

Supporting and Improving Teacher Effectiveness

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The Complexity of Teaching

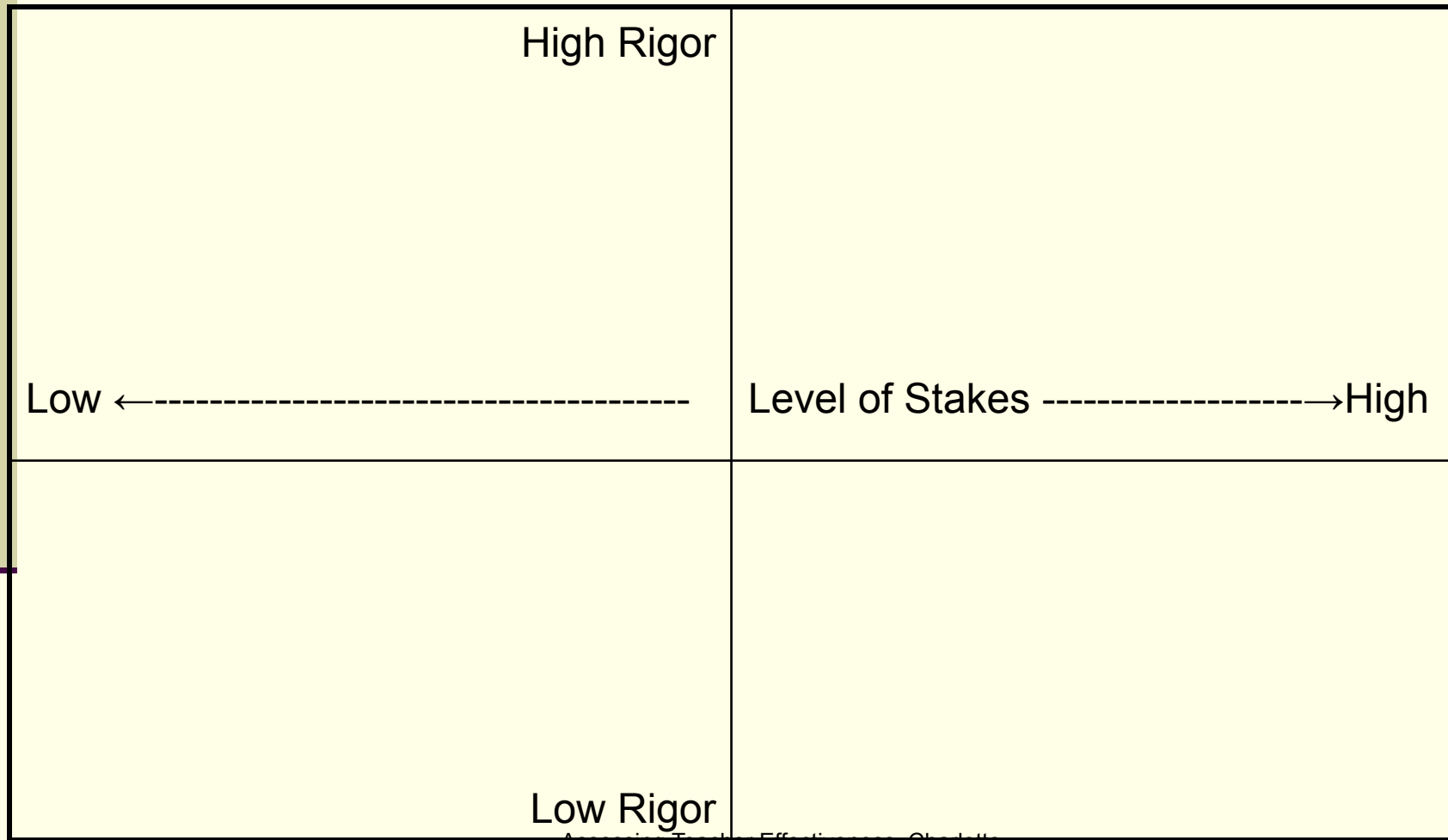
“After 30 years of doing such work, I have concluded that classroom teaching ... is perhaps the most complex, most challenging, and most demanding, subtle, nuanced, and frightening activity that our species has ever invented. ..The only time a physician could possibly encounter a situation of comparable complexity would be in the emergency room of a hospital during or after a natural disaster”

