

Enhancing Professional Practice

A Framework for Teaching:

Defining and Supporting Effective Teaching

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The Wisdom of Practice

If you were to walk into a classroom, what might you see or hear there (from the students as well as the teacher) that would cause you to think that you were in the presence of an expert?



What would make you think:

“Oh, this is *good*; if I had a child this age, this is the class I would hope for.”

Framework for Teaching

- The *Framework for Teaching* is a research-based set of components of instruction, aligned to the INTASC standards, and grounded in a constructivist view of learning and teaching.
- In this framework, the complex activity of teaching is clustered into four domains of teaching responsibility and divided into 22 components of professional practice (and 76 smaller elements)

Framework Priorities

- ▶ Constructivist Learning
 - Learning is done by the learner
- ▶ Cognitive Engagement
 - “Minds-on”



“To meet the needs of our citizens of our future, nothing less will do.” (Danielson, 2007, p. 17)

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*



The Framework for Teaching: Domains

Domain 1: Planning and Preparation

Domain 2: The Classroom Environment

Domain 3: Instruction

Domain 4: Professional Responsibilities

The Framework for Teaching

2007 Second Edition

Domain 1: Planning and Preparation

- Demonstrating Knowledge of Content and Pedagogy
- Demonstrating Knowledge of Students
- Setting Instructional Outcomes
- Demonstrating Knowledge of Resources
- Designing Coherent Instruction
- Designing Student Assessments

Domain 3: Instruction

- Communicating With Students
- Using Questioning and Discussion Techniques
- Engaging Students in Learning
- Using Assessment in Instruction
- Demonstrating Flexibility and Responsiveness

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 4: Professional Responsibilities

- Reflecting on Teaching
- Maintaining Accurate Records
- Communicating with Families
- Participating in a Professional Community
- Growing and Developing Professionally
- Showing Professionalism

Common Themes

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

Cincinnati Study

- ▶ Teachers have a substantial effect on student achievement
- ▶ Classroom observations can capture elements of teaching that are related to student achievement
- ▶ Correlation between teacher evaluation using the FFT and student achievement:
Ratings of “Basic” to “Proficient” or from “Proficient” to “Distinguished” were associated with student achievement gains of about one-sixth to one-fifth of a standard deviation.
 - Proficient: students made expected gains
 - Distinguished: students made positive gains
 - Unsatisfactory and basic: students had lower gains

IDENTIFYING EFFECTIVE CLASSROOM PRACTICES USING STUDENT ACHIEVEMENT DATA Thomas J. Kane Eric S. Taylor John H. Tyler Amy L. Wooten Working Paper 15803 <http://www.nber.org/papers/w15803> NATIONAL BUREAU OF ECONOMIC RESEARCH 1050 Massachusetts Avenue Cambridge, MA 02138 March 2010

New Research Findings

New research study finds:

The relationship between classroom observation and student achievement using the FFT was significant and positive

- Distinguished: students made positive gains and had higher gains than teachers taught by students with lower ratings
- Proficient: students made expected gains
- Basic: students had lower gains than students taught by teachers with proficient ratings
- Unsatisfactory: students had lower gains than students taught by teachers with basic ratings

Purposes of Teacher Evaluation

- ▶ Quality Assurance
- ▶ Professional Learning



Teacher Evaluation System

What

- ▶ Evaluative Criteria
- ▶ Levels of Performance
- ▶ Weighting
- ▶ Score Combining
- ▶ Standard Setting

