The Framework for Teaching: Elevating Professional Learning

August 2–4
The College of New Jersey
Ewing, NJ

October 6–8
Northern Illinois University
Naperville, IL
The Framework for Teaching: Elevating Professional Learning

This wide-ranging, three-day conference offers sessions to support and enhance the professional growth of all participants in the teaching and learning process.

This year’s conferences include a combination of both full-day workshops and 90-minute topical sessions. Attend keynote and panel discussions with Charlotte Danielson and hear her latest thinking on how to move from mere ratings and rankings to a more educative culture that supports collaborative learning conversations and enhances the role of teacher leaders. Attendees at the conference will have the opportunity to submit questions that Charlotte will address as time permits.

All participants are welcome to attend any combination of full-day workshops and 90-minute sessions that are of interest, space permitting.

Administrators/observers who are new to the Framework and need intensive preparation on its practical use might want to choose the three-day “Boot Camp Track.” This Track will prepare you to begin the school year equipped to observe and conduct growth-focused observations and professional conversations with your staff. The “Boot Camp” consists of 3 consecutive day-long workshops* (Day 1: Introduction to the Framework for Teaching; Day 2: Observation Skills; Day 3: Learning-Focused Conversations).

For those administrators/observers already experienced with the Framework, one or more full day training workshops in the “Leadership Track” are available to help you hone particular areas/skills. The “Leadership Track” consists of any three of the following day-long workshops* [Day 1 (choose one): Introduction to the Framework for Teaching; Observation Skills; Learning-focused Conversations; Collaborative Peer Observations; Student Engagement. Day 2 (choose one): Observation Skills; Student Engagement. Day 3: Learning-Focused Conversations.]

If you simply want to recalibrate with the support of a Framework expert, don't miss one or more of the many Calibration Lab sessions offered.

Current teachers will find an array of sessions that provide creative and thoughtful insights into critical teaching activities such as formative assessment for instruction, creating a foundation for collaboration and teacher leadership, classroom management, student engagement, peer observations, co-teaching, and more.

If you are a student teacher or just entering the education profession and want to set yourself apart from other job applicants, you will benefit from participating in a full-day Introduction to the Framework for Teaching workshop that covers the basics of the Framework. Other sessions will support your acquisition of a variety of skills, including a special session that specifically addresses how knowledge of the Framework can distinguish you in the field of aspiring teacher candidates.

Jump-start your year by registering today for a Danielson Group 2016 Conference Experience

*While we anticipate being able to accommodate all preferences for full-day workshops, seating is limited by room capacity. Registration confirmation emails will contain a link to a survey about interest in full-day workshops. Admission is on a first-come, first-served basis based on survey submission date.
The Framework for Teaching: Elevating Professional Learning

Early Bird Registration for Both Locations

Register by April 15 and enjoy a $75 savings!

Payment by credit card can be made at time of registration. If paying by check or purchase order, these must be received by the Danielson Group by April 15, 2016. Purchase orders or checks that are not received by the due date will result in cancellation of your early bird registration, and you will need to re-register at the standard price.

<table>
<thead>
<tr>
<th>Duration</th>
<th>TCNJ, New Jersey</th>
<th>NIU, Illinois</th>
</tr>
</thead>
<tbody>
<tr>
<td>3 days</td>
<td>$495</td>
<td>$570</td>
</tr>
<tr>
<td>2 days</td>
<td>$350</td>
<td>$425</td>
</tr>
<tr>
<td>1 day</td>
<td>$250</td>
<td>$325</td>
</tr>
</tbody>
</table>

Standard Registration AFTER April 15

TCNJ, New Jersey
Payment by credit card can be made at time of registration. If paying by check or purchase order, these must be received by the Danielson Group by July 3, 2016. Purchase orders or checks that are not received by the due date will result in cancellation of your registration.

<table>
<thead>
<tr>
<th>Duration</th>
<th>Price</th>
</tr>
</thead>
<tbody>
<tr>
<td>3 days</td>
<td>$570</td>
</tr>
<tr>
<td>2 days</td>
<td>$425</td>
</tr>
<tr>
<td>1 day</td>
<td>$325</td>
</tr>
</tbody>
</table>

NIU, Illinois
Payment by credit card can be made at time of registration. If paying by check or purchase order, these must be received by the Danielson Group by September 6, 2016. Purchase orders or checks that are not received by the due date will result in cancellation of your registration.

<table>
<thead>
<tr>
<th>Duration</th>
<th>Price</th>
</tr>
</thead>
<tbody>
<tr>
<td>3 days</td>
<td>$570</td>
</tr>
<tr>
<td>2 days</td>
<td>$425</td>
</tr>
<tr>
<td>1 day</td>
<td>$325</td>
</tr>
</tbody>
</table>

Registered But Can't Attend?
If you have a paid registration but are unable to attend, contact us by email to request a refund. Our refund policy for paid registrations is as follows:

Registration transfers to substitute attendees require written authorization in an email from you. The Danielson Group will keep the fee from the original registrant as payment for the substitute. You and your substitute are responsible for any financial arrangements regarding the transfer. If you require additional information or have issues with the registration process, please email: events@danielsongroup.org

TCNJ, New Jersey Cancellation Policy
- Cancellation by June 2, 2016: Full refund, less $50 cancellation processing fee; or registration can be transferred to a substitute attendee with no penalty
- Cancellation June 3–July 3, 2016: 50% refund, less $50 cancellation processing fee; or registration can be transferred to a substitute attendee with no penalty
- Cancellation after July 3, 2016: No refund, but registration may be transferred to a substitute attendee with no penalty

