of students in the class. The teacher has identified "high," "medium," and "low" groups of students within the class. The teacher is well informed about students' cultural heritage and incorporates this knowledge in lesson planning. The teacher is aware of the special needs represented by students in the class.	In addition to the characteristics of "proficient": The teacher uses ongoing methods to assess students' skill levels and designs instruction accordingly. The teacher seeks out information about their cultural heritage from all students. The teacher maintains a system of updated student records and incorporates medical and/or learning needs into lesson plans.



Note: A rubric with all **Components** is available at the **Domain** level. Also, a **Complete Rubric** with all **Domains** and **Components** is available at the top of **The Framework for Teaching**.

7. Click on the **PD Modules** icon to the right of the **Component**.

Component		
+ Demonstrating Knowledge of Content and Pedagogy	Component Rubric	PD Modules Videos
+ Demonstrating Knowledge of Students	Component Rubric	PD Modules Videos
+ Setting Instructional Outcomes	Component Rubric	PD Modules Videos
+ Demonstrating Knowledge of Resources	Component Rubric	PD Modules Videos
+ Designing Coherent Instruction	Component Rubric	PD Modules Videos
+ Designing Student Assessments	Component Rubric	PD Modules Videos

8. The **Professional Development (PD) Center** will open in its own tab (or window). Here you can preview and register for selected self-paced **Courses** that address skills related to the selected **Component** of the **Teaching Framework**. Click the **plus sign (+)** to the left of the **Course Title** to view the **Course Description**.

Self-paced Courses 1

+ Demonstrating Knowledge of Students: 10 Hours 105

Preview Register

In this module, participants will explore student cognitive, social, and emotional developmental stages. The module also explores how to address gaps and avoid misconceptions about student development and capability. With a solid foundation in developmental patterns, participants will apply and evaluate strategies designed to engage their students with content.

Schedule: TBD Duration: 90 Days

9. At present, the icon for **Videos** is not active. In the near future, that icon will point to videos that show teachers modeling a **Component** or an **Element** in the classroom.

+ Demonstrating Knowledge of Students	Component Rubric	PD Modules	Videos
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10. Click the **plus sign (+)** to the left of the **Component**.



Component

+ Demonstrating Knowledge of Content and Pedagogy  Component Rubric  PD Modules  Videos

+ Demonstrating Knowledge of Students  Component Rubric  PD Modules  Videos

11. Notice that the **Elements** that the **Component** is comprised of appear:



Element

Knowledge of child and adolescent development  PD Modules  Videos

Knowledge of the learning process  PD Modules  Videos

Knowledge of students' skills, knowledge, and language proficiency  PD Modules  Videos

Knowledge of students' interests and cultural heritage  PD Modules  Videos

Knowledge of students' special needs  PD Modules  Videos

12. Click the **minus sign (-)** to the left of **Charlotte Danielson: The Framework for Teaching** to close the entire **Framework**.



Teaching Frameworks

- Charlotte Danielson: The Framework for Teaching 

Domain

- Planning and Preparation 

Component

+ Demonstrating Knowledge of Content and Pedagogy  Component Rubric  PD Modules  Videos

- Demonstrating Knowledge of Students  Component Rubric  PD Modules  Videos

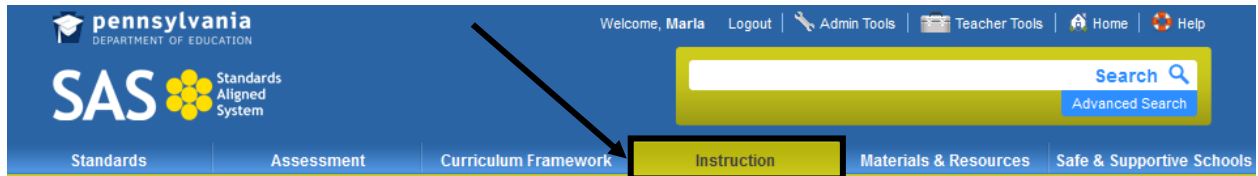
Element

Knowledge of child and adolescent development  PD Modules  Videos

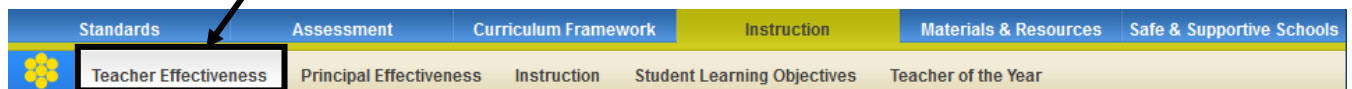
Instructionally Certified Personnel with Unique Roles and Functions

Committees of educators worked to develop general and specific examples as an optional and potentially useful supplement to the Danielson Rubric for use with instructionally certified personnel.

