Using the Framework for Teaching for Teacher Evaluation

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The Changing Landscape for Teacher Evaluation

- The “Widget Effect” report
- The RTTT competition
- New state legislation
Lake Wobegon

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

<table>
<thead>
<tr>
<th>Low Rigor</th>
<th>High Rigor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Low ←---------------------</td>
<td>Level of Stakes ----→High</td>
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</table>
# 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>Informal Mentoring Programs, Traditional Evaluation Systems</td>
</tr>
</tbody>
</table>
| National Board Certification Praxis III | Level of Stakes Low  

DANGER!!
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 Defensible System for Classroom Observation

- Validated instrument
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)
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
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*
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
The Domains

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

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
## The Classroom Environment

### Domain 2: The Classroom Environment

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

Elements:
- Teacher interaction with students
- Student interaction

<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>LEVEL OF PERFORMANCE</th>
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<tr>
<td>Teacher Interaction with Students</td>
<td><strong>Unsatisfactory</strong></td>
</tr>
<tr>
<td></td>
<td>Teacher interaction with at least some students is negative, demeaning, sarcastic, or inappropriate to the age or culture of the students. Students exhibit disrespect for teacher.</td>
</tr>
<tr>
<td>Student Interaction</td>
<td><strong>BASIC</strong></td>
</tr>
<tr>
<td></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. Students do not demonstrate negative behavior toward one another.</td>
</tr>
<tr>
<td></td>
<td><strong>Proficient</strong></td>
</tr>
<tr>
<td></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. Student interactions are generally polite and respectful.</td>
</tr>
<tr>
<td></td>
<td><strong>DISTINGUISHED</strong></td>
</tr>
<tr>
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<td>Teacher demonstrates genuine caring and respect for individual students. Students exhibit respect for teacher as an individual, beyond that for the role. Students demonstrate genuine caring for one another as individuals and as students.</td>
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</table>
The Nature of Professional Learning

- Trust
- Self-assessment and self-directed inquiry
- Reflection on practice
- Collaboration and conversation
- A community of learners
What is the evidence?

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

Interpretation

Respect and Rapport

Questioning and Discussion

Judgment

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## Domain 2: The Classroom Environment

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

**Elements:**
- Teacher interaction with students
- Student interaction

### Level of Performance

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<td>Student interactions are characterized by conflict, sarcasm, or put-downs.</td>
<td></td>
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The Framework for Teaching Charlotte Danielson
Features of The Framework for Teaching

- Public, and publicly derived
- Comprehensive
- Generic
- Not a “checklist” of specific behaviors
- Does not endorse a particular teaching style
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 component, 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
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
Features of The Framework for Teaching

- Comprehensive
- Public
- Research-based
- Validated
- Generic
- Independent of any particular teaching methodology
Uses of The Framework for Teaching

- Teacher preparation
- Supervising student teachers
- Teacher recruitment and hiring
- Mentoring beginning teachers
- Structuring professional development
- Evaluating teacher performance
Benefits of Any Framework for Teaching

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

- Observations of practice
- Conferences
- Samples of student work, with analysis
- Teacher artifacts
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
Summary

- Both teacher practices and results of teaching are important indicators of teacher effectiveness.
- Both approaches pose formidable technical and psychometric challenges.
- Both must be highly evolved before they are used for high-stakes personnel decisions.
- When done well, both can yield significant benefits in enhancing capacity.