How

- Procedures
- Instruments
- Personnel
- Timelines
- Due Process



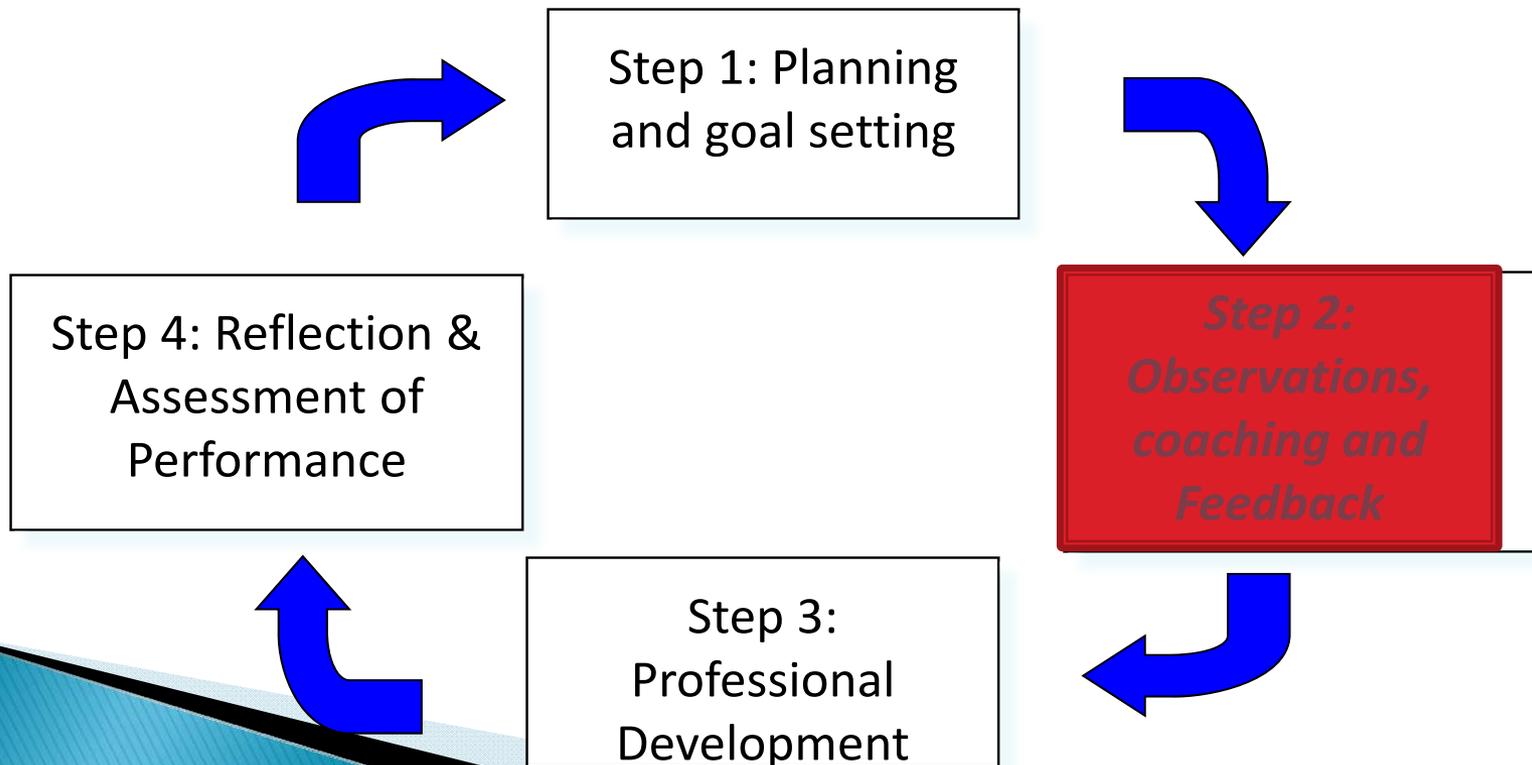
Process for Deciding

Training for Evaluators

Professional Development for Teachers

The Cycle of Performance Evaluation

Performance evaluation is a continuous improvement process that begins with planning and goal setting, continues with coaching and feed back, and completes with a formal evaluation and planning for the next year.



Classroom Observation

- ▶ Watch the video
- ▶ Collect evidence for Domains 2 & 3
- ▶ Share your evidence with a partner
 - Check for bias/general statements
- ▶ Create a list of questions you would ask the teacher in the post-observation conference
 - Share your questions with a partner

Domain 2: The Classroom Environment

2a: Creating an Environment of Respect and Rapport

Figure 4.2b

DOMAIN 2: THE CLASSROOM ENVIRONMENT
COMPONENT 2A: CREATING AN ENVIRONMENT OF RESPECT AND RAPPORT
 Elements:
 Teacher interaction with students • Student interaction *with one another*

ELEMENT	L E V E L O F P E R F O R M A N C E			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Teacher Interaction with Students	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 the teacher.	Teacher-student interactions are generally appropriate but may reflect occasional inconsistencies, favoritism, or disregard for students' cultures. Students exhibit only minimal respect for the teacher.	Teacher-student interactions are friendly and demonstrate general caring and respect. Such interactions are appropriate to the age and cultures of the students. Students exhibit respect for the teacher.	Teacher's interactions with students reflect genuine respect and caring, for individuals as well as groups of students. Students appear to trust the teacher with sensitive information.
Student Interactions with one another	Student interactions are characterized by conflict, sarcasm, or put-downs.	Students do not demonstrate disrespect for one another.	Student interactions are generally polite and respectful.	Students demonstrate genuine caring for one another and monitor one another's treatment of peers, correcting classmates respectfully when needed.

