

**Descriptive Word Chart for HEDI Ratings**

 **(45+ mins)**

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| **3b: Using Questioning and Discussion Techniques**  |
| Ineffective  | Developing  | Effective  | Highly Effective |
|  | Chart Paper Needs to beLandscape |  |  |

**Purpose:** To gain deeper knowledge about the language changes in ratings from Ineffective to Highly Effective on the TEP Danielson rubric and to look specifically at two or three of the three competencies in the Chancellor’s Expectations 2012-2013.

**Materials Needed:**

* Power Point for Directions?
* TEP Danielson Rubrics
* Highlighters?
* Markers
* Masking Tape
* Chart Paper. Each group will receive one sheet. Decide how many groups you will have and which competencies you want to focus on (choosing the CIE focus 3b, 3d, 1e, is one way).

**Directions:**

1. **Prep Work**
	1. Divide participants into groups of 3-5
	2. Give each group a pre-formatted chart paper
2. **PART A: Individual Work (8 mins)**
	1. Ask individuals to silently read the rubric for their competency and highlight key descriptive words for the rating levels written above the columns on their chart paper. Give an example, like “consistently.”
3. **PART B: Small Group Work (15 mins)**
	1. Have the group select a scribe and facilitator. The goal is to record on the chart paper key descriptive words for their competency’s ratings.
	2. Tape the chart paper up
4. **PART C: Gallery Walk (5 mins)**
	1. Ask participants to walk around the room and look closely at each group’s work. They should be prepared to share surprises, connections, noticings, patterns, etc.
5. **PART D: Whole Group Discussion (10 mins)**
	1. Ask participants to share anything they noticed from the gallery walk (surprises, noticings, connections)
	2. Share out (Participants will find that much of the language used is similar based on the rating, regardless of the competency). Some of the words they are likely to come up with are:
		1. **Ineffective:** lack of, unsafe, harmful, unclear, unaware, poor, unsuitable, poorly aligned, unrealistic, no variety, boring, little or no investment, low expectations, trivializes, socializing, no established, repressive, disrespectful, chaotic, helpless, low cognitive challenge, single correct responses, rapid, recitation, teacher mediates, rote, poor quality, global
		2. **Developing:** inconsistent, partial, general, attempts, awareness, moderate, minimal, some, no differentiation, effort at some variety, uneven, limited, little commitment, completion, rather than quality, easy path, teacher tries, no apparent system, single path, few students, partially aligned, passive, compliant, facts or procedures, no choice,
		3. **Effective:** aligned, consistent, frequent, successful, appropriate, clear, positive, smooth, varied, respectful, suitable to groups, reasonable time, generally , varied use of groups, variety, cognitively busy, teacher communicates, teacher demonstrates, expectation, good effort, some low level, promote student thinking, genuine discussion, most students, multiple possible answers, students talk, many, active engagement, scaffolding, some choice, aware, some engage, teacher elicits
		4. **Highly Effective:** in depth, high level, differentiated, individual learners, clear, student choice, cognitively vibrant, shared belief, high expectations, hard work, students assume responsibility, helping peers, entirely appropriate, active role, sensitive, variety, challenge, students initiate, unsolicited contributions, all, virtually all, suitable, fully aligned, time needed, self assessment
6. **Summary (5 mins)**
	1. You want to make sure to share some of the similarities. You might mention that Effective tends to be teacher directed and Highly Effective is student directive. Ineffective tends to suggest there is something missing where Developing suggests there is something there, but with gaps.
	2. Regardless of the competency there is a similarity between the rating levels.