NIU, Illinois Cancellation Policy
- Cancellation by August 6, 2016: Full refund, less $50 cancellation processing fee; or registration can be transferred to a substitute attendee with no penalty
- Cancellation August 7–September 6, 2016: 50% refund, less $50 cancellation processing fee; or registration can be transferred to a substitute attendee with no penalty
- Cancellation after September 6, 2016: No refund, but registration may be transferred to a substitute attendee with no penalty

Register now: www.danielsongroup.org/connect/conferences
2016 Danielson Group Conference Venues

August 2–4
The College of New Jersey in Ewing, NJ

October 6–8
Northern Illinois University in Naperville, IL

**The College of New Jersey** was established in 1855. It was the first teacher training school in the state and the ninth in the nation. The School of Education is made up of four departments (Early Childhood & Elementary Education, Education Administration & Secondary Education, Special Education, Language & Literacy, and Counselor Education), the Career & Community Studies program, the Center for Sensory & Complex Disabilities, a certification office, and the STEP (Support for Teacher Education Programs) Office, which coordinates student field placements.

For directions, map and accommodations information see the next page.

**Northern Illinois University** first opened its doors in the Fall of 1899 to prepare college-educated teachers. The College of Education (COE) offers six undergraduate majors, 16 master’s programs, six doctoral programs, and 38 certificates and endorsements. The COE consists of six departments: Counseling, Adult and Higher Education; Educational Technology, Research and Assessment; Kinesiology and Physical Education; Leadership, Educational Psychology and Foundations; Literacy and Elementary Education; Special and Early Education.

For directions, map and accommodations information see the next page.

Register now
[www.danielsongroup.org/connect/conferences](http://www.danielsongroup.org/connect/conferences)
2016 Danielson Group Conference Venues

**August 2–4**
The College of New Jersey in Ewing, NJ

**TRANSPORTATION INFORMATION**
http://tcnj.pages.tcnj.edu/about/campus-info/transportation-information/
1 hr. 15 minutes south of Newark Airport (EWR)
1 hr. north of Philadelphia Airport (PHL)

**PARKING INFORMATION**
Free parking is available in Lots 17 and 18 for the duration of the conference.

**HOTELS**
Springhill Suites Ewing
Courtyard Ewing
Element Ewing
http://www.elementewing.com

**CAMPUS MAP**
http://tcnj.pages.tcnj.edu/about/campus-info/campus-map/

The conference will occur in the Education Building, which is closest to lots 17 and 18.

**October 6–8**
Northern Illinois University in Naperville, IL

**DIRECTIONS**
https://www.google.com/maps/dir//NIU+Naperville+Meeting+and+Conference+Center,+1120+East+Diehl+Road,+Naperville,+IL+60563/@41.8023137,-88.2015489,12z/data=!3m1!4b1!4m8!4m7!1m0!1m5!1m1!1s0x880e565f021669a1:0x-744085d6ab52dddfl2m2!1d-88.13150912d41.802335?hl=en

Conveniently located on Diehl Road, NIU Naperville is less than one mile from I-88 and Naperville Blvd., NIU Naperville is under 30 miles from O’Hare and Midway International Airports, and about five miles from the Metra train station.

**HOTELS**
http://www.niu.edu/conferencecenters/naperville/service_amenities/hotel_info/naperville_hotel_map_web.pdf
How to Register
Register at www.danielsongroup.org/connect/conferences
Use a credit card or purchase order to pay the conference registration fee, which includes continental breakfast and lunch each day.

Conference Materials
The Danielson Group strives to be as green a company as possible. In concert with other major educational conferences, we do not provide paper copies of conference materials. As a registered attendee, please download PDFs of the conference session materials (and print if desired) prior to your arrival. Registered participants will receive an e-mail notification with a link to conference materials approximately two weeks prior to the conference. Conference materials will only remain available for download for two weeks following the conference.

Travel
Participants are responsible for their own transportation. Please do not purchase nonrefundable reservations unless you have received a confirmation e-mail from the Danielson Group. If you do not receive a confirmation e-mail within two weeks of submitting your registration, please call 609-848-8714 to confirm your registration.

Conference Cancellation
The Danielson Group reserves the right to cancel the conference. In the unlikely event of a cancellation, you will be notified and will receive a full refund of your registration fee. The Danielson Group is not responsible for any other expenses you may incur for a canceled event.

Schedule Day One
8:00–8:45 Registration and continental breakfast
9:00–10:00 Keynote
10:00–10:15 Break
10:15–11:45 Full Day Workshops (11–15)*
11:45–12:45 Lunch
1:00–2:30 Full Day Workshops continue (11–15)*
2:30–2:45 Break
2:45–4:15 Full Day Workshops continue (11–15)*

Schedule Day Two
8:00–8:45 Registration and continental breakfast
9:00–10:00 Keynote
10:00–10:15 Break
10:15–11:45 Full Day Workshops (21, 22)* and Concurrent Sessions (31–35)
11:45–12:45 Lunch
1:00–2:30 Full Day Workshops continue (21, 22)* and Concurrent Sessions (36–40)
2:30–2:45 Break
2:45–4:15 Full Day Workshops continue (21, 22)* and Concurrent Sessions (41–45)

Schedule Day Three
8:00–8:45 Registration and continental breakfast
9:00–10:00 Keynote
10:00–10:15 Break
10:15–11:45 Full Day Workshop (51)* and Concurrent Sessions (61–66)
11:45–12:45 Lunch
1:00–2:30 Full Day Workshop continues (51)* and Concurrent Sessions (67–71)
2:30–2:45 Break
2:45–4:15 Full Day Workshop continues (51)* and Concurrent Sessions (72–77)

*While we anticipate being able to accommodate all preferences for full-day workshops, seating is limited by room capacity. Registration confirmation emails will contain a link to a survey about interest in full-day workshops. Admission is on a first-come, first-served basis based on survey submission date.
DAY ONE
Conference Session Descriptions (each session is a full day)*
Session facilitators are subject to change

11 An Introduction to the Framework for Teaching
Carol Rauch (TCNJ); Ann Cummins Bogan (NIU Naperville)
What is high-quality teaching? How do we capture and understand its complexity? In this session you will learn the structure of the Framework for Teaching (FfT) and its components, the different levels of performance and how teachers can use the FfT rubrics to analyze practice. Special emphasis will be placed on Component 3c: Engaging Students in Learning.

