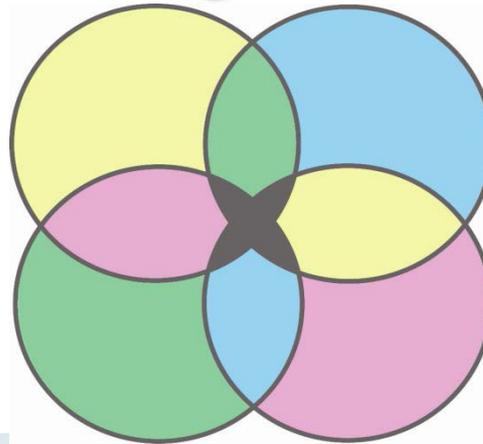




Domain 2: The Classroom Environment

2b. Establishing a Culture for Learning



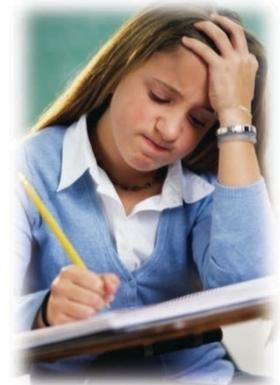
The Framework for Teaching

Charlotte Danielson

Objectives

2b: Establishing a Culture for Learning

- ▶ Understand the elements of 2b
- ▶ Distinguish the difference in levels of performance
- ▶ Review examples of 2b behavior
- ▶ Identify my level of performance on 2b
- ▶ Incorporate strategies to improve my level of performance on 2b



How Is “Culture for Learning” Connected to Effective Teaching?

- ▶ A “culture for learning” refers to the atmosphere that reflects the importance of the work undertaken by both students and teacher.
- ▶ It describes the:
 - norms that govern interactions among individuals about activities and assignments.
 - value of hard work and perseverance.
 - general tone of the class.



How Is “Culture for Learning” Connected to Effective Teaching?

- ▶ The classroom is characterized by:
 - High cognitive energy.
 - A sense that what is happening there is important.
 - A belief that it is essential to get the work right.
- ▶ There are high expectations for all students.
- ▶ The classroom is a place where the teacher and students value learning and hard work.





The Elements

- ▶ **Importance of content and of learning**
 - Teachers convey the educational value of what students are learning.

- ▶ **Expectations for learning and achievement**
 - All students receive the message that while work is challenging, they are capable of success if they are prepared to work hard.

- ▶ **Student pride in work**
 - Students are willing to devote energy to the task at hand.
 - Students take pride in their accomplishments.
 - Students are convinced of their capabilities.

Culture for Learning Indicators

- ▶ Belief in the value of the work
- ▶ High expectations, supported through both verbal and nonverbal behaviors
- ▶ Expectation and recognition of quality



Culture for Learning Indicators

- ▶ Expectation and recognition of effort and persistence
- ▶ Confidence in students' ability is evident in teacher's and students' language and behaviors
- ▶ Expectation for all students to participate



Relevant because...

- ▶ The teacher says to a student, “Why don’t you try this easier problem?”

This comment to the student demonstrates the teacher’s low expectations for learning and achievement.

- ▶ A student asks the teacher whether she can redo a piece of work since she now sees how it could be strengthened.

Through this piece of evidence, we see demonstration of student effort and pride in work.

- ▶ The teacher says, “This idea is really important! It’s central to our understanding of history.”

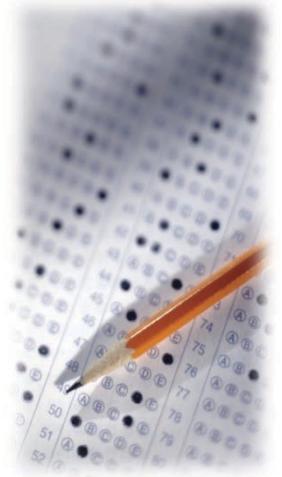
Through this statement the teacher conveys the value and importance of the learning that is happening in the classroom.



Activity

Assign Performance Levels

- ▶ You will read four classroom observation descriptions (A, B, C, and D).
- ▶ After each of the four descriptions, write on a Post-it what performance level you would assign and then find a person who ranks the first descriptor at the same performance level that you assigned it. Repeat for the remaining three descriptors.
- ▶ Discuss criteria for the level you selected. Also identify an example of this level in one of your recent classes.



Level of Performance?

A. The classroom culture is a cognitively busy place where learning is valued by all, with high expectations for learning the norm for most students.

The teacher conveys that with hard work students can be successful.

Students understand their role as learners and consistently expend effort to learn.

