



"A Passion for Progress: Being a Rockstar Teacher in a Stressed-Out World"

and the


Danielson Framework

This document breaks down the various correlations between “A Passion for Progress: Being a Rockstar Teacher in a Stressed-Out World” and the Danielson Framework. “A Passion for Progress” helps teachers create a completely student centric classroom experience, facilitating learning and naturally differentiating for every student in the classroom.

This program, developed by Student-Centered World LLC CEO Jenn Breisacher, helps teachers with all aspect of a student-centered classroom, focusing on student engagement, lesson planning, and classroom design.

This model not only reduces teacher stress, reclaims teacher time, and increases student success, but supports educators in their day-to-day duties in the classroom in direct correlation to the expectations set forth within the Danielson Framework.

For the purposes of this document, the “Distinguished” (4) ratings have been included.



1a: Demonstrating
Knowledge of Content and
Pedagogy

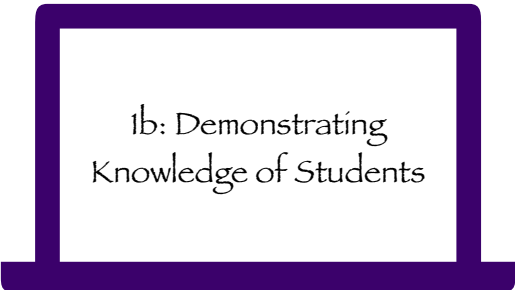
DISTINGUISHED · LEVEL 4

The teacher displays extensive knowledge of the important concepts in the discipline and how these relate both to one another and to other disciplines. The teacher demonstrates understanding of prerequisite relationships among topics and concepts and understands the link to necessary cognitive structures that ensure student understanding. The teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline and the ability to anticipate student misconceptions.

An AP4P educator is skilled in creating lessons through a backwards design process that is focused on the specific standard or group of standards that are required to be met for that content area. Through documented mastery charts, specific activity intent, and varying learning opportunities, all learning is carefully documented and advanced as each standard is mastered in a differentiated manner that is appropriate for each student, while also holding to timelines set forth within specifically written curriculum plans.

In these lessons, students are provided with various learning opportunities that sync with the individual student(s) learning styles, classroom needs, and other outlying accessibility factors (like technology access, etc.). These opportunities are presented in a way that gives the student autonomy in both completion and application.

Examples may include: *curriculum development, clear targeting, focused objectives, various learning opportunities, student conferences, student goal setting, student reflection, etc.*



1b: Demonstrating
Knowledge of Students

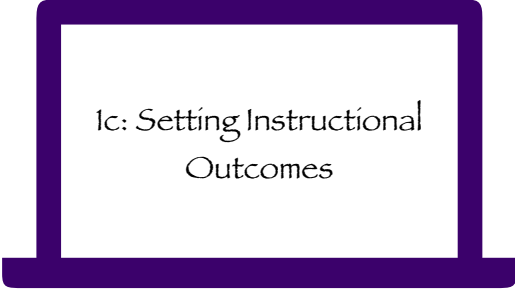
DISTINGUISHED · LEVEL 4

Teacher demonstrates thorough knowledge of students' backgrounds, skills, and interests, and uses this knowledge to plan for individual student learning.

Students are given learning opportunities and corresponding assessments that coincide with with the individual student(s) learning styles, classroom needs, and other outlying accessibility factors (like technology access, etc.) as learned within "A Passion for Progress". All this is executed in a student-centered system that is purposely crafted and implemented by the educator, carefully following student needs, struggles, and even objections.

In this environment, the teacher facilitates all the learning that happens in the classroom, but the design of the execution of this content allows for them to have personal relationships with each student in the class. This helps with genuine warmth, caring, and sensitivity to students as individuals in a natural manner of rapport.

Examples may include: *curriculum development, clear targeting, focused objectives, various learning opportunities, specific differentiated tools, formative assessment examples, student conferences, student goal setting, student reflection, etc.*



1c: Setting Instructional Outcomes


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All outcomes represent high-level learning in the discipline. They are clear, are written in the form of student learning, and permit viable methods of assessment. Outcomes reflect several different types of learning and, where appropriate, represent both coordination and integration. Outcomes are differentiated, in whatever way is needed, for individual students.

