
Assessing Teacher Effectiveness

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Defining Effective Teaching

Two basic approaches:

- Inputs, that is, what teachers *do*, how well they do the work of teaching
- Outputs, 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

Defining What Teachers *Accomplish*

- Typically linked to student achievement on state-wide assessments
- Because of the importance of out-of-school factors, validity demands “value-added” measures

Assumptions of Defining Good Teaching Based on Student Achievement

- Available assessments include all valuable learning
- Assessments are available for all teachers
- In preparing students for the assessments, teachers will use good instructional strategies
(That is, “teaching to the test” is good teaching)
- Statistical techniques can attribute student learning to individual teachers

These assumptions are questionable

Negative Consequences of Defining Teaching Based on Student Achievement

Even if the assumptions are satisfied:

- Cheating, by teachers or administrators
- Narrowing the curriculum to what is assessed, and the manner in which it is assessed
- If student achievement is defined as the percentage who exceed a standard, teachers concentrate their efforts on those close to the line, ignoring others

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	LEVEL OF PERFORMANCE			
	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

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