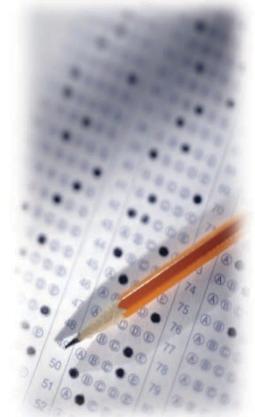
Classroom interactions support learning and hard work.



Level of Performance?

B. The classroom culture is characterized by a lack of teacher or student commitment to learning and/or little or no investment of student energy in the task at hand. Hard work is not expected or valued.

Medium to low expectations for student achievement are the norm, with high expectations for learning reserved for only one or two students.



Level of Performance?

C. The classroom culture is characterized by little commitment to learning by the teacher or students.

The teacher appears to be only going through the motions, and students indicate that they are interested in completion of a task rather than quality.

The teacher conveys that student success is the result of natural ability rather than hard work; high expectations for learning are reserved for those students thought to have a natural aptitude for the subject.



Level of Performance?

D. The classroom culture is a cognitively vibrant place, characterized by a shared belief in the importance of learning.

The teacher conveys high expectations for learning by all students and insists on hard work.

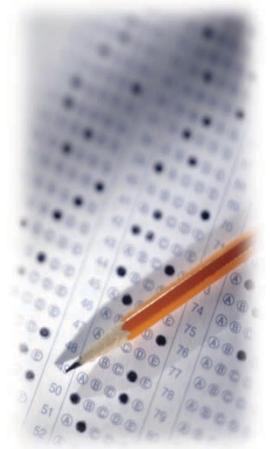
Students assume responsibility for high quality by initiating improvements, making revisions, adding detail, and/or helping peers.



Level of Performance Answers

- ▶ **A. Proficient (Level 3)**
- ▶ **B. Unsatisfactory (Level 1)**
- ▶ **C. Basic (Level 2)**
- ▶ **D. Distinguished (Level 4)**

Any Surprises?



Level 3 Proficient: Critical Attributes

- ▶ The teacher communicates the importance of learning and the assurance that with hard work all students can be successful in it.
- ▶ The teacher demonstrates a high regard for student abilities.
- ▶ The teacher conveys an expectation of high levels of student effort.
- ▶ Students expend good effort to complete work of high quality.



Level 2 Basic: Critical Attributes

- ▶ The teacher’s energy for the work is neutral, indicating neither a high level of commitment nor “blowing it off.”
- ▶ The teacher conveys high expectations for only some students.
- ▶ Students comply with the teacher’s expectations for learning, but they don’t indicate commitment on their own initiative for the work.
- ▶ Many students indicate that they are looking for an “easy path.”



Level 1 Unsatisfactory: Critical Attributes

- ▶ The teacher conveys that the reasons for the work are external and trivializes the learning goals and assignments.
- ▶ The teacher conveys to at least some students that the work is too challenging for them.
- ▶ Students exhibit little or no pride in their work.
- ▶ Class time is devoted more to socializing than to learning.



Level 4 Distinguished: Critical Attributes

In addition to the characteristics of “proficient”:

- ▶ The teacher communicates a genuine passion for the subject.
- ▶ Students indicate that they are not satisfied unless they have complete understanding.
- ▶ Student questions and comments indicate a desire to understand the content rather than, for example, simply learning a procedure for getting the correct answer.



Level 4: Critical Attributes *(continued)*

In addition to the characteristics of “proficient”:

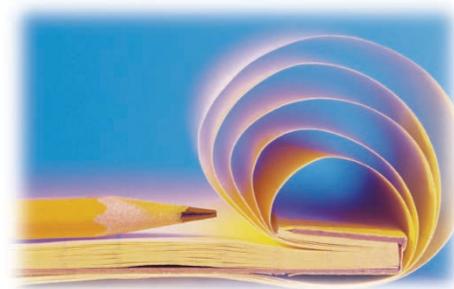
- ▶ Students recognize the efforts of their classmates.
- ▶ Students take initiative in improving the quality of their work.



Activity

View Videos & Identify the Levels

- ▶ Discuss how students' behavior in the first video reflects the level of performance.
- ▶ In the second video, identify the behaviors of the teacher that mirror the characteristics for the assigned level of performance.



Reflection

2b: Establishing a Culture for Learning

- ▶ How would you describe the actions of the teacher in providing you clarity for the performance level in the sample videos?
- ▶ How would you describe the actions of the students in providing you clarity for the performance level in the sample videos?
- ▶ What changes are you going to focus on in your classroom to ensure consistent proficiency of performance?

