PLS CLASSES

Professional Learning for Teacher Effectiveness™

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Overview

This document contains information specific to the course. For general information on PLS Classes including our academic integrity policy and more, please visit this URL: PLSClasses.com/our-courses/syllabi.

Course Description

Professional Learning for Teacher Effectiveness is a 3-credit hour course that provides educators with research-based theories and specific classroom strategies that support each of the 22 components in Danielson's Framework for Teaching Evaluation Instrument. Participants explore best practices in the domains of Planning and Preparation, The Classroom Environment, Instruction, and Professional Responsibilities. Participants analyze performance in each domain and create a synthesis action plan for enhancing expertise and teacher practice.

Course Materials

For on-site and remote learning courses, each participant will receive a folder of materials along with access to digital materials. Upon registration, participants may choose to receive a printed participant manual in addition to the digital version.

Participants will receive access to digital materials prior to the first day of class. For remote learning classes, printed materials will be sent to the participant's provided address. For on-site classes, printed materials will be distributed on the first day of class.

Online class materials will be accessible through the learning management system (LMS).

Required Text

Research-based designed materials, web-based resources, selected research articles, research synthesis, and topical articles drawn from educational literature.

In addition, on the first day of class you will need The Framework for Teaching Evaluation Instrument (2013 Edition) which you can obtain in one of the following ways:

- Access [The Danielson Framework](#) and click the "Download" button. Once you register, you can download a free PDF of the Framework for Teaching Evaluation Instrument (2013 Edition), which you can then save and/or print.

OR

- Purchase a hard copy of The Framework for Teaching Evaluation Instrument (2013 Edition) at on Amazon. Prices vary depending on condition and availability.

Course Outcomes

Upon completion of this class, the learner will be able to:

1. Evaluate course-related, research-based literature and resources, express opinions, and make correlations to the classroom and teacher practice.
2. Expand expertise and enhance teacher practice by researching, engaging in, and sharing methods, strategies, and activities related to teacher effectiveness.
3. Apply course concepts by reflecting on teaching and making correlations to the classroom and teacher practice.
4. Conduct an analysis of Domain 1: Planning and Preparation for the purpose of enhancing teacher practice and expertise.
5. Conduct an analysis of Domain 2: The Classroom Environment for the purpose of enhancing teacher practice and expertise.
6. Conduct an analysis of Domain 3: Instruction for the purpose of enhancing teacher practice and expertise.
7. Conduct an analysis of Domain 4: Professional Responsibilities for the purpose of enhancing teacher practice and expertise.
8. Design learning experiences that demonstrate the pedagogy of effective teaching.

Course Topical Outline

	List of Concepts
Introduction	Introduction Establish a positive community of learners; course overview and introduction; important elements and indicators of Domain 1 using Sentence-Phrase-Words thinking routine; important elements and indicators of Domain 2 using Explanation-Examples-Expression thinking routine; important elements and corresponding indicators of Domain 3; concept map of important elements and indicators for Domain 4; process to facilitate

Introduction   change to the higher levels of performance: The Change Reaction for Change; reflect on content learned and make correlations to the classroom and teacher practice; complete an assessment that requires reflective practice; complete an assessment that requires the research and review of educational literature; complete an assessment that requires research of methods, strategies, and activities that expand expertise. |

| Domain 1: Planning and Preparation | Domain 1: Planning and Preparation Examine the research that supports this domain. Examine the "Distinguished" and "Proficient" criteria for each component in this domain.

1a Topics: Distinguish among content knowledge, content pedagogy, and educational pedagogy; discuss learning opportunities that address each; use a content and pedagogy lesson map to analyze lessons specific to one's content area and grade level for areas where knowledge and expertise need to be enhanced; investigate strategies that address student misconceptions; establish a network of mentors and experts; reflect on content learned and make correlations to the classroom and teacher practice.

1b Topics: Discuss the theory of Universal Design for Learning and multiple pathways for learning; complete a sensory styles inventory and identify which sensory styles are evident and need more attention when designing lessons; explore strategies that provide multiple means of representation, action and expression, and engagement; evaluate one's cultural diversity in the classroom; examine cultural competence in one's classroom as it relates to the environment, learning activities, resources, media, assignments, and assessments; reflect on content learned and make correlations to the classroom and teacher practice.