12 Refining and Enhancing Observation Skills to Support Teacher Growth
Carl Atkinson (TCNJ); Margaret Leibfried (NIU Naperville)
One key outcome of observations is to support teachers’ analysis of their practice and promote growth. The kind of evidence collected becomes critical. This workshop builds on participants’ knowledge of the Framework for Teaching in order to refine and enhance observation skills. What constitutes low-inference evidence, and how to minimize one’s own biases and interpret evidence against levels of performance will be explored with applications of these skills through video observations.

13 Learning-focused Conversations
Ron Anderson (TCNJ); Sue Presler (NIU Naperville)
Learning-focused supervision provides principals and supervisors with the skills they need to engage in productive conversations with teachers about their professional improvement. This workshop offers practical tools, templates and tips for guiding conversations that increase a teacher’s ability to think deeply about instructional choices. Participants will explore templates for planning conversations and for reflection, using the data gleaned from classroom observations. Participants will learn a continuum of interactions (calibrating, consulting, collaborating, and coaching), each of which is designed to support a teacher’s thinking and engagement in their own professional development.

14 Collaborative Peer Observation
Josh Elder (TCNJ); Pam Rosa (NIU Naperville)
This session will introduce teachers and school leaders to research-based practices for establishing meaningful collaborative peer coaching and peer observation. Participants will have opportunities to deepen understanding of peer observation protocols that enhance professional learning, and to support effective teaching and learning practices aligned to the Framework for Teaching.

15 Student Engagement: The Heart of the Framework
Shirley Hall (TCNJ)
Dar Axtell (NIU Naperville)
In this workshop you will explore the reasons why intellectual engagement is critical to student learning. Opportunities will be provided for you to develop an understanding of “minds on” engagement by experiencing it, through analysis of activities, observing classroom video segments as well as analyzing and modifying classroom activities designed for student engagement.

*While we anticipate being able to accommodate all preferences for full-day workshops, seating is limited by room capacity. Registration confirmation emails will contain a link to a survey about interest in full-day workshops. Admission is on a first-come, first-served basis based on survey submission date.
DAY TWO
Conference Session Descriptions
Session facilitators are subject to change

Conference Session Descriptions

Full Day Sessions (Sessions 21 & 22)*

21 Refining and Enhancing Observation Skills to Support Teacher Growth*
Ron Anderson (TCNJ); Sue Presler (NIU Naperville)
Full Day Core Workshop – see description for Day One

22 Student Engagement: The Heart of the Framework*
Josh Elder (TCNJ); Ann Cummins Bogan (NIU Naperville)
Full Day Core Workshop – see description for Day One

90 Minute Sessions (Sessions 31-45)

31 School Environment
Shelly Arneson (TCNJ); James Edler (NIU Naperville)
How to develop a school culture of professional inquiry based on trust.
This session will engage participants with strategies for building communication skills that enhance trusting relationships between teachers and other staff members. Participants will apply tools for improvement in communication and trust between teachers and school leaders while exploring the critical role of collaborative conversations.

32 Observation Skills Lab—Calibration Practice (Primary Grades)
Carol Rauch (TCNJ); MaryLou McGirr (NIU Naperville)
Looking to sharpen your observation skills? Practice collecting and aligning evidence under the guidance of a Danielson Group consultant.
In this session we will spend time looking at evidence, aligning it to components of the Framework for Teaching and deciding what the “preponderance of evidence” tells us in terms of assigning a level of performance. Watching a video clip of a teacher teaching, you will have the opportunity to apply what you have learned and compare your results to others’ - all in a nonthreatening, collaborative environment. Recommended for principals, coaches and teacher leaders.

33 The Framework Clusters: Big Ideas of Effective Practice Integrated Throughout Framework for Teaching Components
Pam Rosa (TCNJ); Margaret Leibfried (NIU Naperville)
Taking a new look at the Framework for Teaching by clustering components.
This streamlined organization of the Framework for Teaching can empower professional conversations. While many educators embrace the Framework, some find that, even when they “speak the language of the Framework,” it’s sometime difficult to distill the important ideas about teaching. Charlotte Danielson has developed a new organization of the Framework. This new organization retains all the 22 components and their elements, but rearranges them into six larger clusters, representing the big ideas of teaching.

*While we anticipate being able to accommodate all preferences for full-day workshops, seating is limited by room capacity. Registration confirmation emails will contain a link to a survey about interest in full-day workshops. Admission is on a first-come, first-served basis based on survey submission date.
34 Co-Teaching  
Carl Atkinson (TCNJ); Teresa Lien (NIU Naperville)
What should observers look for when working with co-teaching pairs?
As districts strive to implement the principles of Least Restrictive Environment (LRE), they often establish co-taught classrooms in their continuum of programs and services. The Danielson Group is frequently asked, “How do we apply the Framework for Teaching when there are two teachers in the classroom?” During this session we will look at co-teaching through the lens of the Framework. We will explore how the integration of the Framework’s principles can be an effective tool for elevating teacher practice in co-teaching situations.

35 Higher Ed Roundtable  
Charlotte Danielson, Higher Education Faculty, Jorie Ellis (TCNJ), Pam Rosa (NIU Naperville)
Pre-service implementation of the FfT: what we’re doing, where we’re going.  
A panel of experts including Charlotte Danielson and Higher Education Faculty will explore the application of the Danielson Framework for Teaching as it relates to teacher preparation. The panel will discuss the big ideas that teacher candidates can acquire from programs that infuse the Framework for Teaching into their courses of study, providing practical skills and instilling a theoretical perspective. You will have an opportunity to bring questions to the panel for their consideration.

