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

High Rigor

Low

Level of Stakes

High

Low Rigor

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# Teacher Evaluation System Design

<table>
<thead>
<tr>
<th>High Rigor</th>
<th>Low Rigor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Structured Mentoring Programs, e.g. New Teacher Center</td>
<td>Informal Mentoring Programs, Traditional Evaluation Systems</td>
</tr>
<tr>
<td>National Board Certification, Praxis III</td>
<td>DANGER!!</td>
</tr>
</tbody>
</table>

Level of Stakes: Low \(\Leftarrow\) High
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
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 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 3: Instruction
- Communicating With Students
- Using Questioning and Discussion Techniques
- Engaging Students in Learning
- Using Assessment in Instruction
- Demonstrating Flexibility and Responsiveness

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

<table>
<thead>
<tr>
<th>Element</th>
<th>Unsatisfactory</th>
<th>Basic</th>
<th>Proficient</th>
<th>Distinguished</th>
</tr>
</thead>
<tbody>
<tr>
<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 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>Student interactions with one another</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>
</tr>
</tbody>
</table>

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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
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What is the evidence?

Evidence
- Accurate and unbiased
- Relevant
- Representative of the total

Interpretation

Judgment

Questioning and Discussion

Respect and Rapport

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## Domain 2: The Classroom Environment

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

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

<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>LEVEL OF PERFORMANCE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>UNSATISFACTORY</td>
</tr>
<tr>
<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>
</tr>
<tr>
<td>Student Interaction</td>
<td>Student interactions are characterized by conflict, sarcasm, or put-downs.</td>
</tr>
<tr>
<td></td>
<td>BASIC</td>
</tr>
<tr>
<td>Teacher interaction with Students</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>
</tr>
<tr>
<td>Student Interaction</td>
<td>Students do not demonstrate negative behavior toward one another.</td>
</tr>
<tr>
<td></td>
<td>PROFICIENT</td>
</tr>
<tr>
<td>Teacher interaction with Students</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>
</tr>
<tr>
<td>Student Interaction</td>
<td>Student interactions are generally polite and respectful.</td>
</tr>
<tr>
<td></td>
<td>DISTINGUISHED</td>
</tr>
<tr>
<td>Teacher interaction with Students</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>
</tr>
<tr>
<td>Student Interaction</td>
<td>Students demonstrate genuine caring for one another as individuals and as students.</td>
</tr>
</tbody>
</table>

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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.

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Training Resources

- The Danielson Group
  www.danielsongroup.org

- Teachscape

- Educational Impact
  http://www.educationalimpact.com/index.shtml

- ASCD/LSI

- Knowledge Delivery Systems