1c Topics: Compare and contrast instructional outcomes from the perspective of various stakeholders (administrators, teachers, students); establish instructional outcomes at differentiated levels of ability (foundational, developmental, mastery); utilize learning targets to identify learning outcomes; analyze and develop differentiated learning targets at various levels of thinking based on Bloom's Taxonomy; examine lessons with differentiated learning targets; design |

| | a lesson with differentiated learning targets; reflect on content learned and make correlations to the classroom and teacher practice.

Domain 1: Planning and Preparation 1d Topics: Identify the benefits of and barriers to utilizing instructional resources for both students and educators; categorize the types of educational resources; investigate Web resources based on resource categories using personal electronic devices; identify which categories need more attention in one's classroom; reflect on content learned and make correlations to the classroom and teacher practice.

1e Topics: Discuss what makes learning meaningful; examine Webb's Depth of Knowledge as a way to design instruction at various levels of cognitive rigor and the leveled activities that support each level; utilize the flow zone learning model (Inspire Curiosity, Instruct Content, Involve Learners, and Instill Meaning) as a design structure for lessons; experience a flow zone learning lesson on maxims; design a flow zone learning lesson for one's classroom; reflect on content learned and make correlations to the classroom and teacher practice.

1f Topics: Self-assess one's use of various forms of assessment; discuss the various types of assessment and the purpose of each (summative, formative, authentic, screening, diagnostic, progress monitoring, and benchmark); examine alignment criteria among outcomes, activities, assessments, and rubrics (consistent language, representative tasks, focused and tight, and appropriately weighted); evaluate scenarios to determine the alignment of learning outcomes, activities, assessments, and rubrics; discuss the pros and cons of student-created rubrics; design formative assessments used before, during, and after instruction to guide instruction; identify relevant strategies for use in the |
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	classroom; evaluate classroom scenarios for each component in Domain 1 to determine the level of performance. Complete an assessment that requires the analysis of the components in Domain 1: Planning and Preparation, makes comparisons between the higher levels of performance and one's own practices, identifies strengths and challenges, and describes ways to enhance or improve teacher effectiveness.

Domain 2: The Classroom Environment	Domain 2: The Classroom Environment Examine the research that supports this domain. Examine the "Distinguished" and "Proficient" criteria for each component in this domain. 2a Topics: Illustrate one's attitude toward learning and working together, discuss what students need (significance; acceptance; belonging; and physical, emotional, and intellectual safety); discuss the benefits of building a community of learners; design a community building activity for the classroom, explore various social-emotional (SEL) programs and discuss their contribution to the classroom environment; discuss expectations for interactions between teacher and students (mutual respect, listen and Domain 2: The Classroom Environment observe, explore a deeper understanding, respond vs. react, and communicate in a positive, respectful manner); discuss expectations for interactions among students and practice strategies using case studies; reflect on content learned and make correlations to the classroom and teacher practice. 2b Topics: Discuss memorable learning experiences; discuss beliefs in ability to learn, self-efficacy, self-esteem, fixed and growth mindset, and attribution of success or failure (ability, difficulty, luck, and effort); explore strategies that support self-directed learning (self-monitoring, self-managing, and self-modifying); discuss the use of the SUCCESS equation to develop positive beliefs in ability to learn; brainstorm classroom-applicable strategies that foster positive beliefs in ability to learn and establish a culture for learning; reflect on content learned and make correlations to the classroom and teacher practice. 2c Topics: Evaluate one's current classroom routines and procedures; investigate guidelines for establishing procedures (make expectations

clear, limit procedures, teach procedures, and hold students accountable); write a procedure for the classroom; utilize the Explain-Rehearse-Reinforce process for teaching procedures and develop a plan for teaching a procedure using this process; explore strategies for effective group transitions (focus attention, set expectations, give directions, signal movement, and observe and monitor); brainstorm ways to form various grouping structures and identify the purpose of each; reflect on content learned and make correlations to the classroom and teacher practice.