36 Introduction to Questioning and Discussion Techniques  
Shelly Arneson (TCNJ); Margaret Leibfried (NIU Naperville)
What is 3b all about?
Do the same students always respond to your questions while others wait to hear what they have to say? Once the question appears “answered” does all discussion end? Learn the elements of good questioning techniques and how to design your classroom discussions so that all students can more deeply examine content and concepts. You’ll leave with resources to explore, web sites to visit and suggestions to try back in class.

37 Observation Skills Lab—Calibration Practice (Secondary Grades)  
Carol Rauch (TCNJ); MaryLou McGirr (NIU Naperville)
Looking to sharpen your observation skills? Practice collecting and aligning evidence under the guidance of a Danielson Group consultant.
What are some of the best practice protocols for observing teachers in the classroom? In this session we will spend time looking at evidence, aligning it to components of the Framework for Teaching and deciding what the “preponderance of evidence” tells us in terms of assigning a level of performance. Watching a video clip of a teacher teaching, you will have the opportunity to apply what you have learned and compare your results to others’ - all in a nonthreatening, collaborative environment. Recommended for principals, coaches and teacher leaders.
38 Talk About Teaching  
**Carl Atkinson (TCNJ); James Edler (NIU Naperville)**

What does Charlotte Danielson say about the impact of collaborative conversations?

Good leaders know that sharing and discussing teaching practices and student work improve student learning through professional examination, inquiry and growth. Learn how to harness the power of informal professional conversations by inviting teachers to do the intellectual work needed to connect with students and boost achievement. Charlotte Danielson’s new book, Talk About Teaching, will be the foundation for this session.

39 Domain 4  
**Pam Rosa (TCNJ); Cindy Worner (NIU Naperville)**

What is the evidence for the components in Domain 4? How should that evidence be examined? Is it more productive to discuss that evidence with teachers individually or in small groups?

One of the most powerful uses of the Framework for Teaching is as a support for self-directed professional inquiry. Reflecting on teaching and participating in a professional community are only two of the six components of Domain 4. This session will address each of the components of this domain while providing guidance related to artifacts that support evidence of high level effort.

40 Special Education—Determining Levels of Performance  
**Jorie Ellis (TCNJ); Teresa Lien (NIU Naperville)**

What are the additional “look fors” when observing teachers of students with disabilities? What separates one level of performance from another?

This session will provide participants with an understanding of how educators of students with disabilities can examine and improve their teaching practice by using The Framework for Teaching. Learn how the language of the Framework and its essential characteristics can guide the teaching practice of special educators.

41 Talk About Teaching  
**Carl Atkinson (TCNJ); James Edler (NIU Naperville)**

What does Charlotte Danielson say about the impact of collaborative conversations?

Good leaders know that sharing and discussing teaching practices and student work improve student learning through professional examination, inquiry and growth. Learn how to harness the power of informal professional conversations by inviting teachers to do the intellectual work needed to connect with students and boost achievement. Charlotte Danielson’s new book, Talk About Teaching, will be the foundation for this session.
42 Observation Skills Lab—Calibration Practice (Elementary Grades)
Carol Rauch (TCNJ); MaryLou McGirr (NIU Naperville)

Looking to sharpen your observation skills? Practice collecting and aligning evidence under the guidance of a Danielson Group consultant.
What are some of the best practice protocols for observing teachers in the classroom? In this session we will spend time looking at evidence, aligning it to components of the Framework for Teaching and deciding what the “preponderance of evidence” tells us in terms of assigning a level of performance. Watching a video clip of a teacher teaching, you will have the opportunity to apply what you have learned and compare your results to others’ – all in a nonthreatening, collaborative environment. Recommended for principals, coaches and teacher leaders.

43 Developing Teacher Leaders Using the Framework for Teaching
Pam Rosa (TCNJ); Pam Rosa (NIU Naperville)

What is teacher leadership? How can district personnel select, equip and support teacher leaders? How are the competencies for teacher leaders different from those of both teachers and administrators? What are the optimal roles for teacher leaders?
Explore the Framework as a tool for creating communities of practice that serve as a foundation for collaboration and teacher leadership. Participants will increase their depth of knowledge around the interconnectedness of the Framework components to create a more comprehensive view of effective teaching and reflection practices. They will then explore opportunities to use that knowledge to drive targeted professional growth.

44 Getting Down and Dirty with Evidence
Shelly Arneson (TCNJ); Margaret Leibfried (NIU Naperville)

How can I efficiently review the evidence from my observation and use it to clearly summarize performance? You have collected and aligned your evidence of teaching and learning … now what do you do with it? During this session you will have the opportunity to analyze your data. This session will provide practice in writing rationales to support your conversations with teachers around levels of performance and efforts to improve teaching practice.

45 Special Education—Determining Levels of Performance
Jorie Ellis (TCNJ); Teresa Lien (NIU Naperville)

What are the additional “look fors” when observing teachers of students with disabilities? What separates one level of performance from another?
This session will provide participants with an understanding of how educators of students with disabilities can examine and improve their teaching practice by using The Framework for Teaching. Learn how the language of the Framework and its essential characteristics can guide the teaching practice of special educators.
The Framework for Teaching: Elevating Professional Learning

DAY THREE

Conference Session Descriptions
Session facilitators are subject to change

Full Day Session (Sessions 51)*

51 Learning-Focused Conversations*
Jorie Ellis with Carl Atkinson (TCNJ); Sue Presler (NIU Naperville)

Full Day Core Workshop – see description for Day One

90 Minute Sessions (Sessions 61-77)

61 Classroom Management (2c)
Shelly Arneson (TCNJ); Ann Cummins Bogan (NIU Naperville)

How can teachers hone their management skills to enhance student learning?
A smoothly functioning classroom is a prerequisite to good instruction and high levels of student engagement. Learn how well-managed classrooms ensure that instructional groups are used effectively, non-instructional tasks are completed efficiently, and transitions between activities as well as management of materials and supplies are skillfully addressed in order to maintain momentum and maximize instructional time.