1. Click the **Instruction** tab on the **Navigation Bar**.



2. Select the **Teacher Effectiveness** tab.



3. Scroll to the **Instructionally Certified Personnel with Unique Roles and Functions** section of the tab.

Teaching Professionals with Unique Roles and Functions

Teaching Professionals with Unique Roles and Functions serve in many different capacities across the Commonwealth given their varied roles, function and contexts. As shown, committees of educators worked to develop general and specific examples as an optional and potentially useful supplement to the existing and already validated **Danielson Rubric** for use with instructionally certified personnel.

Please note that these are examples only and are not meant to represent the full range of training, experience or unique roles and functions that a given educator may provide. Discussion of examples may help the evaluator and person being evaluated facilitate meaningful conversation and were not developed to be used as evidence or lack thereof within practice and the evaluation process.

Autistic, MDS and Life Skills

[Examples for Autistic, MDS and Life Skills](#)

[Guiding Questions For Autistic, MDS and Life Skills](#)

Career and Technical Education Teachers

[Examples for Career and Technical Education Teachers](#)

Examples for Early Childhood Teachers

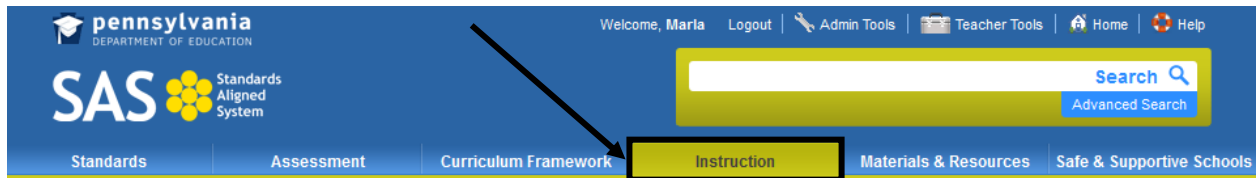
[Examples for Early Childhood Teachers](#)

[Guiding Questions For Early Childhood Teachers](#)

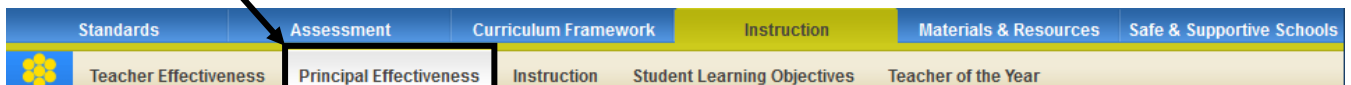
4. Locate the appropriate document, and click the title. You will be prompted to either **Open** the file, or **Save** the file to a location on your hard drive, file server, or other storage device.

Principal Effectiveness

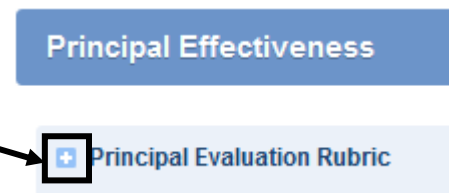
1. Click the **Instruction** tab on the **Navigation Bar**.



2. Select the **Principal Effectiveness** tab.



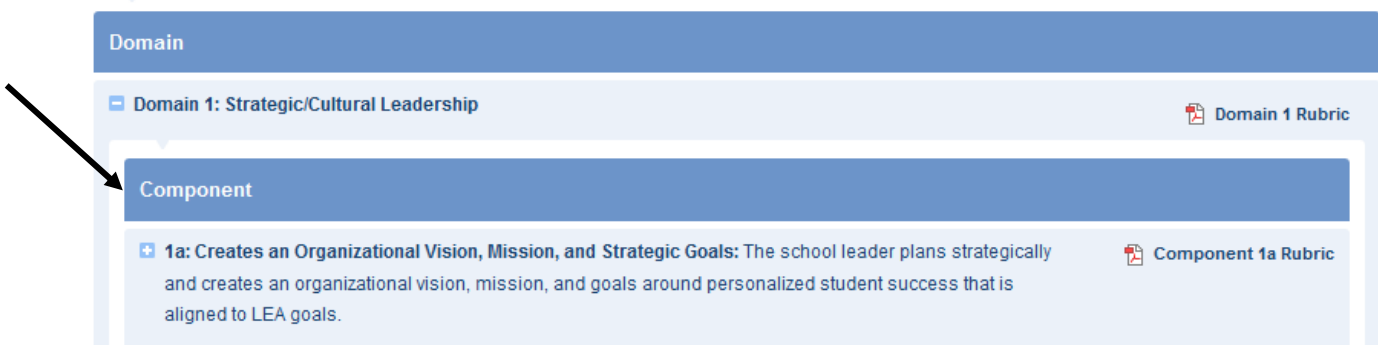
3. Click the **plus sign (+)** to the left of **Principal Evaluation Rubric**.



