# The 2013 Instrument, The Framework for Teaching by Charlotte Danielson

## Teacher Evaluation: Postings and Assurances

*Per MCL 380.1249: Beginning with the 2016-2017 school year, a school district, intermediate school district, or public school academy shall post on its public website specific information about the evaluation tool(s) used for its performance evaluation system for teachers. Complete language (including requirements) for MCL 380.1249 can be found here. The contents of this documents are compliant with the law laid forth, specifically pertaining to INSERT FULL NAME OF EVALUATION TOOL HERE IN APPROPRIATE CASE (NOT ALL CAPS).*

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**Research Base for the Evaluation Framework, Instrument, and Process** [Section 1249(3)(a)]

First published by ASCD in 1996, *Enhancing Professional Practice: A Framework for Teaching* was an outgrowth of the research compiled by Educational Testing Service (ETS) for the development of Praxis III: Classroom Performance Assessments, an observation-based evaluation of first-year teachers used for the purpose of licensing. The Framework extended this work by examining current research to capture the skills of teaching required not only by novice teachers but by experienced practitioners as well.

Each component of the Framework for Teaching has been validated by the Measures of Effective Teaching (MET) study. The Framework for Teaching has been found to have predictive validity. Further research around the FfT can be found on The Danielson Group's website. See the Chicago and Cincinnati studies.

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**Identification and Qualifications of the Author(s)** [Section 1249(3)(b)]

The Framework for Teaching was developed by Charlotte Danielson, a recognized expert in the area of teacher effectiveness. Her work focuses on the use of a framework, a clear description of practice, to promote professional conversations and learning. She advises State Education Departments and National Ministries and Departments of Education, both in the United States and overseas.

Charlotte Danielson graduated from Cornell with a degree in history, and earned her master's in philosophy, politics and economics at Oxford University. In 1978, she earned another master's from Rutgers in educational administration and supervision. After college, she worked as a junior economist in think tanks and policy organizations. While working in Washington, D.C., she got to know some of the children living on her inner-city block – and that's what motivated her to choose teaching over economics. She obtained her teaching credentials and worked her way up the spectrum from teacher to curriculum director, then on to staff developer and program designer in several different locations, including ETS in Princeton. She has developed and trained extensively in the areas of teacher observation and assessments.

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**Evidence of Reliability, Validity, and Efficacy** [Section 1249(3)(c)]

https://www.danielsongroup.org/research/

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**Evaluation Framework and Rubric** [Section 1249(3)(d)]

https://www.danielsongroup.org/framework/

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**Description of Process for Conducting Classroom Observations, Collecting Evidence, Conducting Evaluation Conferences, Developing Performance Ratings, and Developing Performance Improvement Plans** [Section 1249(3)(e)]

An evaluation process is determined by local guidelines and decisions. The Danielson Group trains observers to collect non-biased, quality evidence that is aligned to FfT components. Observers, working jointly with teachers, examine the evidence against critical attributes that distinguish levels of performance. This collaborative process supports the determination of a rating based on the preponderance of evidence. The Danielson Group promotes the use of evidence in collaborative pre- and post-observation conferences focused on growth.

The Danielson Group offers training in facilitating evidence-based conversations to support the development of reflective practice and professional development plans, encouraging focused action and peer-to-peer learning. Our process is based on research that points to the importance of evaluator training.

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**Description of Plan for Providing Evaluators and Observers with Training** [Section 1249(3)(f)]

The Danielson Group specializes in full-day, on-site training. We will also lead distance or remote consultation and follow-up webinars with large or small groups. All offerings can be customized to address gaps and needs. We also organize regional conferences and encourage school districts to pool resources and work together to arrange ongoing professional learning. We are available for keynote talks and large group overviews as well. Via email and phone, we remain available to Framework adopters.

To respond to scheduling and budget considerations, The Danielson Group offers a number of training sequences. Clients contact The DG; we assess needs and discuss possible plans; clients propose training dates; and then we draft an agreement for review. A member of our national team of experienced consultants will contact the client to enhance their understanding of district needs and to individualize the training design as appropriate.

Free resources can be found on The Danielson Group website.

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