

Component IB

Demonstrating Knowledge of Students

1. **Student Self-Reflections**
 - a. "My Report Card"- This has students reflect on their time at school. They must rate themselves on things like paying attention, following directions, making good choices, etc. This form also asks students to write down one thing I need to know about them, future goals, and what they enjoy/don't like about school.
 - b. Behavior reflection sheets
2. **Data Tracking to Guide Instruction**
 - a. Math data binders- Students have data binders that call for them to fill out how they feel about each individual standard before and after we learn it. Students also fill out their scores on the pre-test and post-test on a bar graph so they can look at their growth.
 - b. Chapter breakdowns- I have used the charts from GoMath! to create individual assessment sheets that I fill out at the end of each chapter for students. This allows me to see which students are missing and need more help with. I typically take students for at least the top two things that they need help on, and we work one-on-one or in small groups.
 - c. Reteach groups for certain skills and concepts
3. **Collecting Information about Students**
 - a. Parent conference survey- This is four questions about their students' time and experience in fifth grade so far.
 - b. Parent questionnaire and "All About Me"
 - c. Notes about individual students completed through observations, activities, and assessments
 - d. RTI notes on individual students' progress
 - e. Notes about an individual student's progress and habits throughout the year
 - f. Goals for an individual student in math and language
4. **Student Self-Assessments**
 - a. Learning objective exit slip for lessons
 - b. Twitter post
 - c. Writing self-assessment
 - d. Student grading rubric- This rubric was actually created by my students. They determined what was important for this final project. They are filling out these rubrics on their own to reflect on how they did.
 - e. "Rate your understanding" quick check in math notebook (Students identify their levels of understanding on a certain skill or concept.) This guides my instruction and reteach groups.
 1. Level 0- No clue! Help me. Level 1- I got the idea of it but I'm still lost. Level 2- I understand if I have examples or help from Miss Briggs. Level 3- I understand- I've got this. Level 4- I understand so well that I could teach someone.
5. **Accommodating for Individual Learners**
 - a. Links to novel readings online for students who benefit from listening to reading instead of reading to self
 - b. Educational videos shared with students who need extra supports with certain math concepts, allow students to practice their skills while watching
 - c. Reteach and enrich worksheets from GoMath!
 - d. Vocabulary may be pre-taught for texts
6. **Instructional Groups**
 - a. Math center rotations
 - b. Language rotations
7. **Follow-up Lessons**
 - a. Compare and contrast penguin activity after lesson on Emperor Penguins
8. **Early Finish Activities**
 - a. Grand Canyon early finish activity- Students create their own questions
 - b. Penguin "3-5 things you have learned"
 - c. Boggle

Sample Evidence Danielson Doman 1b

von Hohenberg, Sara Clemm



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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 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 **Evaluating America's Teachers** W. James Popham, 2013-04-10 When teacher evaluations are fair everyone wins Poor evaluation systems don't just hurt teachers they hurt students too That's why America can't afford to wait for the teacher evaluation problem to be solved To provide balanced accurate and rigorous evaluations that take into account each teacher's particular circumstances only one system can work evidence governed collegial judgment This book includes A discussion of common evaluation systems including testing value added models and observations Analysis of federal guidelines and state responses Action steps teachers and school leaders can take to influence policy A clear rationale and strategies for implementing a teacher evaluation model based on human judgment *Real-World Learning Framework for Secondary Schools* Marge Maxwell, Rebecca Stobaugh, 2015-08-28 Foster authentic learning in classrooms Students desire to find meaning in what they learn and to exert creativity in their schoolwork Using the Create Framework educators can help students find greater fulfillment in learning while also meeting the guidelines of curriculum standards Explore the framework's main components and understand how to use the framework for classroom school and district pursuits **Enhancing Professional Practice** Charlotte Danielson, 2007 Describes a framework for teaching based on the PRAXIS III criteria which identifies those aspects of a teacher's responsibilities that promote improved student learning exploring twenty two components grouped into the four domains of planning and preparation classroom environment instruction and professional responsibilities *Teaching to the Standards of Effective Practice* Robert Wandberg, John Rohwer, 2003 Using a workbook format Teaching to the Standards of Effective Practice A Workbook to Prepare and Guide a Successful Teaching Experience is a book designed to assist and guide a successful student teacher experience This book uses an action and reflection approach Using the Interstate New Teacher Assessment and Support Consortium INTASC standards as a base more than 90 chapter activities support the knowledge and skill required for successful and effective teaching In addition to these activities self assessments a research based foundation expert commentaries vignettes student to student tips and case studies guide the student teacher to a successful experience Designed for student teachers and for those in the beginning years of their teaching career Implementing the Framework for Teaching in Enhancing Professional Practice Charlotte Danielson, Darlene Axtell, 2009 Presents a teaching tool to help with application of best practices and with analysis of one's techniques in the classroom covering preparation

with regard to content and pedagogy implementing an effective learning environment communicating and engaging with students and professional and administrative responsibilities *Assessing Teacher, Classroom, and School Effects* Allan Odden, 2014-04-04 This is Volume 79 Issue 4 2004 of the Peabody Journal of Education and this special issue provides a collection of works on the topic of Assessing Teacher Classroom and School Effects in the US The six articles focus generally on new directions in assessing and measuring teacher classroom and school effects on improvements in student academic achievement and more specifically analyze the criterion validity and surrounding human resources strategies of new efforts to implement performance based teacher evaluations the results of which in some cases are linked to new knowledge and skills based teacher salary schedules [School Libraries 3.0](#) Rebecca P. Butler, 2015-06-18 This textbook for school library administration courses is written by a professor who has taught this course at least once a year for the past twenty years Technology is interwoven throughout the book and not listed as a separate chapter or book section This is because the school librarian of today and certainly the school librarian of tomorrow is working in an environment of web resources multimedia mixed methods and varying programs and services Major chapters cover the various roles of the school librarian curricular standards and guidelines policies and procedures budgeting facilities personnel services programming ethics advocacy and evaluation Sample policies procedures and plans make this book valuable to both new and experienced school librarians

Video in Teacher Learning Laura Baecher, 2019-06-12 Harness the power of video to promote reflective practice and teacher growth Video is the only feedback method that allows educators to view their teaching through their own eyes yet many K 12 professionals have yet to reap the benefits of this powerful technology This practical and comprehensive guide takes advantage of new methods and tools to capture teaching and learning and a broad base of current research to impact teacher thinking and actions Written for instructional coaches administrators supervisors and individual teachers it includes guidance on how to get started and how to engage in nonjudgmental and descriptive analysis scaffolding to counter anxiety and resistance and to cultivate a growth mindset chapters on specific contexts including developmental evaluative and problems of practice guidance for observation in specific grade bands and for specific student populations templates and links to videos for video analysis tasks step by step process outlines real world vignettes and application questions Drawing on broad evidence of the impact of video on teaching this is the guide for maximizing this powerful form of professional learning

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