62 Conducting Observations in Fine Arts Classrooms (TCNJ only)
Ron Anderson

Arts exemplars for the Framework for Teaching to guide reflection, observation and conversation.
Some observers may be uncertain about what they might expect to see in art, music, theater, or dance classrooms.

Similarly, fine arts teachers frequently voice concern that observers, unfamiliar with their pedagogy, may not see high levels of practice. This session will introduce four new Danielson Group documents: Possible Examples of Practice in Music, Theater, Visual Arts, and Dance. Examples are provided for all four levels of performance in each component.

63 Counselor Rubrics (NIU only)
Dar Axtell

Using the Framework for Teaching to guide reflection, observation and conversation with school counselors.
Four members of the Danielson Group with advanced degrees in school counseling revised the 2007 counselor rubrics to align with the ASCA National Model. In addition, critical attributes and specific examples were created for each level of performance. This session will address the newly created specialist rubrics that more clearly define the work of the school counselor, and help with identifying program needs and goal setting.

64 Observation Skills Lab—Calibration Practice (Secondary Grades)
Carol Rauch (TCNJ); MaryLou McGirr (NIU Naperville)

Practice collecting and aligning evidence under the guidance of a Danielson Group consultant.
This session will spend time looking at evidence, aligning it to components of the Framework, and deciding on a level of performance based on the “preponderance of evidence.” Using video, you will have the opportunity to apply your learning and compare your results to others in a nonthreatening, collaborative environment.

*While we anticipate being able to accommodate all preferences for full-day workshops, seating is limited by room capacity. Registration confirmation emails will contain a link to a survey about interest in full-day workshops. Admission is on a first-come, first-served basis based on survey submission date.
The Framework Clusters: Big Ideas of Effective Practice Integrated Throughout Framework for Teaching Components

Pam Rosa (TCNJ); Cindy Worner (NIU Naperville)

Taking a new look at the Framework for Teaching by clustering components for the purpose of meaningful conversations leading to growth. This streamlined organization of the Framework for Teaching can empower professional conversations. While many educators embrace the Framework, some acknowledge that can be cumbersome. They find that, even when they “speak the language of the Framework,” there’s just too much detail to allow for important ideas about teaching. Charlotte Danielson has developed a new organization of the Framework for Teaching. This new organization retains all the 22 components and their elements, but rearranges them into six larger clusters, representing the big ideas of teaching.

Introduction to Questioning and Discussion Techniques

Josh Elder (TCNJ); Teresa Lien (NIU Naperville)

What is 3b all about? Do the same students always respond to your questions while others wait to hear what they have to say? Once the question appears “answered” does all discussion end? Learn the elements of good questioning techniques and how to design your classroom discussions so that all students can more deeply examine content and concepts. You’ll leave with resources to explore, web sites to visit, and suggestions to try back in class.

Peer Coaching

Pam Rosa (TCNJ); Teresa Lien (NIU Naperville)

Mobilizing the power of peer collaboration. What skills are needed to support the collaborative coaching that can happen between teachers? How does the Framework for Teaching leverage this powerful practice? Learn how to effectively use the Framework for Teaching throughout the process of teachers working together to enhance student learning.

School Environment

Shelly Arneson (TCNJ); James Edler (NIU Naperville)

How to develop a school culture of professional inquiry based on trust. This session will engage participants with strategies for building communication skills that enhance trusting relationships between teachers and other staff members. Participants will apply tools for improvement in communication and trust between teachers and school leaders while exploring the critical role of collaborative conversations.
69 Observation Skills Lab—Calibration Practice (Elementary Grades)
Carol Rauch (TCNJ); MaryLou McGirr (NIU Naperville)

Looking to sharpen your observation skills? Practice collecting and aligning evidence under the guidance of a Danielson Group consultant. What are some of the best practice protocols for observing teachers in the classroom? In this session we will spend time looking at evidence, aligning it to components of the Framework for Teaching and deciding what the “preponderance of evidence” tells us in terms of assigning a level of performance. Watching a video clip of a teacher teaching, you will have the opportunity to apply what you have learned and compare your results to others’ – all in a nonthreatening, collaborative environment. Recommended for principals, coaches and teacher leaders.

71 The FfT: A Leg Up for Aspiring Teachers
Josh Elder (TCNJ); Pam Rosa (NIU Naperville)

Using Framework language to share teaching knowledge. How can your knowledge of the FfT distinguish you from the field of teacher candidates? In competitive hiring situations, candidates must possess research-based skills and the language to describe their knowledge and abilities. The Framework for Teaching provides a sound research-based rubric to achieve those aims. This workshop is appropriate for aspiring teachers and those who mentor and support them, including college faculty and cooperating teachers.

70 Classroom Assessment for Instruction
Ron Anderson (TCNJ); Margaret Leibfried (NIU Naperville)

How to incorporate assessment for learning (formative assessment) into instruction, using it to give purposeful feedback and promote student skills of self-assessment. This session explores the essential question: How do we know that students have learned what we intended? Add to your repertoire of formative assessment techniques, feedback strategies and approaches to student self- and peer-assessment. Experience the interconnections throughout the planning and implementation of effective lessons.

