Using the Framework for Teaching for Teacher Evaluation and Professional Growth

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Issues and Questions

- What constitutes good teaching?
- How do we know? What’s the evidence?
- How can we be sure that observers recognize good teaching, especially if the results are used for high-stakes personnel decisions?
- How can the results of evaluation be used to promote professional learning?
- What are the obstacles/challenges in using the FFT for evaluation and professional learning?
Defining Effective Teaching

Two basic approaches:

- Teacher practices, that is, what teachers *do*, how well they do the work of teaching

- Results, that is, what teachers *accomplish*, typically how well their students learn
What Constitutes Good Teaching?

Two Major Research Studies

Rethinking Teacher Evaluation in Chicago
Lessons Learned from Classroom Observations, Principal-Teacher Conferences, and District Implementation

Authors: Lauren Sartain, Sara Ray Steedlinga, and Eric R. Brown, with Stuart Leppescu, Kaylita Kapusta Malsko, Frances X. Miller, Claire E. Darwood, Jimmy X. Jiang, and Danielle Glazer
Key Findings from CCSR

- FFT is a valid measure of teaching practice
- Principals and experts gave similar ratings, though principals were more likely to call practice Distinguished and less likely to call practice Basic
- Need for principal training
- Principals and teachers positive about conferences, though principals need training in leading professional conversation
There is a strong relationship between observation ratings and VAM (CCSR)

Results:

• Ratings explained a significant portion of variation in VAM in reading and math

• Relationship stronger in reading than in math

• Teachers with high observation ratings had high VAMs (and vice-versa)
Importance of Conferences

Principals and teachers reported that the conferences they had about instruction using the Danielson Framework for Teaching were:

- More reflective than those they had previously
- Based on a shared language about instructional practice and improvement
- Evidence-based which reduced subjectivity
The Measures of Effective Teaching project

- Teachscape video capture, on-line training, and scoring tools
- **23,000 classroom videos** from **3,000 teachers** across 6 districts
- **On-line training and certification tests** for 5 teaching frameworks
  - Framework for Teaching
  - CLASS
  - MQI (Math)
  - PLATO (ELA)
  - QST (Science)
- **1,000+ raters trained on-line**
- **Over 50K+ scored videos**
The Domains

Domain 1: Planning and Preparation
Domain 2: The Classroom Environment
Domain 3: Instruction
Domain 4: Professional Responsibilities
The Framework for Teaching:

**Domain 1: Planning and Preparation**
- Demonstrating Knowledge of Content and Pedagogy
- Demonstrating Knowledge of Students
- Selecting Instructional Goals
- Demonstrating Knowledge of Resources
- Designing Coherent Instruction
- Assessing Student Learning

**Domain 2: The Classroom Environment**
- Creating an Environment of Respect and Rapport
- Establishing a Culture for Learning
- Managing Classroom Procedures
- Managing Student Behavior
- Organizing Physical Space

**Domain 3: Instruction**
- Communicating Clearly and Accurately
- Using Questioning and Discussion Techniques
- Engaging Students in Learning
- Providing Feedback to Students
- Demonstrating Flexibility and Responsiveness

**Domain 4: Professional Responsibilities**
- Reflecting on Teaching
- Maintaining Accurate Records
- Communicating with Families
- Contributing to the School and District
- Growing and Developing Professionally
- Showing Professionalism
Common Themes

- Equity
- Cultural competence
- High expectations
- Developmental appropriateness
- Accommodating individual needs
- Appropriate use of technology
- Student assumption of responsibility

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The Classroom Environment

**Domain 2: The Classroom Environment**

**Component 2a: Creating an Environment of Respect and Rapport**

Elements:
- Teacher interaction with students
- Student interaction

**Figure 6.7**

<table>
<thead>
<tr>
<th>Element</th>
<th>Level of Performance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher interaction with Students</td>
<td><strong>Unsatisfactory</strong></td>
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The Framework for Teaching Evaluation Instrument

2011 Edition

by Charlotte Danielson
The 2011 Version of the Framework for Teaching, Compared to Earlier Editions

- The same “architecture” – same 4 domains, 22 components, and all elements
- Compared to the 2007 edition (ASCD)
  - rubrics written at the component (rather than element) level
  - tighter rubric language
  - critical attributes
  - examples of classroom practice
- Used as the basis for FfT proficiency system (Teachscape) and accompanying training materials for both teachers and observers

Selecting an Instructional Framework
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How do we know Good Teaching?  
What’s the Evidence?

- Planning and Preparation: artifacts  
  (planning documents, pre-observation conferences, course transcripts)

- Classroom Environment: observation

- Instruction: observation, artifacts  
  (lesson assignments, samples of student work)

- Professional Responsibilities: artifacts  
  (samples of parent newsletters, pd logs and reflection, reflection conferences,

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Ensuring Evaluator Skill

- Teacher evaluation is now high-stakes, for both teachers and their systems
  - The Widget report
  - The RTTT competition
  - New state legislation

- This has enormous implications for the training/certifying of evaluators
  - one has to pass a test to get a driver’s license; why should it be different for those making consequential personnel decisions?

