

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 The Framework for Teaching by Charlotte Danielson.

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.

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 masters 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.

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

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

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

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

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. 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. We promote the use of evidence in collaborative pre- and post-observation conferences focused on growth.

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

Training and support may be ongoing and based on data collected around the framework implementation. Attached is a visual and timeline of past and future training.

<https://docs.google.com/a/copesd.org/presentation/d/1gZ0Bfm3CaCy0D3783-bk3Pbf7KNTGJO8WiN0zxckw2g/edit?usp=sharing>
