

Framework for Teaching, 2nd Edition – Charlotte Danielson ©ASCD

Michigan Website Reporting Requirements

1. Research Base

The Framework for Teaching (FFT) is a research-based set of components of Instruction originally developed by Charlotte Danielson in 1996. The FFT is aligned with the Interstate New Teachers Assessment and Support Consortium (INTASC) standards, which represent the professional consensus of what a beginning teacher should know. The Framework is grounded in a constructivist view of learning and teaching. The FFT divides the complex activity of teaching into 22 components (and 76 smaller elements) clustered into four domains of teaching responsibility: 1) Planning and preparation, 2) Classroom environment, 3) Instruction, 4) Professional responsibilities.¹

The framework is based on the Praxis III criteria. (Dwyer and Villegas, 1993; Dwyer, 1994; Rosenfeld, Freeberg, & Bukatko, 1992; Rosenfeld, Reynolds, & Bukatko, 1992; Rosenfeld, Wilder, & Bukatko, 1992)²

Other work also influenced the development of the framework: documents from the standards committees of the National Board for Professional Teaching Standards (NBPTS), work at the University of Wisconsin (Newmann, Secada, & Wehlage, 1995), Michael Scriven's (1994) conceptions of teacher duties, and recent research on the pedagogical implications of constructivist learning. The framework has been subjected to a further intensive review by ETS colleagues Carol Dwyer, Ruth Hummel, and Alice Sims Gunzenhauser.²

2. Identity and Qualifications of the Author

Charlotte Danielson is an internationally recognized expert in the area of teacher effectiveness, specializing in the design of teacher evaluation systems that both ensure teacher quality and promote professional learning. She has taught at all levels, kindergarten through university, has worked as a curriculum director and staff development director, and is the founder of the Danielson Group. She also advises State Education Departments and National Ministries and Departments of Education, both in the United States and Overseas.³

3. Evidence of Reliability, Validity, and Efficacy

FFT has been subjected to several validation studies over the course of its development and refinement, including an initial validation by Educational Testing Service (ETS). Later studies—including one conducted by the Consortium for Policy Research in Education (CPRE) and others assessing the application of the FFT for teacher evaluation in Cincinnati and Chicago—have identified small but consistently positive correlations between FFT ratings and student learning outcomes.⁴

4. Evaluation Frameworks and Rubrics

Dexter Community Schools utilizes the Danielson 2nd Edition rubric for teacher reflection, observation, dialogue, evaluation and growth. A copy of the rubric is available on the website.

The student growth goal evidence will be added to the Student Growth Measurement Planning Form by the teacher when data is available. For 2016/17, at least 25% of the annual year-end evaluation must be based on student growth and assessment data. Each staff member will be asked to write a SMART goal for this year:

- *Specific* – target a specific area for improvement.
- *Measurable* – quantify or at least suggest an indicator of progress.
- *Assignable* – specify who will do it.
- *Realistic* – state what results can realistically be achieved, given available resources.
- *Time-related* – specify when the result(s) can be achieved.

5. Description of the evaluation process

Being in classrooms and observing current instructional practice is a major focus of all building and district administrators. Our administrators conduct multiple observations of all educators during the school year. Teachers and administrators complete the following documents based on teacher tenure placement:

Probationary Teachers - Years 1 & 2 required documents:

Class and Teacher Profile

Teacher Self Evaluation

Student Growth Goal

IDP goals

Two Observation rounds (pre-observation meeting, observation, post-observation meeting). Walk through or additional formal observations must be included (the law requires probationary teachers to be observed on "multiple occasions")

First round IDP

Second round IDP

Effectiveness ranking

Probationary Years 3-5 required documents:

Class and Teacher Profile

Teacher Self Evaluation

Student Growth Goal

IDP goals

One Observation round (pre-observation meeting, observation, post-observation meeting). Walk through or additional formal observations must be included (the law requires probationary teachers to be observed on "multiple occasions")

First round IDP

Effectiveness ranking

Tenured Teacher required documents:

Teacher Self Evaluation

Student Growth Goal

At least two observations, walk-through or formal, (at least one of which must be unscheduled)

Evaluation Write-up

Effectiveness ranking

Tenured Teacher on IDP:

Teacher Self Evaluation

Student Growth Goal

IDP goals

At least two observations, walk-through or formal, (at least one of which must be unscheduled).

Mid-year evaluation write-up

End of year evaluation Write-up

Effectiveness ranking

6. Description of the plan for providing evaluators and observers with training.

Our administrators attended Educator Evaluation training in 2012, and we continue to have our administrators trained through MASSP as they are hired. The Intermediate School District will offer multiple day Educator Evaluation training on the Danielson rubric and approved platform during the 2016/17 school year for all administrators and teachers in the county.

Footnotes:

¹ MET Project: Danielson's Framework for Teaching for Classroom Observations. Page 2

Link: http://collegeready.gatesfoundation.org/wp-content/uploads/2015/12/Danielson-FFT_10_29_101.pdf

² Charlotte Danielson, *Enhancing Professional Practice: A Framework for Teaching, 2nd Edition* (Alexandria, VA: ASCD, 2007), vii.

Link: <http://www.ascd.org/publications/books/106034/chapters/Preface-to-the-First-Edition.aspx>

³ Charlotte Danielson Biography from Danielson Group Web.

Link: <https://www.danielsongroup.org/charlotte-danielson/>

⁴ MET Project: Danielson's Framework for Teaching for Classroom Observations. Page 3

Link: http://collegeready.gatesfoundation.org/wp-content/uploads/2015/12/Danielson-FFT_10_29_101.pdf