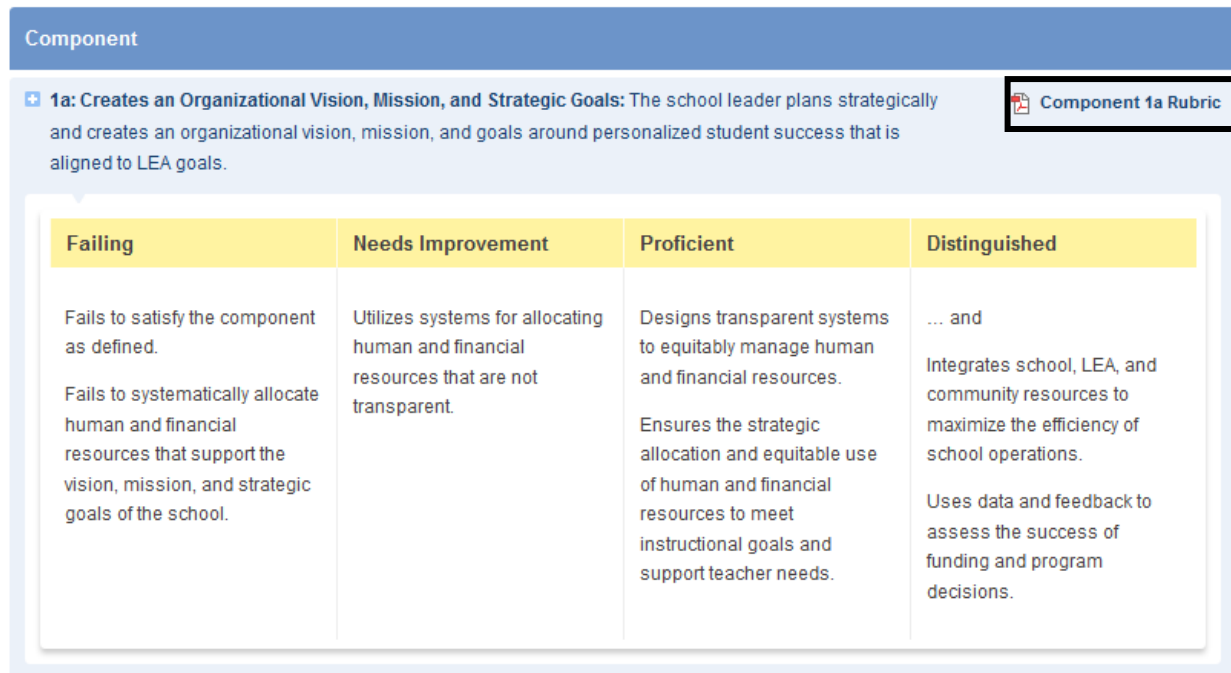
4. Click the **plus sign (+)** to the left of a **Domain**.



5. Each of the **Components** within the selected **Domain** will appear.



6. Scroll to the desired **Component** – for example, **Component 1a: Creates an Organizational Vision, Mission, and Strategic Goals**. Preview the **Rubric** for the selected **Component**.



Failing	Needs Improvement	Proficient	Distinguished
<p>Fails to satisfy the component as defined.</p> <p>Fails to systematically allocate human and financial resources that support the vision, mission, and strategic goals of the school.</p>	<p>Utilizes systems for allocating human and financial resources that are not transparent.</p>	<p>Designs transparent systems to equitably manage human and financial resources.</p> <p>Ensures the strategic allocation and equitable use of human and financial resources to meet instructional goals and support teacher needs.</p>	<p>... and</p> <p>Integrates school, LEA, and community resources to maximize the efficiency of school operations.</p> <p>Uses data and feedback to assess the success of funding and program decisions.</p>

7. The PDF version of the **Rubric** is also available as a download. You will be prompted to either **Open** the file, or **Save** the file to a location on your hard drive, file server, or other storage device.