Lee Shulman, *The Wisdom of Practice*

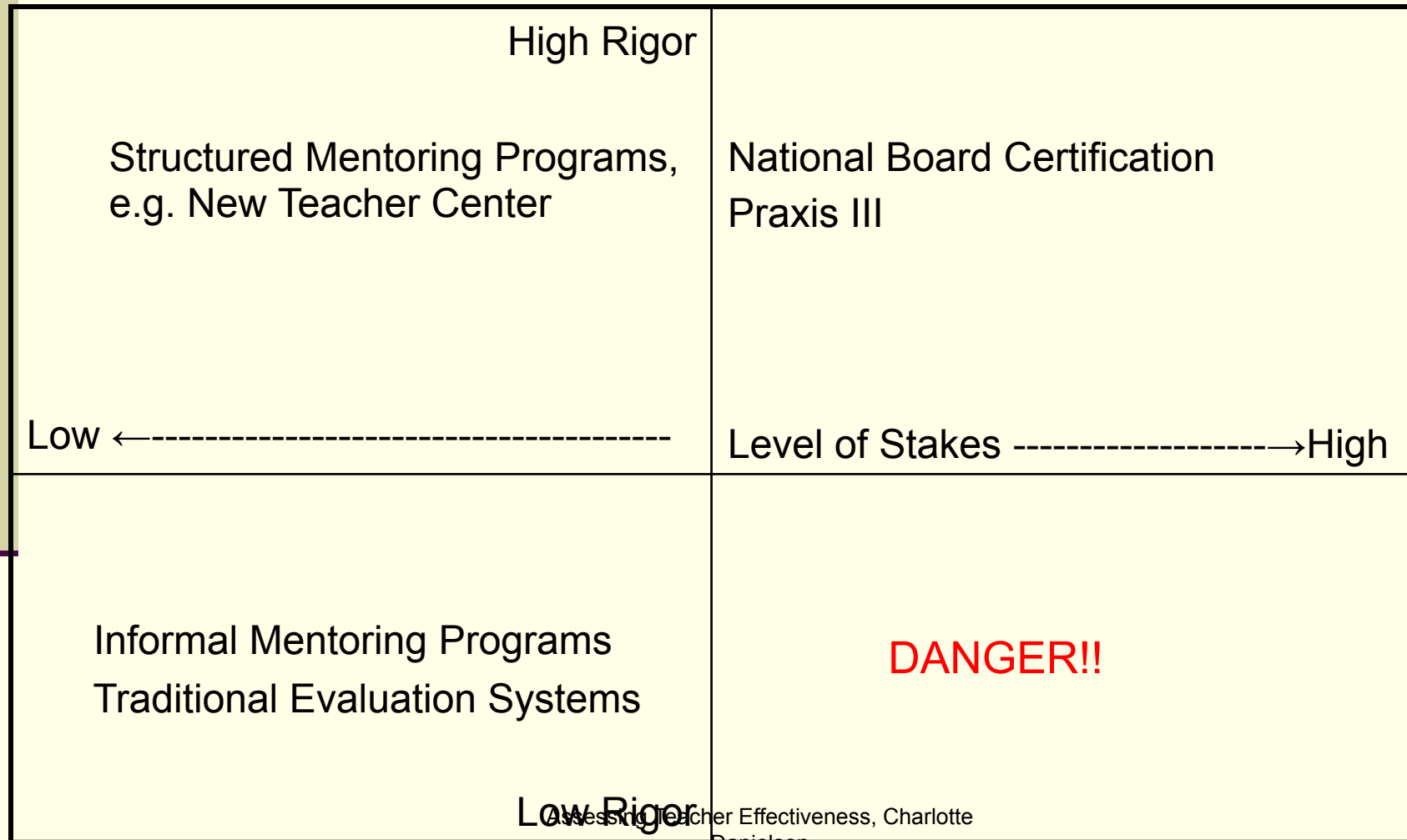
Why Assess Teacher Effectiveness?

