THE FRAMEWORK FOR TEACHING - CHARLOTTE DANIELSON

Red Hook Central School District
Preschool Professional Development
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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*, 2004
Developing Excellence in Teaching

To develop and sustain high quality teaching, a school system must be willing to change the way teachers have traditionally been supervised and evaluated.
Benefits of Any Framework for Teaching

• Common language
• Development of shared understandings
• Self-assessment and reflection on practice
• Structured professional conversation
Features of The Framework for Teaching

• Comprehensive
• Grounded in research
• Public
• Generic
• Coherent in structure
• Independent of any particular teaching methodology
The Evaluation System

Two purposes:

• Quality Assurance

• Professional Learning

*Teacher Evaluation to Enhance Professional Practice, Danielson and McGreal, ASCD, 2000
Summary of The Framework for Teaching

• A research-based definition of good teaching
• A roadmap to, and for navigating through, the complex territory of teaching
• A framework for novice-level practitioners, through accomplished teaching
Framework Overview

- Four Domains
- Twenty two Components
- Seventy Six Elements
- Four Levels of Proficiency
The Domains

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

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Danielson 2007
Rater Categories

• Four Levels of Effectiveness
  • Ineffective or unsatisfactory
  • Developing or basic
  • Effective or proficient
  • Highly Effective or Distinguished
## Domain 2: The Classroom Environment

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

#### Domain 2: The Classroom Environment

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

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

<table>
<thead>
<tr>
<th>LEVEL OF PERFORMANCE</th>
<th>UNSATISFACTORY</th>
<th>BASIC</th>
<th>PROFICIENT</th>
<th>DISTINGUISHED</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Teacher Interaction with Students</strong></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 the 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 the teacher.</td>
<td>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.</td>
<td>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.</td>
</tr>
<tr>
<td><strong>Student Interactions with one another</strong></td>
<td>Student interactions are characterized by conflict, sarcasm, or put-downs.</td>
<td>Students do not demonstrate disrespect for one another.</td>
<td>Student interactions are generally polite and respectful.</td>
<td>Students demonstrate genuine caring for one another and monitor one another’s treatment of peers, correcting classmates respectfully when needed.</td>
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</tbody>
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### Performance Levels: Key Words

<table>
<thead>
<tr>
<th>Unsatisfactory</th>
<th>Basic</th>
<th>Proficient</th>
<th>Distinguished</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unsafe</td>
<td>Partial</td>
<td>Consistent</td>
<td>Seamless</td>
</tr>
<tr>
<td>Lack of Unsafe</td>
<td>Generally</td>
<td>Frequent</td>
<td>Solid</td>
</tr>
<tr>
<td>Unaware</td>
<td>Inconsistently</td>
<td>Successful</td>
<td>Subtle</td>
</tr>
<tr>
<td>Harmful</td>
<td>Attempts</td>
<td>Appropriate</td>
<td>Skillful</td>
</tr>
<tr>
<td>Unclear</td>
<td>Awareness</td>
<td>Clear</td>
<td>Preventative</td>
</tr>
<tr>
<td>Poor</td>
<td>Moderate</td>
<td>Positive</td>
<td>Leadership</td>
</tr>
<tr>
<td>Unsuitable</td>
<td>Minimal</td>
<td>Smooth</td>
<td>STUDENTS</td>
</tr>
<tr>
<td>None</td>
<td>Some</td>
<td>Most</td>
<td>Always</td>
</tr>
</tbody>
</table>

**Teacher-directed success!**

**Student-directed success!**

Levels of cognition and constructivist learning increase
Uses of The Framework for Teaching

• Teacher preparation
• Supervising student teachers
• Teacher recruitment and hiring
• Mentoring beginning teachers
• Structuring professional development
• Evaluating teacher performance
Professional Learning

Ongoing professional learning is essential to ensure improved student achievement. Professional learning is not an add-on to the work of teaching; it is integral to that work.

This is not to be critical of teacher preparation programs, only to recognize that mastering the work of teaching is a career-long endeavor.
Components of Professional Learning

• An environment of trust and a culture of professional inquiry
• Self-assessment
• Reflection on practice
• Professional conversation
• Infusion of expertise
• School/district structures to support professional learning
Five “Rules” for Teacher Evaluation

1. System is based upon a defensible definition of teaching
2. Procedures are differentiated
3. Evidence anchors the process
4. Promotes teacher learning
5. Transparency!