The training process in “A Passion for Progress” helps the teacher go through a process of creating lessons through a backwards design process that is focused on the specific standard or group of standards that are required to be met for that content area. By utilizing this method of lesson creation and execution, this allows the teacher to automatically differentiate for each student by creating targeted goals through mastery of content, standards, objectives, and personal learning.

Students are given learning opportunities and corresponding assessments that coincide with with the individual student(s) learning styles, classroom needs, and other outlying accessibility factors (like technology access, etc.). All this is executed in a student-centered system that is purposely crafted and implemented by the educator, carefully following student needs, struggles, and even objections. This process allows for both student and teacher reflection on both student progress and learning needs as content is disseminated.

Examples may include: *curriculum development, clear targeting, focused objectives, various learning opportunities, specific differentiated tools, formative assessment examples, student conferences, student goal setting, student reflection, etc.*



1d: Demonstrating Knowledge of Resources

DISTINGUISHED · LEVEL 4

The teacher’s knowledge of resources for classroom use and for extending one’s professional skill is extensive, including those available through the school or district, in the community, through professional organizations and universities, and on the Internet.

AP4P teachers go through a meticulous planning strategy that scaffolds and differentiates the information and activities given in relation to standards, mastery, and completion through various resource materials and learning opportunities.

This includes outside-the-box thinking in regards to not only resources available within the confines of the school, but also opportunities and activities that tie in the community via partnerships or outreach to help engage students with hands-on, real life opportunities within each base of content structure. This is encouraged in-person and virtually as accessible.

Examples may include: *planning templates, various levels of community outreach via members or interconnected activities, research-based activities and assessments, etc.*



1e: Designing Coherent Instruction

DISTINGUISHED · LEVEL 4

The sequence of learning activities follows a coherent sequence, is aligned to instructional goals, and is designed to engage students in high-level cognitive activity. These are appropriately differentiated for individual learners. Instructional groups are varied appropriately, with some opportunity for student choice.

The training process in “A Passion for Progress” helps the teacher go through a process of creating lessons through a backwards design process that is focused on the specific standard or group of standards that are required to be met for that content area. By utilizing this method of lesson creation and execution, this allows the teacher to automatically differentiate and scaffold student goals and objectives with their lesson activities with a specific sequence of learning activities and assessments via content, standards, objectives, and personal learning.

All this is completed through various learning opportunities followed by or in congruence with several formative and summative assessments based on the student(s) learning styles, classroom needs, and other outlying accessibility factors (like technology access, etc.). There are multiple, continuous opportunities for both student choice and voice throughout each unit and activities and assessments are aligned with hands-on learning opportunities.

Examples may include: *curriculum development, clear targeting, focused objectives, various learning opportunities, specific differentiated tools, formative assessment examples, student conferences, student goal setting, student reflection, etc.*



1f: Designing Student Assessments

DISTINGUISHED · LEVEL 4

All the instructional outcomes may be assessed by the proposed assessment plan, with clear criteria for assessing student work. The plan contains evidence of student contribution to its development. Assessment methodologies have been adapted for individual students as the need has arisen. The approach to using formative assessment is well designed and includes student as well as teacher use of the assessment information.

An AP4P teacher goes through a process of creating lessons through a backwards design process that is focused on the specific standard or group of standards that are required to be met for that content area. By utilizing this method of lesson creation and execution, this allows the teacher to automatically differentiate and scaffold student goals and objectives with their lesson activities with a specific sequence of learning activities and assessments via content, standards, objectives, and personal learning, allowing for learning and advancement to take place based-on student intent and encouragement of higher order thinking and reasoning.

This encourages multiple formative assessment checks throughout the unit as addressed with mastery chart competencies and targets. This helps to keep each individual student at a pace that is appropriate for their own learning needs and also syncs with time guidelines of written curriculum.

Examples may include: *various learning opportunities, specific differentiated tools, formative assessment examples, project-based assessments, student conferences, etc.*

2a: Creating an Environment of Respect and Rapport

DISTINGUISHED · LEVEL 4

Classroom interactions between teacher and students and among students are highly respectful, reflecting genuine warmth, caring, and sensitivity to students as individuals. Students exhibit respect for the teacher and contribute to high levels of civility among all members of the class. The net result is an environment where all students feel valued and are comfortable taking intellectual risks.

