



Danielson's Framework for Teaching: Administrators and Teachers Course Syllabus

Course Description

This course will focus on the role of mastery-based feedback for supervision and evaluation in Idaho. Participants will develop competency in Danielson's Framework for Teachers and explore assessment literacy as it relates to gathering accurate evidence.

This course meets administrator recertification requirements under Idaho Code.

This course enhances classroom teaching effectiveness and supports improved student outcomes by introducing new knowledge in mastery-based feedback, assessment literacy, and evidence-based supervision using Danielson's Framework for Teaching, aligned with Idaho administrator evaluation requirements.

Training Outcomes

1. Accurately gather and analyze evidence using the Framework for Teaching rubric to evaluate instructional outcomes, their alignment with success criteria and activities, and the clarity and accuracy of content for all learners, including gifted students, English Language Learners, and students with disabilities.
2. Gather and analyze evidence to assess the degree to which a teacher establishes a safe, respectful, supportive, and challenging learning environment that promotes perseverance, high expectations, and equitable success for gifted students, English Language Learners, and students with disabilities.
3. Identify and document specific evidence that demonstrates how a teacher effectively manages classroom procedures, student behavior, and the physical environment to support engagement and inclusivity for gifted students, English Language Learners, and students with disabilities.
4. Observe examples of instructional design, questioning techniques, or student discourse that demonstrate intellectual engagement and productive struggle for all learners, including gifted students, English Language Learners, and students with disabilities.
5. Analyze classroom assessment practices and identify whether formative and summative assessments are aligned with outcomes and success criteria for diverse learners, including English Language Learners, gifted students, and students with disabilities.
6. Identify and explain the different steps to effective feedback.
7. Accurately identify the components of the Idaho Professional Learning Plan (IPLP) and collect evidence for teacher portfolios by analyzing documented plans, assessment artifacts, and reflective practices to ensure alignment with outcomes and success criteria for all student populations.
8. Apply the Framework for Teaching rubric to classroom observations by collecting and citing evidence for Domains 2 and 3 in both elementary and secondary settings.



Modules

- Module 1: Gathering accurate evidence - Cluster 1 (Clarity and Accuracy of Content)
- Module 2: Gathering accurate evidence - Cluster 2 (Learning Environment)
- Module 3: Gathering accurate evidence - Cluster 3 (Classroom Management)
- Module 4: Gathering accurate evidence - Cluster 4 (Intellectual Engagement)
- Module 5: Gathering accurate evidence - Cluster 5 (Successful Learning)
- Module 6: Providing mastery-based feedback for Teacher Growth
- Module 7: Developing the IPLP and Portfolio
- Module 8: Using the rubric with fidelity (application)

Grading

Each quiz must be passed at an 80% or higher (three attempts allowed).

Format

This is a self-paced, asynchronous (no required live meetings) course. Throughout the PD course, you will find it helpful to take notes along the way to assist with the quizzes. Within each module, you will find readings that will help you to answer quiz questions. There is an interactive forum in the course to help you connect with peers and instructors, share ideas, and collaborate on best practices throughout your learning journey.