Using the AAT when a member of a cohort or PLC: 4a,4d,4e,4f

Enhanced Architecture of Accomplished Teaching

START HERE:

ASSESSMENT OF STUDENTS

- Who are they?
- Where are they now?
- What do they need & when do they need it?
- Where should I begin?

Domain 1 – Planning & Preparation
1b – Knowledge of Students
1f – Designing Student Assessment

Set new high and worthwhile goals that are appropriate for these students at this time.

Domain 1 – Planning & Preparation
1a,1b,1c,1d,1e

Reflect on student learning, the effectiveness of instructional design, particular concerns and issues.

Domain 4 –
4a Reflecting on Teaching

Domain 1 – Planning & Preparation
1a,1b,1c,1d,1e

Set high, worthwhile goals appropriate for these students, at this time, in this setting.

Provide timely, meaningful feedback to students about their level of accomplishment of the targeted goals.

Domain 3 – Instruction
3a, 3b, 3c, 3d,3e

Implement instruction designed to attain these goals.

Evaluate student learning in light of the goals and the instruction.

Domain 2 – Classroom Environment – 2a, 2b,2c,2d
Domain 3 – Instruction – 3a, 3b,3d,3e

Domain 1 – Planning & Preparation –1d
Domain 3 – Instruction – 3d

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5 Core Propositions	Danielson Framework Domain	Possible Prompts for Articulating Teaching Practice
1. Teachers are committed to students and their learning. • Teachers recognize individual differences in their students and adjust their practice accordingly. • Teachers understand how students develop and learn. • Teachers treat students equitably. • Teachers know their mission transcends the cognitive capacity of their students.	**1b**	❖ Describe your students from a strength-based perspective. ❖ Describe the range of abilities represented in this class. ❖ Tell about your greatest challenges with your students and the strategies you are using to meet those challenges. ❖ How does what you know about how students of this age grow and develop socially, emotionally and academically influence your planning and /or instructional decisions? ❖ How have you used the data from multiple measures to learn about your students and inform your decision making? ❖ How do you learn about your students' cultural, ethnic and/or linguistic backgrounds?
2. Teachers know the subjects they teach and how to teach those subjects to students. • Teachers appreciate how knowledge in their subjects is created, organized, and linked to other disciplines. • Teachers command specialized knowledge of how to convey a subject to students. • Teachers generate multiple paths to knowledge.	**1a, 1b** **1c, 1d** **2a** **3a, 3b** **3c**	❖ What are the foundational skills needed for this lesson? How do you know these students are ready for this lesson? ❖ What do you expect students to learn because of this lesson or lesson series? ❖ What alternatives are available for students who need extra support and time to meet the instructional goals and /or for those who may have already mastered the instructional goals? ❖ How do you encourage students to communicate their knowledge in this content area? ❖ In your planning, how do you determine groups of students who work cooperatively? ❖ How do you ensure fairness, equity and access for all students in this lesson or lesson series? ❖ How do you ensure that all students are respected as they offer solutions to problems? ❖ What classroom strategies do you use for lessons that are rigorous, relevant and related to real life? ❖ What resources do you use most often when you plan instruction?
3. Teachers are responsible for managing and monitoring student learning. • Teachers call on multiple methods to meet their instructional goals. • Teachers support student learning in varied settings and groups. • Teachers value student engagement. • Teachers regularly assess student progress. • Teachers engage students in the learning process.	**1b,1d** **1f** **2a, 2b** **2c, 2d** **3a, 3b** **3c, 3d** **3e** **4b**	❖ How do you use diagnostic, informal, formative and summative assessment to plan instruction and inform your work? ❖ Explain how you clarify expectations for students by using: Exemplary student work, Rubrics, Explicit directions, Modeling and /or Student repetition of details. ❖ How do you provide students with timely feedback on their learning and give them opportunities for improvement? ❖ What would you expect to hear your students say or do that would be evidence that they have met the instructional goals for this lesson or lesson series? ❖ In what ways do you encourage students to be active participants in their own learning? ❖ Describe your behavior management plan for your classroom. ❖ Tell how you ensure fairness, equity and access to all students through your classroom community and rules. ❖ Describe the system you use for managing the daily information you collect about your students' instruction and needs. ❖ How is individual progress shared and/or celebrated with students?
4. Teachers think systematically about their practice and learn from experience. • Teachers make difficult choices that test their judgment. • Teachers use feedback and research to improve their practice and positively impact student learning.	**3e** **4a, 4b** **4d, 4e** **4f**	❖ How do you work cooperatively with other teachers to be sure that your instruction is aligned with students' previous knowledge? ❖ How do you routinely reflect on your teaching practice? ❖ What professional development contributed to the strategies you used during the lesson? ❖ In retrospect, what would you do differently in this lesson or lesson series? ❖ How do you share your effective practices with your peers?
5. Teachers are members of learning communities. • Teachers collaborate with other professionals to improve school effectiveness. • Teachers work collaboratively with families. • Teachers work collaboratively with the community.	**4a, 4c** **4d, 4e** **4f**	❖ How do you see your role in your school as a professional learning community? ❖ How do you collaborate with teachers in your building and district? ❖ What opportunities do you have to share classroom research and successes with your colleagues? ❖ Describe your personal goals for professional growth. ❖ How do you communicate & work cooperatively with parents, counselors and others in the community to address your students' needs?

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