72 Introduction to Engagement
Carl Atkinson (TCNJ); James Edler (NIU Naperville)

What strategies promote minds-on learning with important content? All of the components of the Framework for Teaching serve to enhance student engagement. As Charlotte Danielson says, it is our raison d’être—our reason to be. In this session, you will learn to distinguish between “time on task” and “minds on task,” understand the characteristics of intellectual engagement, determine the kinds of activities that contain these characteristics and analyze a classroom video for characteristics of engagement.
Domain 4
Pam Rosa (TCNJ); Dar Axtell (NIU Naperville)

What is the evidence for the components in Domain 4? How should that evidence be examined? Is it more productive to discuss that evidence with teachers individually, or in small groups?

One of the most powerful uses of the Framework for Teaching is as a support for self-directed professional inquiry. Reflecting on teaching and participating in a professional community are only two of the six components of Domain 4. This session will address each of the components of this domain while providing guidance related to artifacts that support evidence of high level effort.

Observation Skills Lab—Calibration Practice (Secondary Grades)
Carol Rauch (TCNJ); MaryLou McGirr (NIU Naperville)

Looking to sharpen your observation skills? Practice collecting and aligning evidence under the guidance of a Danielson Group consultant.

What are some of the best practice protocols for observing teachers in the classroom? In this session we will spend time looking at evidence, aligning it to components of the Framework for Teaching and deciding what the “preponderance of evidence” tells us in terms of assigning a level of performance. Watching a video clip of a teacher teaching, you will have the opportunity to apply what you have learned and compare your results to others’—all in a nontoxic, collaborative environment. Recommended for principals, coaches and teacher leaders.

Classroom Assessment for Instruction
Ron Anderson (TCNJ); Margaret Leibfried (NIU Naperville)

How to incorporate assessment for learning (formative assessment) into instruction, using it to give purposeful feedback and promote student skills of self-assessment.

This session explores the essential question: How do we know that students have learned what we intended? Add to your repertoire of formative assessment techniques, feedback strategies and approaches to student self- and peer-assessment. Experience the interconnections throughout the planning and implementation of effective lessons.

Classroom Management (2c)
Shelly Arneson (TCNJ); Ann Cummins Bogan (NIU Naperville)

How can teachers hone their management skills to enhance student learning?

A smoothly functioning classroom is a prerequisite to good instruction and high levels of student engagement. Learn how well-managed classrooms ensure that instructional groups are used effectively; non-instructional tasks are completed efficiently; and transitions between activities as well as management of materials and supplies are skillfully addressed in order to maintain momentum and maximize instructional time.
Conference Session Descriptions (cont’d)

Session facilitators are subject to change

77 Pre-Service Teacher Tool Kit
   Josh Elder (TCNJ); Pam Rosa (NIU Naperville)

Expand your pre-service learning with the Framework for Teaching.
The Framework for Teaching empowers aspiring teachers to develop greater ownership of their professional growth from the onset of their careers; providing a research-based philosophy of education, and offering clear, widely adopted language to articulate their practice. You will understand how to use Framework language to begin to describe what you know and are able to do as an educator, to prepare for job interviews and to determine areas of strengths and weaknesses in the workshop’s areas of focus.
# The Framework for Teaching: Elevating Professional Learning

## Day 1 (Full-Day Workshops)*

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:00–8:45</td>
<td>Registration and Continental Breakfast</td>
</tr>
<tr>
<td>9:00–10:00</td>
<td>Keynote</td>
</tr>
<tr>
<td>10:15–4:15*</td>
<td><strong>Session #11</strong>&lt;br&gt; An Introduction to the Framework for Teaching*</td>
</tr>
<tr>
<td></td>
<td><strong>Session #12</strong>&lt;br&gt; Refining and Enhancing Observation Skills to Support Teacher Growth*</td>
</tr>
<tr>
<td></td>
<td><strong>Session #13</strong>&lt;br&gt; Learning-Focused Conversations*</td>
</tr>
<tr>
<td></td>
<td><strong>Session #14</strong>&lt;br&gt; Collaborative Peer Observation*</td>
</tr>
<tr>
<td></td>
<td><strong>Session #15</strong>&lt;br&gt; Student Engagement: The Heart of the Framework*</td>
</tr>
</tbody>
</table>

Lunch: 1:45–12:45; Break: 2:30–2:45

## Day 2

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:00–8:45</td>
<td>Registration and Continental Breakfast</td>
</tr>
<tr>
<td>9:00–10:00</td>
<td>Keynote</td>
</tr>
<tr>
<td>10:15–11:45*</td>
<td><strong>Session #21</strong>&lt;br&gt; Full-Day Workshop:*&lt;br&gt; Refining and Enhancing Observation Skills to Support Teacher Growth</td>
</tr>
<tr>
<td></td>
<td><strong>Session #22</strong>&lt;br&gt; Full-Day Workshop:*&lt;br&gt; Student Engagement: The Heart of the Framework</td>
</tr>
<tr>
<td></td>
<td><strong>Session #31</strong>&lt;br&gt; School Environment</td>
</tr>
<tr>
<td></td>
<td><strong>Session #32</strong>&lt;br&gt; Observation Skills Lab—Calibration Practice (Primary Grades)</td>
</tr>
<tr>
<td></td>
<td><strong>Session #33</strong>&lt;br&gt; The Framework Clusters: Big Ideas of Effective Practice</td>
</tr>
<tr>
<td></td>
<td><strong>Session #34</strong>&lt;br&gt; Co-Teaching</td>
</tr>
<tr>
<td></td>
<td><strong>Session #35</strong>&lt;br&gt; Higher Ed Roundtable</td>
</tr>
<tr>
<td>1:00–2:30*</td>
<td><strong>Session #36</strong>&lt;br&gt; Introduction to Questioning and Discussion Techniques</td>
</tr>
<tr>
<td></td>
<td><strong>Session #37</strong>&lt;br&gt; Observation Skills Lab—Calibration Practice (Secondary Grades)</td>
</tr>
<tr>
<td></td>
<td><strong>Session #38</strong>&lt;br&gt; Talk About Teaching</td>
</tr>
<tr>
<td></td>
<td><strong>Session #39</strong>&lt;br&gt; Domain 4</td>
</tr>
<tr>
<td></td>
<td><strong>Session #40</strong>&lt;br&gt; Special Education—Determining Levels of Performance</td>
</tr>
<tr>
<td>2:45–4:15</td>
<td><strong>Session #41</strong>&lt;br&gt; Talk About Teaching</td>
</tr>
<tr>
<td></td>
<td><strong>Session #42</strong>&lt;br&gt; Observation Skills Lab—Calibration Practice (Elementary Grades)</td>
</tr>
<tr>
<td></td>
<td><strong>Session #43</strong>&lt;br&gt; Developing Teacher Leaders Using the Framework</td>
</tr>
<tr>
<td></td>
<td><strong>Session #44</strong>&lt;br&gt; Getting Down and Dirty with Evidence</td>
</tr>
<tr>
<td></td>
<td><strong>Session #45</strong>&lt;br&gt; Special Education—Determining Levels of Performance</td>
</tr>
</tbody>
</table>

