CHARLOTTE DANIELSON’S

Framework for Teaching

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Learning and
Development for
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International

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Who is Danielson, ASCD and LSI?

**Charlotte Danielson** – author and expert in the field of teacher evaluation and creator of the Framework for Teaching

**ASCD** – Publisher of Danielson’s books, copyright holder for the Framework for Teaching, and professional association for curriculum and supervision

**Learning Sciences International** – nationwide experts in teacher growth, development and evaluation and providers of iObservation data system for ASCD and Danielson partnership
Charlotte Danielson: The Framework for Teaching

Coherent, clear set of standards that define effective teaching

- Defines a comprehensive set of responsibilities to increased student learning:
  - **4 Domains**
    - Planning and Preparation
    - Classroom Environment
    - Instruction
    - Professional Responsibilities
  - **22 Components** - distinct, yet inter-related aspects of each domain
  - **76 Elements** - specific features of each component
- Rubrics organize each characteristic for easy reference
Levels of Performance and Student Achievement

Research Findings from Cincinnati (National Bureau of Economic Research, 2010)

- Teachers have substantial effect on student achievement
- Correlation between evaluation using the FFT and student achievement
- Evaluation using the FFT found:
  - Unsatisfactory and Basic: students had lower gains than expected (based on test scores from previous years)
  - Proficient: students made expected gains
  - Distinguished: students made positive gains
## Framework Focus

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A Framework for Teaching:
Components of Professional Practice

Domain 1: Planning and Preparation
a. Demonstrating knowledge of content and pedagogy
b. Demonstrating knowledge of students
c. Setting instructional outcomes
d. Demonstrating knowledge of resources
e. Designing coherent instruction
f. Designing student assessments

Domain 2: The Classroom Environment
a. Creating an environment of respect and rapport
b. Establishing a culture for learning
c. Managing classroom procedures
d. Managing student behavior
e. Organizing physical space

Domain 3: Instruction
a. Communicating with students
b. Using questioning and discussion techniques
c. Engaging students in learning
d. Using assessment in instruction
e. Demonstrating flexibility and responsiveness

Domain 4: Professional Responsibilities
a. Reflecting on teaching
b. Maintaining accurate records
c. Communicating with families
d. Participating in a professional Community
e. Growing and developing professionally
f. Demonstrating professionalism
Priorities of the FfT

• Cognitive Engagement
  – “Proficient” = students must be engaged cognitively
  – “Distinguished” = cognition, meta-cognition, and student ownership of their learning

• Constructivist Learning
  – Proficient practice must have evidence of learning experiences designed to facilitate students construction of knowledge.
Observation Cycle

Planning Conference
- Teacher submits responses and artifacts as evidence for Domain 1
- Conversation with Observer

Observation Notes
- Observer collects observation notes as evidence for Domains 2 and 3
- Conversation with Teacher

Reflection Conference
- Teacher submits responses and artifacts as evidence for Domains 2-4
- Conversation with Observer
Teacher Growth and Evaluation

Self-Assessment
Conduct self-assessment against 4 domains

Professional Development Plan
Collaborate to develop PDP

Domain 1: Planning and Preparation
Collect artifacts\(^1\) representing growth in components of this domain

Domain 2: Classroom Environment & Domain 3: Instruction
- Engage in pre-conference
- Conduct classroom observations\(^2\) against components of domains 2 and 3
- Construct\(^3\) the evaluation based on evidences
- Engage in post-conference

Domain 4: Professional Responsibilities
Collect artifacts\(^1\) representing growth in components of this domain

Final Evaluation
Assess teacher strengths and areas for development across 4 domains based on evidences\(^4\)
Teaching is a performance. Performances are measured using rubrics.

**Domain 2: The Classroom Environment**

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

Elements:
- Teacher interaction with students
- Student interaction

### Table: Level of Performance

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<th>Element</th>
<th>Unsatisfactory</th>
<th>Basic</th>
<th>Proficient</th>
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<td>Teacher Interaction with Students</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>
<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>
<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>
<td>Teacher demonstrates genuine caring and respect for individual students. Students exhibit respect for teacher as an individual, beyond that for the role.</td>
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<td>Student Interaction</td>
<td>Student interactions are characterized by conflict, sarcasm, or put-downs.</td>
<td>Students do not demonstrate negative behavior toward on another.</td>
<td>Student interactions are generally polite and respectful.</td>
<td>Students demonstrate genuine caring for one another as individuals and as students.</td>
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Levels of Performance

• **Unsatisfactory** – Teaching shows evidence of not understanding the concepts underlying the component - may represent practice that is harmful - requires intervention

• **Basic** – Teaching shows evidence of knowledge and skills related to teaching - but inconsistent performance due to lack of experience
Levels of Performance

- **Proficient** - Teaching shows evidence of thorough knowledge of all aspects of the profession. Students are engaged in learning. This is successful, accomplished, professional, and effective teaching.

- **Distinguished** – Classroom functions as a community of learners with student assumption of responsibility for learning. (Based on research for NBPTS)
Danielson’s Framework for Teaching

Examining the Framework for Teaching
Final Rating

Instructional Practice, 50%

Student Achievement

Average of 4 domains, (D2-3 30%, D1 and 4 20%)