“A Passion for Progress” focuses heavily on classroom design and relationship building. This helps create an environment that is conducive to not only learning, but thriving. With lessons naturally differentiating for each student in the classroom, it helps with a level of both contentment in ones own learning and a natural atmosphere of being challenge intellectually. Collaboration is a key part of this system and allows the students to work on soft skills and 21st century competencies through their day-to-day interactions with one another and the content material.

In this environment, the teacher facilitates all the learning that happens in the classroom, but the design of the execution of this content allows for them to have personal relationships with each student in the class. This helps with genuine warmth, caring, and sensitivity to students as individuals in a natural manner of rapport.

Examples may include: *student growth and achievement, visual and emotional community, student feedback, etc.*

2b: Establishing a Culture for Learning

DISTINGUISHED · LEVEL 4

The classroom culture is a cognitively busy place, characterized by a shared belief in the importance of learning. The teacher conveys high expectations for learning for all students and insists on hard work; students assume responsibility for high quality by initiating improvements, making revisions, adding detail, and/or assisting peers in their precise use of language.

“A Passion for Progress” focuses heavily on classroom design and relationship building. This helps create an environment that is conducive to not only learning, but thriving. With lessons naturally differentiating for each student in the classroom, it helps with a level of both contentment in ones own learning and a natural atmosphere of being challenge intellectually. This encourages questioning the content not only on a level of understanding, but also to challenge oneself to learn more through intrigue.

This environment encourages intellectual risk taking and fosters a collaborative mindset amongst peers in the class. This climate sets the expectation of best effort and student autonomy and working at a top tier level of effort.

Examples may include: *student growth and achievement, visual and emotional community, student feedback, etc.*



2c: Managing Classroom Procedures

DISTINGUISHED · LEVEL 4

Instructional time is maximized due to efficient and seamless classroom routines and procedures. Students take initiative in the management of instructional groups and transitions, and/or the handling of materials and supplies. Routines are well understood and may be initiated by students. Volunteers and paraprofessionals make an independent contribution to the class.

AP4P teachers create an environment in their classroom that fosters self-direction within a collaborative community. Policies and procedures are engrained within the day-to-day of the classroom and allow for the student(s) to self-regulate by design. By utilizing this method, it allows the teacher to focus more on teaching than behavior and allows for an environment to automatically differentiate and scaffold student goals and objectives with their lesson activities with a specific sequence of learning activities and assessments via content, standards, objectives, and personal learning while also supporting, and being supported by, their peers.

In this environment, the teacher facilitates all the learning that happens in the classroom, but the design of the execution of this content allows for them to have personal relationships with each student in the class. This helps with genuine warmth, caring, and sensitivity to students as individuals in a natural manner of rapport.

Examples may include: *student goal setting work, student feedback, mastery charts, development of resources, student conferences, collaborative interactions, etc.*



2d: Managing Student Behavior

DISTINGUISHED · LEVEL 4

Student behavior is entirely appropriate. Students take an active role in monitoring their own behavior and/ or that of other students against standards of conduct. Teacher monitoring of student behavior is subtle and preventive. The teacher's response to student misbehavior is sensitive to individual student needs and respects students' dignity.

AP4P teachers create an environment in their classroom that fosters self-direction within a collaborative community. By utilizing this method of lesson creation and execution, this allows the teacher to automatically differentiate and scaffold student abilities and behaviors within their lesson activities via a specific sequence of learning activities and assessments in a student-centered manner. Each assignment is specifically designed and implanted to build mastery of a subject area and that is verified by data that is curated by both the teacher and student(s).

In this environment, the design of the execution of this content allows for teachers to have personal relationships with each student in the class, allowing opportunities to work individually on self-regulating behaviors and appropriate responses.

Examples may include: *student goal setting work, student feedback, mastery charts, student conferences, collaborative interactions, etc.*



2e: Organizing Physical Space

DISTINGUISHED · LEVEL 4

The classroom environment is safe, and learning is accessible to all students, including those with special needs. The teacher makes effective use of physical resources, including computer technology. The teacher ensures that the physical arrangement is appropriate to the learning activities. Students contribute to the use or adaptation of the physical environment to advance learning.

