



Professional Development Course Syllabus

Online registrations must be submitted within one week of the start date (www.nnu.edu/cereg)

Course Number: EDEI 5773 (Sec.)

Sponsor ID: 291735

Course Title: **EI: The Danielson Framework: 22 Components of Great Teaching**

Course Prerequisites: Degree / Idaho School District Registration with Educational Impact (www.educationalimpact.com)

Instructor: Continuing Education Credit(s): 1 Total Cost for Credit: **\$60.00**

NOTE: Continuing Education courses are designed for professional development and do not normally count toward an academic degree.

1. Educational Goals for the Course:

- Educators will watch and study Charlotte Danielson's online video presentations and narrations of her **Framework for Teaching** concepts in a video-based online study. **The Framework for Teaching** is a research-based set of components of instruction, aligned to INTASC standards.
- Educators will study the core content of the course program which features real classroom observations from various grade levels and subjects. During the classroom observations, Danielson critiques the instructional strategies shown in the video and explains how they relate to components of the Framework. Teachers have an opportunity to see firsthand how to properly implement the framework components in their classrooms.
- **In this course, Danielson presents commentary on each one of the twenty-two Framework components. In this thought-provoking presentation, Charlotte provides an in-depth look at each component, and then explores why each one is important and how they work together to define "good teaching." Using an array of examples, Charlotte also examines the challenges teachers face in achieving a "distinguished" level for each component. This course is a video-based online class of three hours of online course work at www.educationalimpact.com (self-directed) with an additional 42 hours of research, collaborative meetings, and written work.**
- **The Framework instructional concepts may be used as the foundation of a school or district's mentoring, coaching, professional development, and teacher evaluation processes.**

2. Instructional Learning Objectives – Educators will:

(What will participants learn and put into practice as a result of completing this process?)

- Watch and study the online course segments of Charlotte Danielson and the online video outtakes of actual classroom teaching instruction to learn.
- Understand the concepts within the four domains of teaching responsibility: planning and preparation (Domain 1), classroom environment (Domain 2), instruction (Domain 3), and professional responsibilities (Domain 4).
- Research Danielson's Teaching Framework and read online references and materials.
- Create two examples of how they incorporated the new concepts gleaned from Danielson's Teaching Framework components into their classroom environment (these may be written examples or presentation examples).

3. Course Requirements – Educators will:

- Watch and study the online course segments of **The Danielson Framework: 22 Components of Great Teaching** and the online video outtakes of actual classroom teaching practices.
- Complete all course assignments, activities, and the final course assessment at www.educationalimpact.com.
- Collaborate with class colleagues on how the information gained can be implemented into their instruction in accordance with state standards and individual school goals. Identify specific goals and desired outcomes.
- Research and read additional materials.
- Plan and implement the appropriate components into individual classroom environments.
- Continue collegial collaboration reviewing successes and possible modifications.
- Maintain provided collaboration study log documenting a minimum of 42 hours of collaboration and individual study beyond the video training.
- Submit their collaboration log complete with summary of reading, research, lesson planning, implementation, collaboration and results of implementation to the approved NNU adjunct course instructor.

4. Dates, Times and Location of Proposed Course:

(1 Semester Credit Equals 15 Professor Contact Hours plus an additional 30 Hours outside Work)

TBD between (dates) online assignments, readings, assessments, and written work to equal the 45 hours of necessary course work for one graduate level professional development credit.

5. Due Date for Completion of Course Requirements:

6. Learning Resources and Required Text:

All readings, video, and course materials online at www.educationalimpact.com.

Suggested Reading:

Enhancing Professional Practice: A Framework for Teaching, 2nd edition by Charlotte Danielson; ISBN-13: 978-1416605171.

Or retrieved online from: http://www.umatilla.k12.or.us/NCLB/Char_Danielson.htm

Individual school's mission statement, strategic plan, curriculum, and assessment data.

7. Evaluation Procedure: Pass/Fail

Collaboration and Individual Study Log for *Educational Impact* courses with credit through NNU

Note: These video-based online classes require a total of 45 hours including online work (self-directed) on the www.educationalimpact.com course site plus additional hours of collaboration, reading, research, planning, implementation, and written course work verified with the instructor. This log is to be completed to document the total of 45 hours required for a one-semester credit course. **At the end of your course, please submit this log sheet to your instructor for credit validation.**

Student Name:		Student's School:		Class Dates:	
Educational Impact Course Title:			*Total Hours invested in Educational Impact Course Site:		
Collaboration or Individual Work Date:	Time Involved (Hours or Minutes)	Material Read, Sites Researched, Planning, Implementation or Collaboration With:	Summary of Reading, Research, Lesson Planning, Implementation, or Collaboration	Action Planned as Result of Learning and/or Results of Implementation	
*Total Hours Online + Individual = 45 hours					
<i>I hereby certify that this is an accurate representation of my individual work on this course</i>					
Signature of Student			Date Signed:		