Assumptions of Assessing Good Teaching Based on What Teachers Do

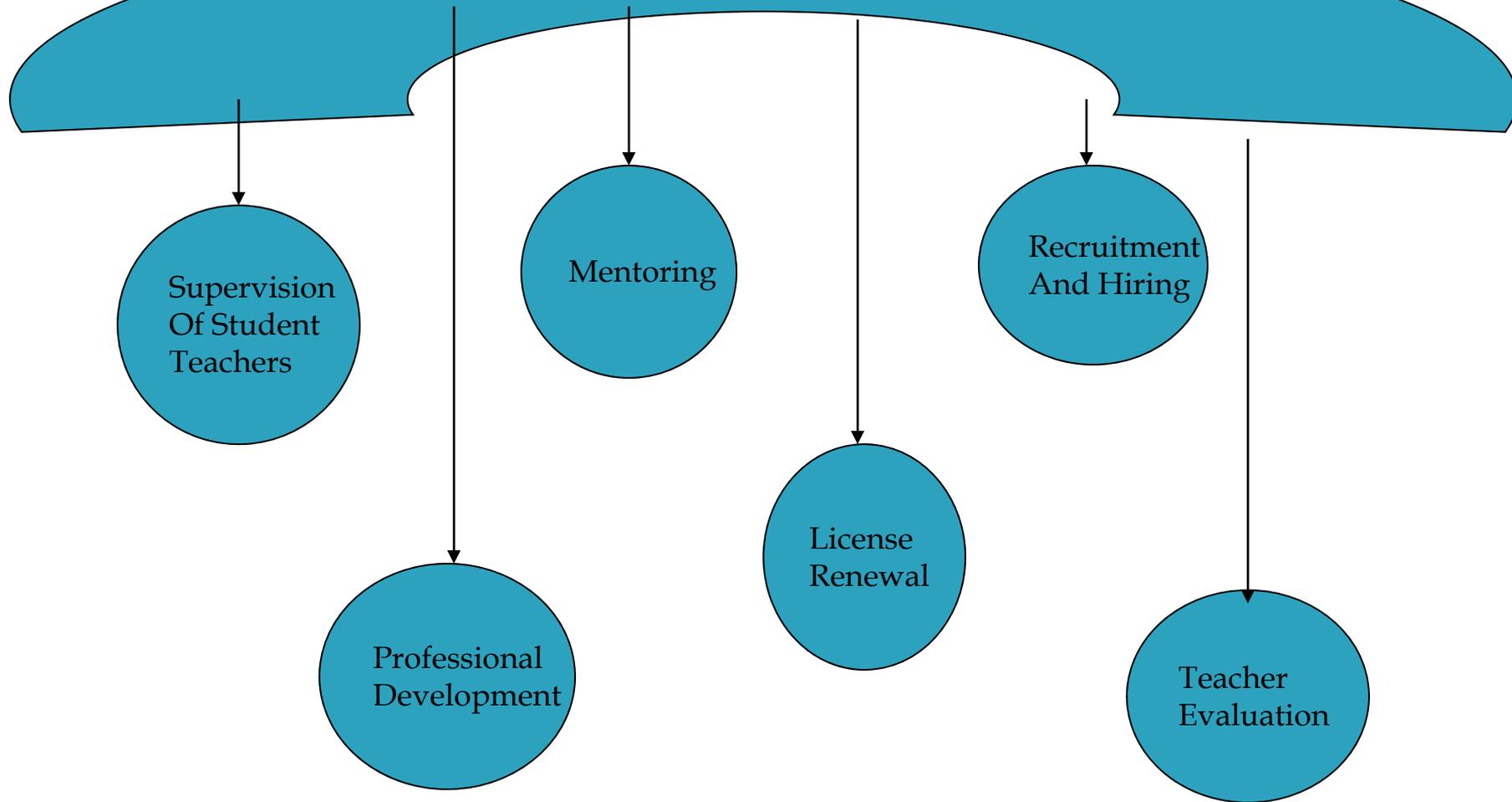
- There is consensus on what excellent teachers do, that is, on standards of practice
- Teachers and administrators can accurately assess teacher practice in different contexts
- School leaders have the skills to promote excellent teaching with their teachers

These assumptions are difficult, but not impossible, to realize

Features of The Framework for Teaching

- Comprehensive
- Grounded in research
- Public
- Generic
- Coherent in structure
- Independent of any particular teaching methodology

Framework for Teaching Continuum of Professional Practice



Benefits of The Framework for Teaching

- ▶ A research-based definition of good teaching
- ▶ A roadmap for enhancing professional practice
- ▶ A framework for novice-level practitioners, through accomplished teaching
- ▶ Development of shared understandings
- ▶ Self-assessment and reflection on practice
- ▶ Structured professional conversation for continuous professional learning
- ▶ Fair and objective teacher evaluation

Questions ??

Supporting
High quality
teaching and
learning in every
classroom for
each student
every day