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FIGURE 02 | Evaluation Ratings for Tenured Teachers in Districts with Multiple-Rating Systems*

AKRON PUBLIC SCHOOLS SY 05-06 to 07-08

- Outstanding: 638 (60.1%)
- Very Good: 332 (31.3%)
- Satisfactory: 85 (8.0%)
- Improvement Needed: 7 (0.7%)
- Unsatisfactory: 0 (0.0%)

CHICAGO PUBLIC SCHOOLS SY 03-04 to 07-08

- Superior: 25,332 (68.7%)
- Excellent: 9,176 (24.9%)
- Satisfactory: 2,232 (6.1%)
- Unsatisfactory: 149 (0.4%)
A Question of Fairness

Performance Evaluation in Los Angeles Unified 2008

Teacher Evaluation System Design

High Rigor

Low

Level of Stakes

Low Rigor

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## Teacher Evaluation System Design

<table>
<thead>
<tr>
<th>High Rigor</th>
<th>Low Rigor</th>
</tr>
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<tbody>
<tr>
<td>Structured Mentoring Programs, e.g. New Teacher Center</td>
<td>National Board Certification Praxis III</td>
</tr>
<tr>
<td>Informal Mentoring Programs Traditional Evaluation Systems</td>
<td>DANGER!!</td>
</tr>
</tbody>
</table>

Level of Stakes: Low → High

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A System for Teacher Evaluation

- Clear definition of teaching (the “what”)
- Instruments and procedures that provide evidence of teaching (the “how”)
- Trained evaluators who can make accurate and consistent judgments based on evidence
- Professional development for teachers to understand the evaluative criteria
- Process for making final judgment
Components Needed for a System for Classroom Observation

- Validated instrument
- Process to train and certify observers
- Software tools for observers that enable them to observe teaching and capture evidence
- Formulae to “roll up” observation ratings into an overall score
The FfT Proficiency System

- Complete online system, designed for individual use, but can be used in group setting for conversation
- Includes text descriptions and ongoing activities and feedback for users
- Over 100 video clips illustrate every score point (benchmarks and high and low rangefinders) for each component in domains 2 and 3, with annotations
- Practice videos with feedback on accuracy
- Test to ensure proficiency in observing practice
Why Assess Teacher Effectiveness?

- Quality assurance
- Promote professional learning
The Complexity of Teaching

“After 30 years of doing such work, I have concluded that classroom teaching ... is perhaps the most complex, most challenging, and most demanding, subtle, nuanced, and frightening activity that our species has ever invented. ... The only time a physician could possibly encounter a situation of comparable complexity would be in the emergency room of a hospital during or after a natural disaster”

Lee Shulman, *The Wisdom of Practice*
How Can the Results of Evaluation Promote Professional Learning?

Contributors to professional learning:

- Trust
- Self-assessment and self-directed inquiry
- Reflection on practice
- Collaboration and conversation
- A community of learners

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What is the evidence?

Evidence
- Accurate and unbiased
- Relevant
- Representative of the total

Interpretation

Judgment

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## Domain 2: The Classroom Environment

### Component 2a: Creating an Environment of Respect and Rapport

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<td><strong>Teacher Interaction</strong></td>
<td><strong>Unsatisfactory</strong></td>
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<tr>
<td>Teacher interaction with students is negative, demeaning, sarcastic, or inappropriate to the age or culture of the students. Students exhibit disrespect for teacher.</td>
<td></td>
</tr>
<tr>
<td><strong>Basic</strong></td>
<td>Teacher-student interactions are generally appropriate but may reflect occasional inconsistencies, favoritism, or disregard for students’ cultures. Students exhibit only minimal respect for teacher.</td>
</tr>
<tr>
<td><strong>Proficient</strong></td>
<td>Teacher-student interactions are friendly and demonstrate general warmth, caring, and respect. Such interactions are appropriate to developmental and cultural norms. Students exhibit respect for teacher.</td>
</tr>
<tr>
<td><strong>Distinguished</strong></td>
<td>Teacher demonstrates genuine caring and respect for individual students. Students exhibit respect for teacher as an individual, beyond that for the role.</td>
</tr>
<tr>
<td><strong>Student Interaction</strong></td>
<td>Students do not demonstrate negative behavior toward one another.</td>
</tr>
<tr>
<td>Student interactions are characterized by conflict, sarcasm, or put-downs.</td>
<td>Student interactions are generally polite and respectful.</td>
</tr>
<tr>
<td><strong>Distinguished</strong></td>
<td>Students demonstrate genuine caring for one another as individuals and as students.</td>
</tr>
</tbody>
</table>

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Features of The Framework for Teaching

- Comprehensive
- Public
- Research-based
- Validated
- Generic
- Independent of any particular teaching methodology

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Uses of
The Framework for Teaching

- Teacher preparation
- Supervising student teachers
- Teacher recruitment and hiring
- Mentoring beginning teachers
- Structuring professional development
- Evaluating teacher performance
Applications of the FfT for Special Needs and ELL Populations

- Good teaching is good teaching, regardless of the context
- However, the assessment of practice must consider the context
  - what constitutes an appropriate instructional outcome
  - definition of rigor
- Suggests the articulation of context-specific examples of different levels of performance; this work is underway

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Benefits of Any Framework for Teaching

- Common language
- Development of shared understandings
- Self-assessment and reflection on practice
- Structured professional conversation

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Challenges in Implementing Robust Teacher Evaluation Systems

- Clearly defining good teaching
- Building understanding and consensus on the description of good teaching
- Developing instruments and procedures to capture evidence of practice
- Training (and certifying?) evaluators
- Structuring schedules to permit time for professional conversation