

**Domain Bucketing of Effective Practice “Post Its” (30+ mins)**

**Purpose:** To introduce the Danielson’s four domains as logical and interconnected.

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| **1 Planning and Preparation** | **2 Classroom Environment** |
| **4 Professional Responsibility** | **3 Instruction** |

**Materials Needed:**

* Power Point for Directions?
* Post Its (2” x 2”)
* Chart Paper (divided into four boxes). Each box is labeled at the top (1: Planning and Preparation, 2: Classroom Environment, 3: Instruction, 4: Professional Responsibilities), see example to the right.

**Directions:**

1. **Prep Work:**
	1. Divide teachers into groups of 3 or 4
	2. Give each group Post Its
2. **PART A: Individual Brainstorming (5 mins)**
	1. Brainstorm as many answers to the question below
	2. Put each answer on a separate “Post It”
	3. Question: What makes a teacher effective?
3. **PART B: Group Sorting into Piles (5 mins)**
	1. With your group, sort all of your “Post Its” into similar piles
	2. Give each pile a Heading
	3. Introduce Danielson’s 4 Domains: We are now going to see how our ideas fit with Charlotte Danielson’s 4 Domains of Teaching Practice.
4. **PART C: Group Sorting to Domains (5 mins)**
	1. Put your group’s piles into the appropriate domain on the chart paper
	2. Ask another group for help, if you are unsure where to put a pile.
	3. Walk around and observe other group’s chart papers. What do you notice?
5. **PART D: Whole Group Discussion (10+ mins)**
	1. Possible Discussion Questions:
		1. Were there any that didn’t fit into one of the four headings? Why is that?
		2. Were there any surprises?
		3. Any obstacles to placing any ideas? How did you overcome them?
		4. Is there one competency that is the most important?
	2. Hear a few answers
6. **Summary: (5 mins)**
	1. Charlotte Danielson’s four domains are interconnected. The most important one is probably dependent on the specific teacher’s practice.
	2. Improving practice in one domain should have a ripple effect on improving practice in the other domains.
	3. Domains 2 and 3 are the domains that classroom observations will focus on because they are visible during lessons.