2d Topics: Discuss disruptive student behaviors; compare and contrast behaviors vs. inferences; explore proactive strategies for managing student behavior (rules and cornerstone statements); explore responsive practices for managing student behavior (minor, moderate, and major levels of responding to misbehavior); evaluate the level of response and strategy to use for various classroom behavior scenarios; examine the red light/green light strategy for managing student behavior and make specific applications to the classroom by writing red light/green light statements; reflect on content learned and make correlations to the classroom and teacher practice.

2e Topics: Discuss enriched learning environments; explore the components of an enriched classroom environment; explore strategies for organizing the physical environment; evaluate the most effective arrangement for various instructional methodologies; reflect on content learned and make correlations to the classroom and teacher practice; identify relevant strategies for use in the classroom; evaluate classroom scenarios for each component in Domain 2 to determine the level of performance.

	Domain 2: The Classroom Environment Complete an assessment that requires the analysis of the components in Domain 2: The Classroom Environment, makes comparisons between the higher levels of performance and one's own practices, identifies strengths and challenges, and describes ways to enhance or improve teacher effectiveness; complete an assessment that synthesizes the concepts and strategies of the course and design a series of learning experiences that demonstrate effective teaching in each domain.

Domain 3: Instruction	Domain 3: Instruction Examine the research that supports this domain. Examine the "Distinguished" and "Proficient" criteria for each component in this domain.
	3a Topics: Evaluate one's current practice for communicating learning expectations; discuss strategies for communicating learning outcomes using learning targets and "I can" statements; examine and create a teacher concept map for clear and vivid delivery of lesson content; explore strategies for building background (schema) and communicating expectations with clear directions (focus attention, communicate grouping structure, review directions, and communicate resources and strategies); reflect on content learned and make correlations to the classroom and teacher practice.
	3b Topics: Experience question storming and brainstorm questions about class discussions; examine the Questions for Life model for effective questioning; write discussion questions using the Questions for Life model and participate in a student-led discussion; explore strategies for encouraging discussion, limiting discussion, and debriefing; experience the Step Inside discussion technique that encourages discussion from multiple perspectives and makes thinking visible; reflect on content learned and make correlations to the classroom and teacher practice.
	3c Topics: Evaluate the level of student engagement in classroom activities that have been successful and unsuccessful; discuss the level of student engagement based on engagement criteria (depth of knowledge, levels of thinking, perceptual style, learning preferences, choice, grouping, movement, readiness level, levels of support, pacing, and structure); discuss the importance of providing multiple pathways for learning to engage students using the Universal Design for Learning

model; examine ways to provide multiple means of action, expression, and curriculum; experience a flow zone learning lesson (The Discovery) that is "minds-on" and "hands-on" and includes: a sharing of personal experiences; writing tips and strategies; the See-Think-Wonder and Headlines thinking routines; completing tasks and activities using a multiple intelligences choice board;

Domain 3: Instruction and discussing reflection questions; evaluate the level of engagement in The Discovery activity; reflect on content learned and make correlations to the classroom and teacher practice.

3d Topics: Share one's most effective formative assessments; research and discuss the effectiveness of various rubrics in communicating clear expectations of quality; explore strategies for effective feedback, self-monitoring, self-assessment, and peer-assessment; develop a self-assessment or feedback activity; reflect on content learned and make correlations to the classroom and teacher practice.

3e Topics: Discuss the use of teachable moments; explore strategies for both the teacher making major, minor, and mid-course instructional adjustments and the student choosing effective learning strategies; explore alternative strategies and supports: appropriately challenging work, tiered interventions, and scaffolding utilizing a choice board and peer-teaching; reflect on content learned and make correlations to the classroom and teacher practice; identify relevant strategies for use in the classroom; evaluate classroom scenarios for each component in Domain 3 to determine the level of performance.

Complete an assessment that requires the analysis of the components in Domain 3: Instruction, makes comparisons between the higher levels of performance and one's own practices, identifies strengths and challenges, and describes ways to enhance or improve teacher

	effectiveness; complete an assessment that synthesizes the concepts and strategies of the course and design a series of learning experiences that demonstrate effective teaching in each domain; expand expertise and enhance teacher practice in an exchange of methods, strategies, and activities.