“A Passion for Progress” defines specifically what types of arrangements should exist in a student-centered classroom to make it the most conducive environment for learning and collaboration. This allows student choice in seating, movement, collaborating, and physical structure.

There is also multiple avenues for the use of technology worked into the model, including flipping the classroom and a number of self-grading data measures to help with instant feedback to help with student growth and success. This collaborative work environment is hands-on and individualized while facilitating learning within the larger classroom community of peer interactions.

Examples may include: *classroom layout, student feedback, student conferences, collaborative interactions, various learning opportunities, student reflection, etc.*

DISTINGUISHED · LEVEL 4



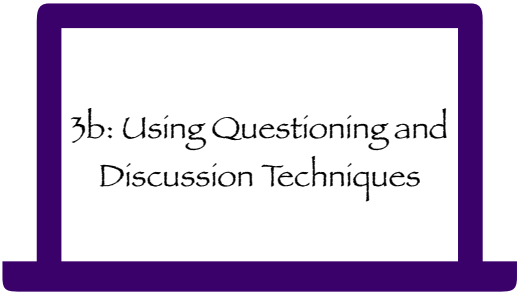
3a: Communicating with Students

The teacher links the instructional purpose of the lesson to the larger curriculum; the directions and procedures are clear and anticipate possible student misunderstanding. The teacher's explanation of content is thorough and clear, developing conceptual understanding through clear scaffolding and connecting with students' interests. Students contribute to extending the content by explaining concepts to their classmates and suggesting strategies that might be used. The teacher's spoken and written language is expressive, and the teacher finds opportunities to extend students' vocabularies, both within the discipline and for more general use. Students contribute to the correct use of academic vocabulary.

An AP4P educator makes the attempts to have all lessons be hands-on or relate to the real world in some way, removing the need for the inherent question, "When will we ever use this in life?". Each activity is explained through all the various learning styles and advancement of those activities are fueled with student choice and student intent. The collaborative nature of the classroom allows student(s) to feel comfortable taking risks in their learning and also learning soft communication skills and empathy for their fellow classmate.

An AP4P educator is cognizant of the need to create assignments and activities that are constant markers of learning and can be monitored in real time by both the student(s) and the teacher. This is handled in a variety of manners on a spectrum of traditional means to high-level technical programs. Since the atmosphere of the classroom is one of building individual relationships between the teacher and each student in the classroom personally, feedback is constant and data is consistently monitored.

Examples may include: *various learning opportunities, specific differentiated tools, formative assessment examples, project-based assessments, student conferences, student feedback, collaborative interactions, student growth and achievement, visual and emotional community, student reflection, etc.*



3b: Using Questioning and Discussion Techniques

DISTINGUISHED · LEVEL 4

The teacher uses a variety or series of questions or prompts to challenge students cognitively, advance high-level thinking and discourse, and promote metacognition. Students formulate many questions, initiate topics, challenge one another's thinking, and make unsolicited contributions. Students themselves ensure that all voices are heard in the discussion.

"A Passion for Progress" helps teachers to determine how to reach a variety of learning styles with their student(s) and make sure that activities and assignments are not only hitting those dominant styles within the class, but also setting challenges to help student growth with those styles that are less prevalent.

Due to the individualized, differentiated nature of the environment and the one-on-one relationships that exist, it is second nature for a teacher to see where a student may be struggling and can create opportunities to even the playing field and adjust a lesson plan structure or assignment choice to accommodate those shortfalls. This is done through whole group, small group, and individual questioning throughout each lesson. The collaborative nature of the classroom allows student(s) to feel comfortable taking risks in their learning and also learning soft communication skills and empathy for their fellow classmate.

Examples may include: *various learning opportunities, specific differentiated tools, formative assessment examples, project-based assessments, student conferences, student feedback, collaborative interactions, student growth and achievement, visual and emotional community, student reflection, etc.*

DISTINGUISHED · LEVEL 4

3c: Engaging Students in Learning

Virtually all students are intellectually engaged in challenging content through well-designed learning tasks and activities that require complex thinking by students. The teacher provides suitable scaffolding and challenges students to explain their thinking. There is evidence of some student initiation of inquiry and student contributions to the exploration of important content; students may serve as resources for one another. The lesson has a clearly defined structure, and the pacing of the lesson provides students the time needed not only to intellectually engage with and reflect upon their learning but also to consolidate their understanding.

