



## Professional Development Course Syllabus

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

Course Number: EDEI 5774 (Sec. )

Sponsor ID: 291735

Course Title: **EI: The Danielson Framework: Teacher Evaluation**

Course Prerequisites: Bachelor's Degree / Idaho School District Registration with Educational Impact ([www.educationalimpact.com](http://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:

- Administrators 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.
- Administrators will understand 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. Educators have an opportunity to see firsthand how to properly implement the framework components in their classrooms.
- Danielson examines the critical aspects of teacher evaluation, and then challenges educators to practice by observing video of real teachers in the classroom. This comprehensive mix of theory and practice provides administrators and mentors with the perfect tool to confidently evaluate teaching - then provide meaningful feedback to improve teacher practice. This course is a video-based online class of eight hours of online course work at [www.educationalimpact.com](http://www.educationalimpact.com) (self-directed) with an additional 37 hours of research, collaborative meetings with peers and teachers, and additional 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 – Administrators will:

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

- Watch and study the online course segments of **Teacher Evaluation Using the Danielson Framework** and the online video outtakes of actual classroom teaching instruction. Discuss with other administrators how they would evaluate these teachers in the video examples.
- Describe the evaluation steps and strategies aligned with Charlotte Danielson's **Framework for Teaching**. Research Danielson's **Teaching Framework** and read materials.
- Create two examples of incorporating new concepts gleaned from Danielson's Teaching Framework evaluation components into their teacher evaluation procedures (these may be written examples or presentation examples).

### 3. Course Requirements –Administrators will:

- Watch and study the online course segments of **Teacher Evaluation Using the Danielson Framework** and the online video outtakes of actual classroom teaching instruction. Prepare teacher evaluation plans for use in their school classrooms..
- Complete all course assignments, activities, and the final course assessment at [www.educationalimpact.com](http://www.educationalimpact.com).
- Collaborate with colleagues on how information gained can be implemented in accordance with individual school's standards, procedures, and instructor's evaluations. Identify specific goals and desired outcomes.
- Research conducting teacher evaluations and administrative strategies for putting new procedures into place.
- Continue collegial collaboration reviewing successes and possible modification of needs.
- Maintain the collaboration study log provided with the syllabus to document a minimum of 37 hours of collaboration and individual study.
- Submit collaboration study logs complete with their summary of the readings, research, evaluation planning, implementation, collaboration, and results of using the teacher evaluation methods , to the course instructor approved by NNU.

### 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 evaluation course materials online at [www.educationalimpact.com](http://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](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](http://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.**

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