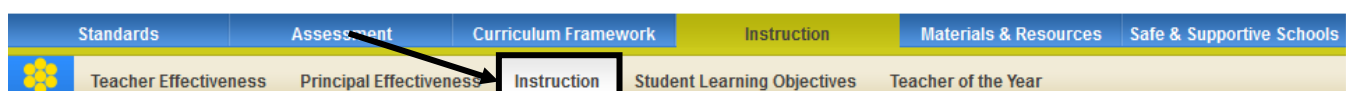
Instruction

Aligned instruction comprises the following activities: Teaching topics that are aligned with the standards, ensuring the right level of challenge, focusing teaching based on the learning needs of each student, and implementing instructional strategies to increase student achievement.

1. Click the **Instruction** tab on the **Navigation Bar**.



2. Click the **Instruction** tab.



- Click on the appropriate sub-topic, and then click the title of the document you wish to view:

You will be prompted to either **Open** the file, or **Save** the file to a location on your hard drive, file server, or other storage device.

Search Videos

- Click the **Instruction** tab on the **Navigation Bar**.

- Click the **Instruction** tab.

- Scroll to the **Search Videos** section of the tab.

Search Videos

Use the search below to locate instructional videos based on keyword, subject and grade level or course, and instructional strategies.

You can also use the Advanced Search button to locate a video based on the Standards and Eligible Content addressed in the video. Once you select a subject and grade level or course, click the Advanced Search button to select the Standards and/or Eligible Content you would like to use to search for related videos.

4. Enter a **Keyword**, or phrase (optional).

5. Select a **Grade Level** (or **Band**) and **Subject Area**, or for secondary level subjects, select a **Course**.

Select a Grade Level/Subject Area
Select a Course

8th Grade


Reading, Writing, Speaking, and Listening

6. You may narrow your search results to include specific types of pedagogy by placing a checkmark next to your desired types. Then click **Search**.

Use the check boxes below to limit your search based on instructional strategies and practices. For example, if you only want to see video results that include project based learning, check the box in front of Project Based Learning.

<input type="checkbox"/> Scaffolding	<input type="checkbox"/> Active Engagement
<input type="checkbox"/> Metacognition	<input type="checkbox"/> Modeling
<input type="checkbox"/> Explicit Instruction	<input type="checkbox"/> Simulation
<input type="checkbox"/> Project Based Learning	<input type="checkbox"/> Inquiry Based
<input type="checkbox"/> Nonlinguistic Representation	<input type="checkbox"/> Differentiated Learning
<input type="checkbox"/> Kinesthetic/Tactile	<input type="checkbox"/> Auditory
<input type="checkbox"/> Visual/Spatial	<input type="checkbox"/> Verbal/Linguistic
<input type="checkbox"/> Musical/Rhythmic	
<input checked="" type="checkbox"/> Webb's Depth of Knowledge: Recall	<input checked="" type="checkbox"/> Webb's Depth of Knowledge: Skill/Concept
<input type="checkbox"/> Webb's Depth of Knowledge: Strategic Thinking	<input type="checkbox"/> Webb's Depth of Knowledge: Extended Thinking
<input type="checkbox"/> Formative Assessment	
<input type="checkbox"/> Knowledge	<input type="checkbox"/> Comprehension
<input type="checkbox"/> Application	<input type="checkbox"/> Analyze
<input type="checkbox"/> Evaluation	<input type="checkbox"/> Creation/Synthesis

[Search](#)

 Language Arts 1 - Middle School: Figurative Language Vocabulary Review

[View Details](#)

Grade(s): 7th Grade, 8th Grade

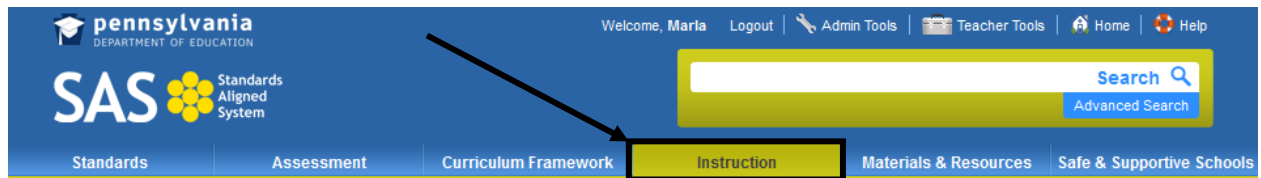
Standard(s):