- Quality Assurance
- Professional Learning

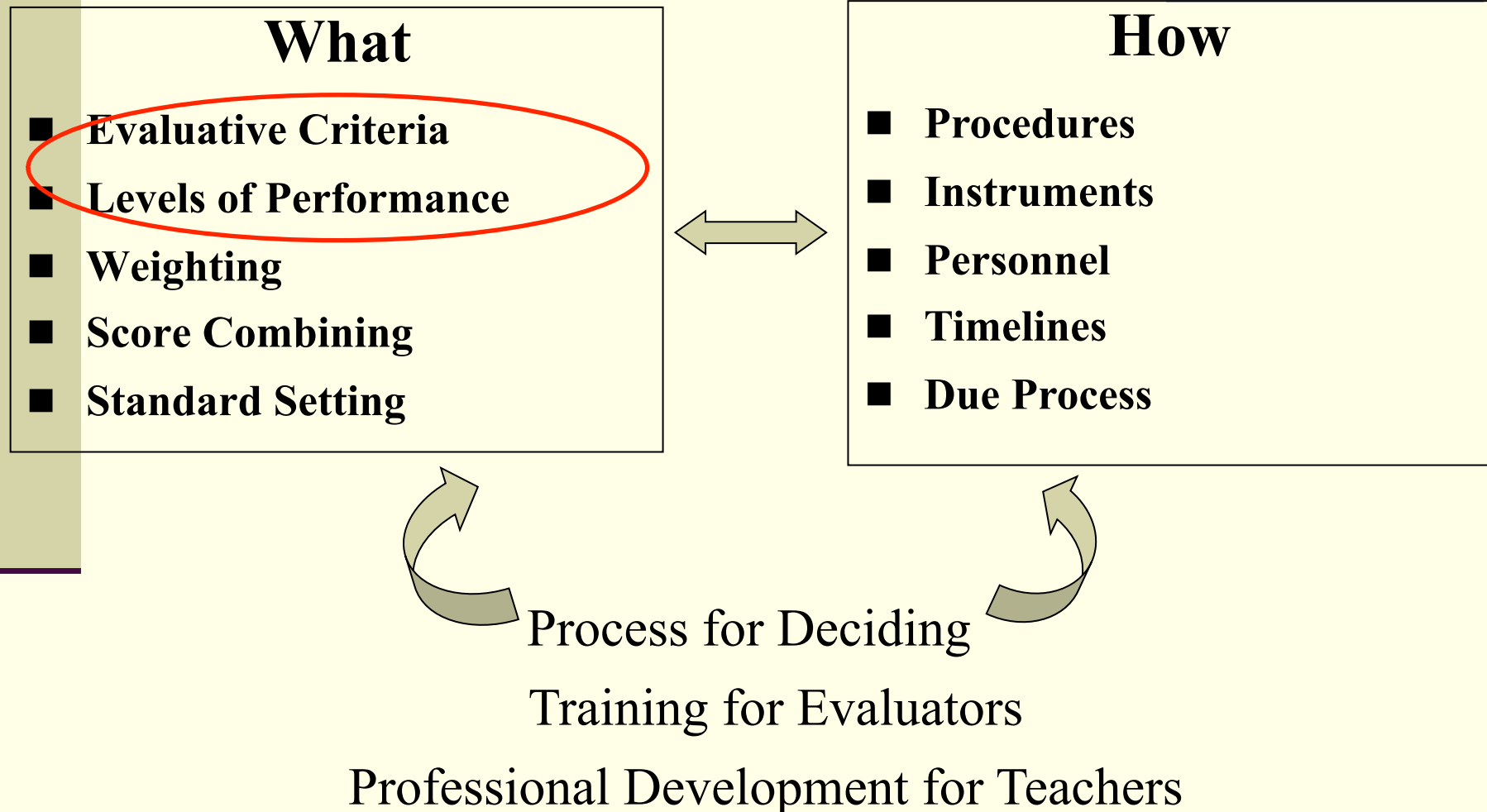
Teacher Evaluation System Design



Teacher Evaluation System Design



Teacher Evaluation System



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

Defining What Teachers *Do*

Two basic approaches:

- As judged by internal assessors, within the school or district, based on specific criteria
- As judged by external assessors, for example National Board Certification

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.”