*While we anticipate being able to accommodate all preferences for full-day workshops, seating is limited by room capacity. Registration confirmation emails will contain a link to a survey about interest in full-day workshops. Admission is on a first-come, first-served basis based on survey submission date.*
**Day 3**

<table>
<thead>
<tr>
<th>Time</th>
<th>Session #51</th>
<th>Session #61</th>
<th>Session #62</th>
<th>Session #63</th>
<th>Session #64</th>
<th>Session #65</th>
<th>Session #66</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:00–8:45</td>
<td>Registration and Continental Breakfast</td>
<td>Classroom Management (2c)</td>
<td>Conducting Observations in Fine Arts Classrooms (TCNJ only)</td>
<td>Counselor Rubrics (NIU only)</td>
<td>Observation Skills Lab—Calibration Practice (Secondary Grades)</td>
<td>The Framework Clusters: Big Ideas of Effective Practice</td>
<td>Introduction to Questioning and Discussion Techniques</td>
</tr>
<tr>
<td>9:00–10:00</td>
<td>Keynote</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10:15–11:45*</td>
<td>Session #51</td>
<td>Session #61</td>
<td>Session #62</td>
<td>Session #63</td>
<td>Session #64</td>
<td>Session #65</td>
<td>Session #66</td>
</tr>
</tbody>
</table>
|               | Learning-Focused Conversations | | | | | | *
| 1:00–2:30*    | Session #67 | Session #68 | Session #69 | Session #70 | Session #71 | | |
|               | Peer Coaching | School Environment | Observation Skills Lab—Calibration Practice (Elementary Grades) | Classroom Assessment for Instruction | The FFT: A Leg Up for Aspiring Teachers | | |
| 2:45–4:15     | Session #72 | Session #73 | Session #74 | Session #75 | Session #76 | Session #77 | |
|               | Introduction to Engagement | Domain 4 | Observation Skills Lab—Calibration Practice (Secondary Grades) | Classroom Assessment for Instruction | Classroom Management (2c) | Pre-Service Teacher Tool Kit | |

Lunch: 1:45–12:45; Break: 2:30–2:45

*While we anticipate being able to accommodate all preferences for full-day workshops, seating is limited by room capacity. Registration confirmation emails will contain a link to a survey about interest in full-day workshops. Admission is on a first-come, first-served basis based on survey submission date.*
Charlotte Danielson recognizes the complexity of teaching and the cognitive demands it makes. She developed the framework as a means to promote clear and meaningful conversations about effective teaching practice.

Charlotte Danielson, a former economist, is an internationally-recognized expert in the area of teacher effectiveness, specializing in the design of teacher evaluation systems that both ensure teacher quality and promote professional learning. She advises State Education Departments and National Ministries and Departments of Education, both in the United States and overseas. She is in demand as a keynote speaker at national and international conferences, and as a policy consultant to legislative and administrative bodies.

Ms. Danielson is a graduate of Cornell University (history), Oxford University (philosophy, politics, and economics) and Rutgers University (educational administration and supervision.) She has taught at all levels, kindergarten through university, has worked as a curriculum director and staff development director, and is the founder of The Danielson Group. Her Framework for Teaching has become the most widely used definition of teaching in the United States, and has been adopted as the single model, or one of several approved models, in over 20 states.

Dr. Ron Anderson has more than 30 years experience in Ohio as a teacher, curriculum director, director of professional development, and director of organizational development. He has taught numerous graduate level courses and is a seasoned workshop presenter. Ron specializes in instructional improvement, mentor and assessor training, and program development. He is a graduate of Kent State University, Wright State University, and Miami University.

Dr. Shelly Arneson earned her doctorate in Curriculum and Instruction from The University of West Florida in August of 2012. Her dissertation focused on teacher trust in school administrators, specifically determining which factors impact trust in principals. Shelly’s first book, entitled Communication and Motivation: The School Leader’s Guide to Effective Communication (Eye on Education, 2011) focuses on effective communication techniques, and she presents national keynotes and workshops on this topic as well as many others. Shelly’s experience ranges from teaching to counseling to administration, as she recently concluded seven years as an elementary principal in Florida.