An AP4P educator is skilled in creating lessons through a backwards design process that is focused on the specific standard or group of standards that are required to be met for that content area. Through documented mastery charts, specific activity intent, and varying learning opportunities, all learning is carefully documented and advanced as each standard is mastered in a differentiated manner that is appropriate for each student, while also holding to timelines set forth within specifically written curriculum plans.

These lessons rigorously align to the curriculum, standards, and objectives set forth in a student-led manner with constant monitoring of data and mastery charts by the teacher. Assignments are fluid and are appropriately laid out for the student(s) in a way that makes sense for their own pace, needs, and instructional flow. Students are held accountable to keep note of their learning needs and progress with daily interactions from the teacher.

Examples may include: *various learning opportunities, specific differentiated tools, formative assessment examples, project-based assessments, student conferences, student feedback, collaborative interactions, student growth and achievement, visual and emotional community, student reflection, etc.*

DISTINGUISHED · LEVEL 4


3d: Using Assessment in Instruction

Assessment is fully integrated into instruction, through extensive use of formative assessment. Students appear to be aware of, and there is some evidence that they have contributed to, the assessment criteria. Questions and assessments are used regularly to diagnose evidence of learning by individual students. A variety of forms of feedback, from both teacher and peers, is accurate and specific and advances learning. Students self-assess and monitor their own progress. The teacher successfully differentiates instruction to address individual students' misunderstandings.

An AP4P educator is cognizant of the need to create assignments and activities that are constant markers of learning and can be monitored in real time by both the student(s) and the teacher. This is handled in a variety of manners on a spectrum of traditional means to high-level technical programs. Since the atmosphere of the classroom is one of building individual relationships between the teacher and each student in the classroom personally, feedback is constant and data is consistently monitored.

Activities, lessons, projects, etc. are advanced based on this data and what skill set is meant to be achieved by the students. The teacher is skilled in creating lessons through a backwards design process that is focused on the specific standard or group of standards that are required to be met for that content area. Through documented mastery charts, specific activity intent, and varying learning opportunities, all learning is carefully documented and advanced as each standard is mastered in a differentiated manner that is appropriate for each student, while also holding to timelines set forth within specifically written curriculum plans.

Examples may include: *various learning opportunities, data tracking via mastery charts, specific differentiated tools, formative assessment examples and data, student conferences, student feedback, student growth and achievement, student reflection, etc.*



3e: Demonstrating
Flexibility and
Responsiveness

DISTINGUISHED · LEVEL 4

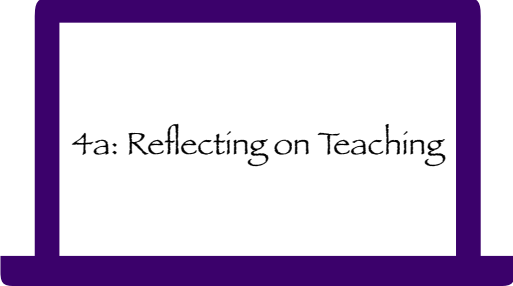
The teacher seizes an opportunity to enhance learning, building on a spontaneous event or students' interests, or successfully adjusts and differentiates instruction to address individual student misunderstandings. Using an extensive repertoire of instructional strategies and soliciting additional resources from the school or community, the teacher persists in seeking effective approaches for students who need help.

One of the key training pieces in “A Passion for Progress” is creating relationships and being able to identify student intent. The main purpose of this is to be able to advance a learning environment that appeals to a student(s) individual interest and innate drive(s) for learning.

Due to the individualized, differentiated nature of the environment and the one-on-one relationships that exist, it is second nature for a teacher to see where a student may be struggling and can create opportunities to even the playing field and adjust a lesson plan structure or assignment choice to accommodate those shortfalls.

By creating An AP4P educator is cognizant of the need to create assignments and activities that are constant markers of learning and can be monitored in real time by both the student(s) and the teacher. This is handled in a variety of manners on a spectrum of traditional means to high-level technical programs. Since the atmosphere of the classroom is one of building individual relationships between the teacher and each student in the classroom personally, feedback is constant and data is consistently monitored.