1.3.7.D 1.3.8.D R7.B.2.1.1 R7.B.2.1.2 R8.B.2.1.1
R8.B.2.1.2

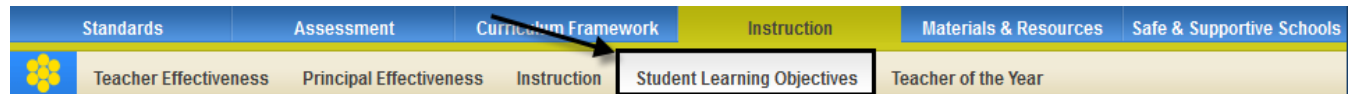
- Click **View Details** to read a brief **Description** of a video from the results, and to see the **Length** of the video.
- Select a video by clicking on its **Title**, and use controls to play and pause the video, to play the video full-screen, to adjust the volume, as well as to show or hide closed-captioning.

Student Learning Objectives (SLOs)

1. Click the **Instruction** tab on the **Navigation Bar**.



2. Click on the **Student Learning Objectives** tab.



RIA Homeroom Site

The Pennsylvania Department of Education has partnered with Research In Action (RI) to provide the process, materials, and training for the creation and management of student learning objectives.

1. Click on the **Homeroom** icon.
2. You will be redirected to the **Research in Action (RIA)** site to register/log in.
3. Click on **Register** to create your **RIA Homeroom account**, or enter a username and password to access your existing **RIA Homeroom account**.



Downloading Resources

You will be able to download a **.zip file** containing important resources to help you get started with student learning objectives.

1. Click on the **.zip file** icon.

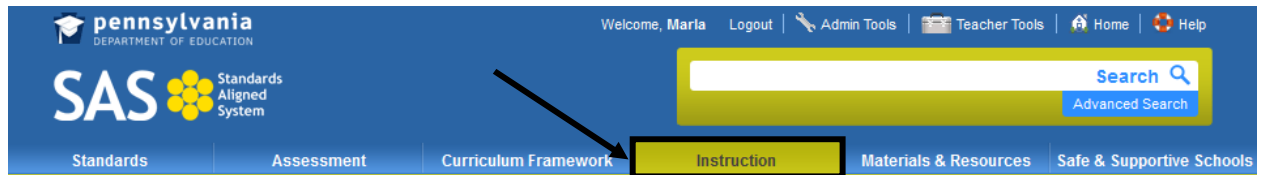


2. You will be prompted to either **Open** the file, or **Save** the file to a location on your hard drive, file server, or other storage device.

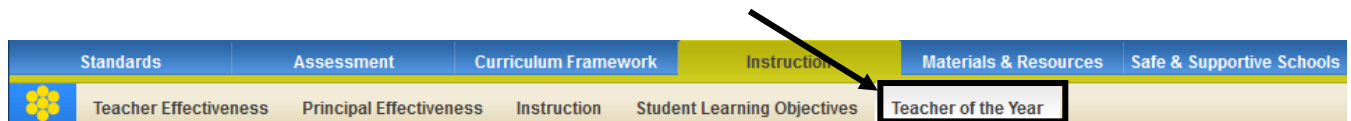
Teacher of the Year

The **Pennsylvania Teacher of the Year Program** recognizes excellence in teaching by honoring K-12 teachers in public education who have made outstanding academic contributions to Pennsylvania's school-aged children.

1. Click **Instruction** on the **Navigation Bar**.



2. Click the **Teacher of the Year** tab.



- To download an informational document, click on its **Title**.
- You will be prompted to either **Open** the file, or **Save** the file to a location on your hard drive, file server, or other storage device.

Teacher of the Year Information

 [2015 Pennsylvania Teacher of the Year Nomination Information](#)

 [TOY Application](#)

 [TOY Nomination Form](#)

- To view a list of past recipients, scroll to the bottom of the page.

Pennsylvania is proud of the past recipients of its Teacher of the Year:

2013 Ryan Devlin - Brockway Area High School

2012 Tricia Miller - Penns Valley School District

2011 Jeffrey Chou - Abington School District

2010 Michelle Switala - Pine Richland High School

2009 Rebecca Snyder - Greater Latrobe Senior High School

2008 David Woten - Carson Middle School

2000 Faith G. Kline - Philadelphia SD

1999 Barbara Brathwaite - Pocono Mountain Intermediate

1998 Susan Van Zile - Cumberland Valley SD

1997 Robert Werner - Derry Area SD

1996 Susan Rodriguez - Philadelphia SD

1995 Ranjini Weerasooriya & Deborah Spencer - Philadelphia SD

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