Dr. Carl Atkinson is a graduate of Arcadia University, Chestnut Hill College, and the University of Pennsylvania. With over 25 years in education, Carl has experience teaching children and adults. He has served as a staff developer, curriculum supervisor, and currently serves as assistant superintendent. Over his career, Carl has conducted a variety of education workshops with a focus on teacher evaluation, content reading strategies, and assessment.
The Framework for Teaching: Elevating Professional Learning

Presenters

Dar Axtell is a charter member of the Danielson Group and has worked with the Framework for Teaching since 1997. She is co-author of the Action Tool, “Implementing the Framework for Teaching.” She has been a teacher and counselor at all levels. As an administrator she was director of counseling, curriculum coordinator, middle level principal. Areas of focus include teacher evaluation, induction, and instructional strategies to support the Framework for Teaching.

Ann Cummins Bogan has been an educator for over 19 years. As a teacher leader, she co-chaired a district committee to design and implement a new appraisal system. Ann's experience includes mentoring, peer-coaching, and creating professional development for teachers around the Framework for Teaching. Ann holds an M.A. in Teaching and a C.A.S. in Educational Leadership from National Louis University.

James Edler is a graduate of the University of Wisconsin-Milwaukee, with an emphasis on urban education. James worked as an elementary and middle school teacher before taking a leadership role with the Milwaukee public schools. His work with teachers and administrators is focused on supporting pedagogical change to increase the quality of teaching and learning through meaningful teacher evaluation systems based on Danielson's Framework.

Josh Elder is a graduate of the University of Rochester focusing on Educational Leadership and has fourteen years of educational experience working in public schools in New York. During this time Josh has served as a secondary school teacher, mentor teacher, curriculum supervisor and is currently an assistant principal at the high school level. Josh's experience includes teacher evaluation, curriculum and assessment design, professional development and cultivating positive school climates.

Dr. Jorie Ellis earned a PhD in educational policy and leadership at the University of Oregon. Jorie taught regular and special education and retired as executive director supervising K-12 principals. She held directorships for special education, curriculum, and school improvement/staff development. She teaches graduate level courses and consults on: leadership, teacher evaluation; the Framework for Teaching; inter-rater reliability; and effective instructional strategies.
The Framework for Teaching: Elevating Professional Learning

Presenters

Shirley Hall has 30 years of experience as an educator, serving as elementary teacher, teacher of the blind and visually impaired, elementary principal, central office administrator. She began using the Framework as an administrator in a large urban district, assuming responsibility for training principals and peer observers. Shirley has since trained on the Framework in the US and abroad. Areas of expertise include: assessment of teacher practice, school leadership and formative assessment of student learning.

Margaret Leibfried is a graduate of St. Cloud State University and completed her graduate work for administration at the University of Minnesota. During her career, Margaret served as a high school and middle school teacher and administrator. In her current middle school principal role Margaret uses the Framework for Teaching, both as an evaluative tool and as an instructional improvement tool with teachers. Margaret’s responsibilities include mentoring Principals and Instructional Leaders, specifically in evidence gathering for teacher evaluation. She is also certified as an International Baccalaureate workshop leader for Heads of Schools.

Teresa Lien has 30 years in K12 education and over ten years of experience in higher education. She is a meritorious academic instructor for undergraduate and graduate courses. As an Instructional Facilitator, she coaches new and seasoned teachers. Teresa has been using The Framework for mentoring, coaching and instructing. Her leadership has earned Promising Program awards with the Wisconsin Department of Public Instruction.

MaryLou McGirr has served in education for 25 years and specializes in professional development for educators. She provides trainings in teaching and leading focusing on teacher evaluation, mentoring, group facilitation, organization change and coaching. Her workshops utilize effective techniques and research-based approaches to assist educators in growing their instructional practice and leadership capacities specifically around the FfT. She worked with the South Dakota Department of Education in developing and facilitating the initial pilot program for the state teacher evaluation system incorporating the FfT. She is a Training Associate with the Center for Cognitive Coaching and Learning Specialist with Technology and Innovation in Education.

Sue Presler has experience teaching K-12 vocal music as well as gifted and talented classes, and as Director of Professional Development for an Iowa district. As a consultant, Sue developed a new teacher induction program and principal’s academy. As a charter member of the Danielson Group, Sue has spent over a decade providing training and consulting services around the Framework for Teaching. In addition, she is a senior consultant for the Center for Cognitive Coaching and the Center for Adaptive Schools.
The Framework for Teaching: Elevating Professional Learning

Presenters

Dr. Carol Rauch is a graduate of Morehead State University, Xavier University and the University of Cincinnati, with a lifetime career in public education. Her current role with the University of Cincinnati is working in Professional Development in area schools, supervising student teachers, and training mentor teachers. Carol also works throughout Ohio in high schools with specialized Career-Technical programs and has developed a partnership with the university and these programs providing graduate coursework to mentor teachers, and scholarships to students in these programs.

Dr. Pam Rosa is a charter member of the Danielson Group who has had a wide range of teaching, mentoring-coaching, and administrative experiences. Pam served as an award-winning Principal, Curriculum and Professional Development Coordinator, a state School Improvement Consultant, and most importantly as a Teacher/Instructional Coach. Most recently Pam served as the Director for Effective Teaching Practices at a non-profit educational “think tank” focused upon educational change through collaborative partnerships between union and administrative leadership. Pam’s current Teaching Effectiveness educational research focuses on evaluator practices in teacher evaluation for teaching effectiveness, validation of the Framework for Teaching in early learning grades (PreK-3rd Grade), and integration of the Framework for Teaching and Common Core Instruction into the teaching/student learning process.

Dr. Cindy Worner has been immersed in the Charlotte Danielson Framework since it was first used in the mentoring of new teachers and then later when it was used for evaluative purposes in the school district where she was a principal. After working 30 years in school districts, her work with the Danielson Group now focuses on helping teachers and administrators develop a deeper understanding of the Framework and how it can be used to move professional learning forward. Dr. Worner has a Bachelor’s Degree from Illinois State University in Elementary Education. She also holds a Master’s Degree in Reading and has a Doctorate in Educational Administration from Illinois State University.