

DRAFT High-level Connections Between CRISS and Danielson

CRISS doesn't focus on any particular subject area or grade level. Our workshops deliberately use content from multiple areas and trainers are encouraged to share a variety of samples. The content of the CRISS workshop focuses on helping teachers understand how to develop metacognitive students. To do this, the workshop starts with a review of the major principles of research-based instruction and then sample lessons demonstrate those principles in action (with teachers as students). New strategies are introduced in these lessons and familiar strategies serve to demonstrate modeling and reflective practices. A lot of information comes out of the CRISS workshop but time is prioritized to allow teachers to reflect on what they've learned: What does this mean for their students? How can they apply this in their classroom?

We are frequently asked how CRISS implementation can support teachers working with the Danielson Evaluation Model. This document assumes the reader has knowledge of or access to the evaluation model. The following pages provide high-level explanations of how CRISS supports each Danielson Domain. If you'd like additional details, please contact us at info@projectcriss.com. This document is a DRAFT.

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Danielson	CRISS
Domain 1 – Planning and Preparation	<p>CRISS addresses Domain 1 of Danielson’s Framework by:</p> <ul style="list-style-type: none">• Demonstrating important research-based principles about how students learn in lessons that cross the curriculum.• Allowing time for teachers to reflect and plan, and encouraging discussions so educators can anticipate (or share) how those principles will look in-action, in their classroom.• Focusing on helping teachers lead students to learn about themselves as learners. Helping students become metacognitive helps teachers know their students better and that knowledge impacts instructional planning and directs the teacher towards areas where they can provide students with more choices during the lesson.• Emphasizing both content and process understandings. Strategies are provided to help students make sense of and transform new information but to also address different types of thinking skills and interests. The strategies enrich the learning instead of serving as worksheets to complete.• Incorporating a variety of materials from which to access information as well as instruction on how to help students examine the craft and structure of the materials so they can better understand the content.• Providing a lesson plan format to use that prompts educators to follow the principles of good instruction and/or providing time for teachers to reflect on how to modify their own lesson planning process to incorporate principles they may overlook.• Emphasizing the connection between objectives and assessments. Each workshop segment has explicit content and process learning goals which are referenced frequently and each segment ends with reflective questions that connect lesson activities with lesson goals.

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Domain 2 – The Classroom Environment	<p>CRISS addresses Domain 2 of Danielson’s Framework by:</p> <ul style="list-style-type: none">• Encouraging students to reflect about interests, strengths, and themselves as learners and encouraging teachers to make this a classroom norm. As students realize everyone learns differently and feel empowered to make choices (no matter how small!) in their learning process, they become more engaged, respectful of differences, and can support and encourage their peers better.• Modeling strategy instruction that includes think-alouds, reflection, and content that lowers affective barriers. This emphasizes the importance of building on student backgrounds and non-school lives as well as sets clear expectations of how to complete the work so high expectations with the actual content can be met.• Addressing concerns about the use of strategies that tend to disrupt routines or transitions. Whole class discussions allow teachers to share ideas, the manual provides ideas for adapting strategies to address some concerns, and modeling allows time to practice the strategy before diving into a new strategy and new content.• Emphasizing classroom routines that start with activating background knowledge and end with reflection.

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Domain 3 – Instruction	<p>CRISS addresses Domain 3 of Danielson’s Framework by:</p> <ul style="list-style-type: none">• Incorporating vocabulary and questioning strategies in the workshop with chapters in the manual dedicated to each.• Demonstrating effective modeling techniques so that students can work independently, focusing on content.• Providing dozens of examples of strategies in the workshop with hundreds more in the CRISS manual; all intended to engage students in learning activities that support instructional outcomes. Strategies include those meant for whole-class, small group, partner, or individual instruction. These strategies can be used when planning or when a lesson needs to be adjusted to respond to whatever issues arise in the classroom.• Modeling lessons with the participants serving as students so it’s clear how the lessons and strategies involved allow teachers to get accurate, timely, and appropriate feedback from students on progress towards learning goals.• Asking teachers to reflect as both students and teachers. By increasing participant comfort with reflection over their own learning process and progress towards learning goals, they better understand what is expected of students and how hard it can be to do so accurately.

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Domain 4 – Professional Responsibilities	<p>CRISS addresses Domain 4 of Danielson’s Framework by:</p> <ul style="list-style-type: none">• Prioritizing time for reflection. Regardless of what constraints arise during a workshop, facilitators are encouraged to protect the time participants need to reflect on how to apply what’s learned to their own classrooms.• Providing for and encouraging a common language among students and staff. Common language allows for precise and accurate vocabulary when describing lessons or collaborating. The common language means different grade-levels and subject areas may collaborate on developing a plan for teaching students how to learn.• Instructing participants on how to perform basic action research in the classroom to help students and improve instruction. CRISS is based on action research and an entire chapter in the manual describes multiple research projects.• Leading multiple professional development opportunities to meet the needs of educators beyond the CRISS workshop. Online or in-person follow-ups are available to avoid the dreaded one-hit-wonder workshop and the CRISS National Office staff can provide virtual coaching and an entire professional development plan that incorporates existing initiatives and interests of the educators.• Respecting the knowledge of the participants. CRISS is simply good instruction and often teachers find some aspects deeply familiar, some a needed reminder, and some new. But each teacher is different. Allowing time for discussions and reflection means each teacher can feel their strengths validated versus a workshop that emphasizes what they should do differently.• Putting students first. The emphasis of the workshop continually remains on helping students become metacognitive and drive their own learning.