Defining What Teachers *Do* The Four Domains

Domain 1: Planning and Preparation

Domain 2: The Classroom Environment

Domain 3: Instruction

Domain 4: Professional Responsibilities

The Framework for Teaching

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

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*

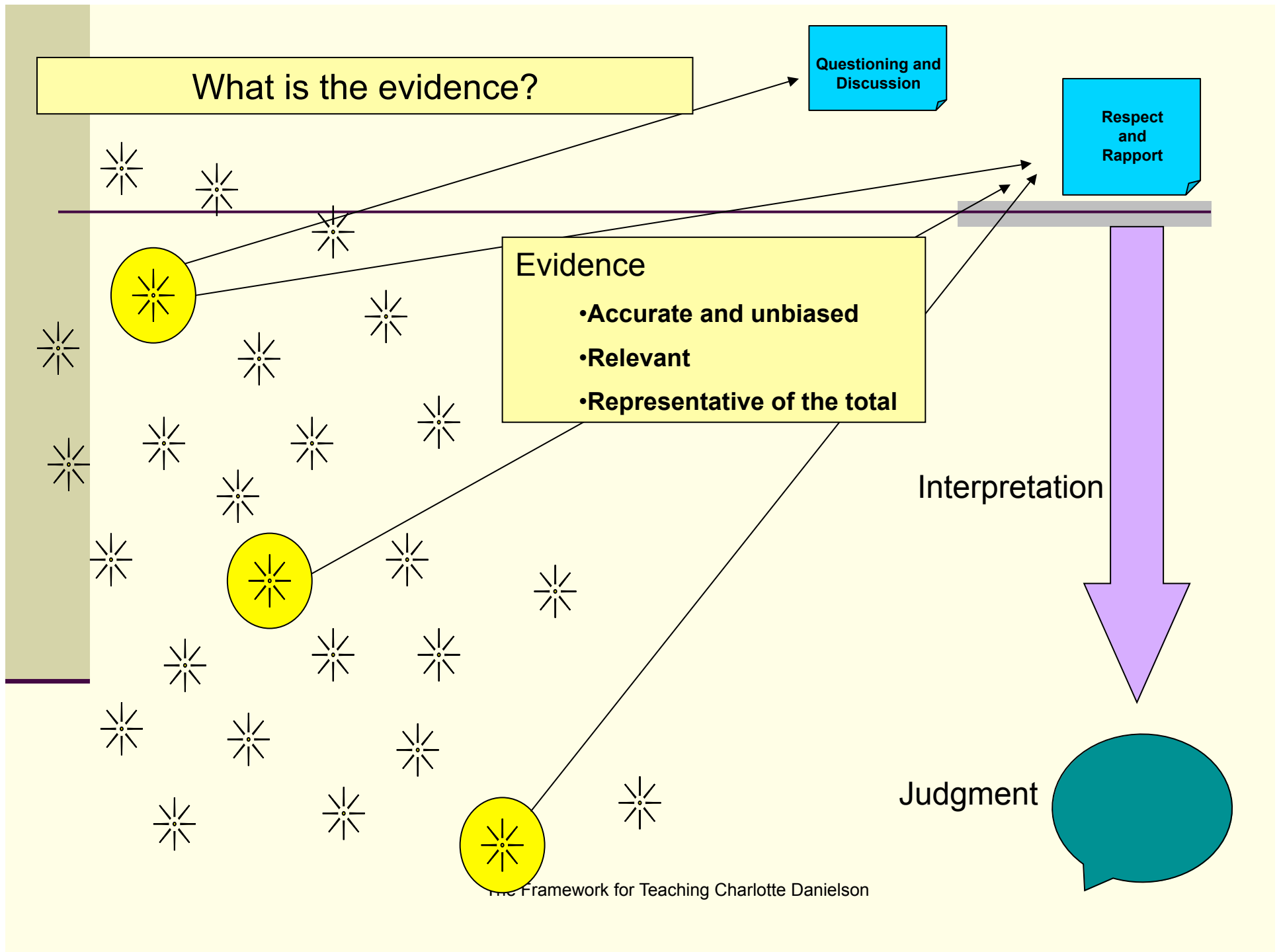
ELEMENT	L E V E L O F P E R F O R M A N C E			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Teacher Interaction with Students	Teacher interaction with at least some students is negative, demeaning, sarcastic, or inappropriate to the age or culture of the students. Students exhibit disrespect for the 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.

Features of The Framework for Teaching

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

The Nature of Professional Learning

- Trust
- Self-assessment and self-directed inquiry
- Reflection on practice
- Collaboration and conversation
- A community of learners



The Classroom Environment

Figure 6.7

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

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 teacher.	Teacher-student interactions are generally appropriate but may reflect occasional inconsistencies, favoritism, or disregard for students' cultures. Students exhibit only minimal respect for teacher.	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.	Teacher demonstrates genuine caring and respect for individual students. Students exhibit respect for teacher as an individual, beyond that for the role.
Student Interaction	Student interactions are characterized by conflict, sarcasm, or put-downs.	Students do not demonstrate negative behavior toward one another.	Student interactions are generally polite and respectful.	Students demonstrate genuine caring for one another as individuals and as students.

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

Training Resources

- The Danielson Group
www.danielsongroup.org
- Teachscape
<http://www.teachscape.com/html/ts/nps/index.html>
- Educational Impact
<http://www.educationalimpact.com/index.shtml>
- ASCD/LSI
<http://ascd.org/professional-development/teacher-effectiveness-suite.aspx>
- Knowledge Delivery Systems
<http://www.kdsi.org/CL-Framework-for-Teaching.aspx>