Domain 4: professional Responsibilities	Domain 4: Professional Responsibilities Examine the research that supports this domain. Examine the "Distinguished" and "Proficient" criteria for each component in this domain.
	4a: Self-assess one's methods for reflecting on teaching; explore journaling and other strategies for self-analysis, use question storming to brainstorm methods for lesson analysis; develop methods for making adjustments and improvements to instruction; utilize strategies for student feedback to guide instruction; view a video on instructional/technology coaching and discuss ways to integrate technology into the classroom; access support systems through peer coaching; reflect on content learned and make correlations to the classroom and teacher practice.
	Domain 4: Professional Responsibilities 4b: Discuss the benefits of maintaining accurate records; explore strategies for grading various instructional tasks; explore strategies for records maintained by students (progress monitoring, portfolios; planners, journals, and noninstructional recordkeeping); develop a plan for maintaining accurate instructional and noninstructional records; reflect on content learned and make correlations to the classroom and teacher practice.
	4c: Evaluating the various components of diversity in the classroom; explore and peer-teach Epstein's Six Types of Parent Involvement: parenting, communicating, volunteering, learning at home, decision making, and collaborating with the community; reflect on content learned and make correlations to the classroom and teacher practice.
	4d: Evaluate one's current professional learning communities; explore professional meetings, professional development, projects, and professional learning communities (PLCs) as methods for participating in the professional community; contribute to and participate in a

	professional learning community simulation by sharing one's learning experiences designed to demonstrate the pedagogy of effective teaching; reflect on content learned and make correlations to the classroom and teacher practice.
	4e: Discuss one's visions of teaching and success; evaluate one's professional aspirations and identify ways to grow professionally; explore opportunities for peer coaching and peer observations to develop skills in accordance with Gordon's Skill Development Ladder; reflect on content learned and make correlations to the classroom and teacher practice.
	4f: Evaluate one's professionalism; discuss professional conduct expectations regarding conduct toward students, conduct toward practices and performance, conduct toward professional colleagues, and conduct toward parents and community; analyze and discuss examples of adherence to and infractions of conduct expectations; illustrate one's concept of professionalism; reflect on content learned and make correlations to the classroom and teacher practice; identify relevant strategies for use in the classroom; evaluate classroom scenarios for each component in Domain 4 to determine the level of performance.
	Complete an assessment that requires the analysis of the components in Domain 4: Professional Responsibilities, makes comparisons between the higher levels of performance and one's own practices, identifies strengths and challenges, and describes ways to enhance or improve teacher effectiveness; create a logo and tag line that captures the essence of a designated domain.

Course Portfolio Assessments

Correlations to Course Outcomes and Institutional Outcomes

Throughout the course, participants complete a Course Portfolio which includes a multicomponent Action Research Project comprised of several Action Research Assessments, as well as multiple Application Assessments aligned to Course Outcomes. The Action Research Assessments comprise 50% of the final grade and the Application Assessments comprise the other 50% of the final grade in accordance with the Course Portfolio Assessments table shown here. Grades are assigned in accordance with the criteria for each corresponding rubric.

Course Portfolio	Pts.	Correlations to Course Outcomes
Assessment 1: Resource Reviews	30	Outcome 1
Assessment 2: Expanding Expertise	35	Outcome 2
Assessment 3: Minds on Fire Reflection	12	Outcome 3
Assessment 4: Domain 1- Planning and Preparation	24	Outcome 4
Assessment 5: Domain 2- The Classroom Environment	20	Outcome 5
Assessment 6: Domain 3- Instruction	20	Outcome 6
Assessment 7: Domain 4- Professional Responsibilities	24	Outcome 7
Assessment 8: Designing Effective Teaching	35	Outcome 8
Action Research Assessments Total	100	
Application Assessments Total	100	
Course Portfolio Total	200	
Virtual Classroom and Reflection/Discussion Forum {REMOTE LEARNING ONLY}	TBD	Outcome 3

Supplemental Assessment 1: Building Background Activities	[10]	Outcome 6
Supplemental Assessment 2: Reflection and Debriefing Activities	[10]	Outcome 6
Final Course Portfolio Total		

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Additional Information

For additional information on PLS Classes including our academic integrity policy and more, please visit this URL: PLSClasses.com/our-courses/syllabi.