Examples may include: *various learning opportunities, data tracking via mastery charts, specific differentiated tools, formative assessment examples and data, student conferences, student feedback, student growth and achievement, student reflection, etc.*

4a: Reflecting on Teaching**DISTINGUISHED · LEVEL 4**

The teacher makes a thoughtful and accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes, citing many specific examples from the lesson and weighing the relative strengths of each. Drawing on an extensive repertoire of skills, the teacher offers specific alternative actions, complete with the probable success of different courses of action.

An AP4P educator uses and collects data constantly through a lesson via student work and also personalized conversations to determine what level student(s) fall in terms of mastery of a specific content area. Future lessons and activities are crafted in congruence with previous student advancement. As the teacher progresses throughout time, they will have a toolbox full of various activities that they can assign student(s) in terms of specifically what information they need more enrichment covering while also challenging student(s) who have reached a specific level of mastery.

Examples may include: *lesson plans, student feedback, various learning opportunities, data tracking via mastery charts, specific differentiated tools, formative assessment examples and data, etc.*

4b: Maintaining Accurate Records**DISTINGUISHED · LEVEL 4**

The teacher's system for maintaining information on student completion of assignments, student progress in learning, and non instructional records is fully effective. Students contribute information and participate in maintaining the records.

"A Passion for Progress" helps teachers in creating lessons through a backwards design process that is focused on the specific standard or group of standards that are required to be met for that content area. Through documented mastery charts, specific activity intent, and varying learning opportunities, all learning is carefully documented and advanced as each standard is mastered in a differentiated manner that is appropriate for each student, while also holding to timelines set forth within specifically written curriculum plans.

An AP4P educator uses and collects data constantly through a lesson via student work and also personalized conversations to determine where students level in terms of mastery of a specific content area. Future lessons and activities are crafted in congruence with previous student advancement.

Examples may include: *lesson plans, grade books, student feedback, various learning opportunities, data tracking via mastery charts, specific differentiated tools, formative assessment examples and data, etc.*



4c: Communicating with Families

DISTINGUISHED · LEVEL 4

The teacher communicates frequently with families in a culturally sensitive manner, with students contributing to the communication. The teacher responds to family concerns with professional and cultural sensitivity. The teacher's efforts to engage families in the instructional program are frequent and successful.

“A Passion for Progress” helps teachers to develop meaningful ways to communicate with families on a regular basis, keeping them involved with their student(s) educational goals and advancements. This can be in terms of student(s) success, challenges, classroom activities, events, assignments, etc.

Examples may include: *email records, phone call records, mailing records, tech tools, newsletters, etc.*



4d: Participating in the Professional Community

DISTINGUISHED · LEVEL 4

The teacher's relationships with colleagues are characterized by mutual support and cooperation, with the teacher taking initiative in assuming leadership among the faculty. The teacher takes a leadership role in promoting a culture of professional inquiry. The teacher volunteers to participate in school events and district projects, making a substantial contribution and assuming a leadership role in at least one aspect of school or district life.

Once “A Passion for Progress” is completed, teachers will have the opportunity to enroll and receive “Workshop in a Box”, which is all the pieces of an introductory workshop on student-centered learning that can be given to others to help them also adapt the student-led model of instruction.



4e: Growing and Developing Professionally

DISTINGUISHED · LEVEL 4

The teacher seeks out opportunities for professional development and makes a systematic effort to conduct action research. The teacher solicits feedback on practice from both supervisors and colleagues. The teacher initiates important activities to contribute to the profession.

“A Passion for Progress” participants have the opportunity to become members of our “Student-Centered World Scholars” Facebook community, a private group of educators within the program that can not only help one another, but also have access to a live Q/A once per month with any questions or troubleshooting that has come up for those teacher participants. Student-Centered World LLC also offers free podcasts, multiple social media accounts, and emails to give out more information and helpful teacher tips including tech-tools, classroom management ideas, “hot topics” in education, etc.

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Check out "A Passion for Progress: Being a Rockstar Teacher in a Stressed-Out World"

www.studentcenteredworld.com/ap4p

Did you know that enrollment is open for school districts year round?

Email admin@studentcenteredworld.com to get started.