

CAEP Self-Study – Danielson Framework Data Evidence Packet
 MU EPP PACKET 3

Evidence Packet: Danielson Framework Data (student teaching)	
Overview/ Context	<p>The data collected and analyzed for this Danielson Framework evidence packet provides suggests appropriate support for the following CAEP standards:</p> <p>CAEP 1.1 – candidates understand InTASC standards CAEP 1.2 – completers use research and evidence to measure P-12 student progress and their own professional growth CAEP 1.3 – completers apply content and pedagogical knowledge CAEP 1.4 – completers demonstrate skills and commitment to rigorous college- and career-ready standards</p> <p>CAEP 3.3 – provider establishes and monitors attributes and dispositions beyond academic ability CAEP 3.4 – candidates demonstrate the ability to teach to college- and career-ready standards CAEP 3.5 – provider documents candidate has high standard for content knowledge to have positive impact on student learning CAEP 3.6 – provider documents candidate understands the expectations of the profession CAEP 4.1 – provider documents completers contribute to student-learning growth CAEP 4.2 – provider demonstrates that completers effectively apply the professional knowledge, skills, and dispositions preparation experiences were designed to achieve</p> <p>The Danielson Framework is a research-based assessment tool used by many P-12 schools and teacher preparation programs to evaluate the effectiveness of a teacher. As it explored the use of the Danielson Framework, it aligned the Framework to the CAEP standards, and a partial list of the alignment is included in Table 3A. Because the Framework deeply infuses the InTASC standards throughout the entire framework, the EPP did not include it in the alignment chart.</p> <p><i>Phase I: Introduction of the Danielson Framework</i></p> <p>During the literacy courses taken in the spring prior to student teaching, candidates use the Danielson Framework to guide the development of their integrated unit plans. Besides the Understanding by Design (UbD) Framework, the EPP uses the Danielson Framework as a way to think about planning for instruction. Domain 1: Planning and Preparation of the Framework requires the consideration of how the teacher/candidate demonstrates knowledge of content and</p>

pedagogy, demonstrates a deep understanding of how P-12 students learn, demonstrates the ability to connect learning outcomes to curriculum goals and P-12 student performance, demonstrates the innovation to find resources, demonstrates coherent instruction, and demonstrates capability to create assessments which measure student understanding.

Throughout the semester, candidates use the Framework to evaluate their work. The EPP and candidates consider what their planned unit of instruction “looks” like in action. While not used directly, Domain 2: The Classroom Environment Domain 3: Instruction, and Domain 4: Professional Responsibilities provide opportunities throughout the semester to discuss effective teaching and to explore the candidates’ understanding of professionalism.

Phase II: Application of the Danielson Framework

Each semester prior to student teaching, the EPP hosts a student teaching session for candidates placed in a student teaching clinical experience and their clinical faculty. During this session, the EPP explains the Danielson Framework and discusses its use. Currently, the EPP only uses the Framework for internal feedback and professional development of candidates. If completers choose to teach in the state of Indiana, they will be assessed by administration using tools similar to the Danielson Framework, if not the Framework itself.

All four domains are used during the student teaching process; however, the opportunities for professional development and interactions with professional organizations (Domain 4) are rather limited. The domains, though, offer opportunities for excellent discussion between the clinical faculty, teaching candidate, and the university supervisor.

The Framework uses the following evaluation categories: unsatisfactory, basic, proficient, and distinguished. The EPP has assigned the following numbers to the categories in order to calculate the data: unsatisfactory = 1, basic = 2, proficient = 3, and distinguished = 4.

Phase III: EPP use of Danielson Framework data

During the summer departmental retreat and in the fall department meetings, the EPP uses data from the Danielson Framework to evaluate its program. Looking at the individual components in each of the domains allows the EPP to examine the introduction, practice, and mastery of the different components. At this point, the EPP considers changes to curriculum, to course expectations and assignments, and to related clinical experiences.

EPP-created Evidence Items	<p>Evidence provided in this packet include</p> <ul style="list-style-type: none"> - Alignment between the Danielson Framework and CAEP standards (Table 3A) - Data collected across licensing areas for three cycles of data collection (Table 3B) - Danielson Group Assurances - Plans for training supervisors <p>Attachments to this packet include</p> <ul style="list-style-type: none"> - Attachment 3A Danielson Framework rubric copy - Attachment 3B Danielson Framework comparison by discipline and across all license Excel worksheet -
Data Tables	<p>Three cycles of data collection are included in this evidence packet; they are reflected in the following data tables:</p> <ul style="list-style-type: none"> - Table 2A: Danielson Framework Alignment with CAEP Standards - Table 2B: Danielson Framework Trends of 3 Cycles of Data
Reliability and Validity (CAEP 5.2)	<p>Research conducted independently and by the Danielson Group continues to support the reliability and validity of this instrument. Reviewers will find supporting evidence for the assurances which includes important links to the documentation and protocol.</p> <p>Additionally, throughout the course of the student teaching experience, the clinical faculty and the university supervisors evaluate the teaching candidate using the Danielson Framework. Together, they compare their observations and evaluations and discuss differences in the scores. Ultimately, the teaching candidate meets with the clinical faculty and university supervisor to discuss their observations. The teaching candidate has the opportunity to offer suggestions or evidence for pedagogical or other related teaching decisions the observers may not have considered. The collaborative approach to using the Framework has offered a reliable tool for evaluating important skills, knowledge, and dispositions of Manchester University teaching candidates.</p> <p>Steps have also been implemented during the summer of 2018 to formally train university supervisors to use the Framework. In April 2018, one of the lead supervisors spent several days being trained by the Danielson Group; one of the members of the EPP has also received training by the Danielson Group and experienced the evaluation process as a classroom teacher. Extensive training sessions will be offered this fall for the clinical faculty and the university supervisors. Teaching candidates will also have the opportunity to attend training sessions.</p>

<p>Trends (CAEP 3.4, 5.1)</p>	<p>Over the course of three cycles of administering the Danielson Framework, several important trends have emerged.</p> <p>Manchester University candidates consistently demonstrate the following <i>strengths</i>:</p> <ul style="list-style-type: none"> - Overall scores for the entire Danielson Framework tend to be relatively high; all but three of the components reflect a 3.0 or above/4.0. Collectively, the completers demonstrate proficiency in the four domains: Domain 1: Planning and Preparation, Domain 2: The Classroom Environment, Domain 3: Instruction, and Domain 4: Professional Responsibilities. - The three highest categories (ranging from 3.3 – 3.45/4.0) correlate with other evidence collected by the EPP and indicate the EPP emphasizes relationships. The highest category, Daniels 2a: Creating an Environment of Respect and Rapport earned a 3.45/4.0; the next two highest categories (3.3/4.0) were Danielson 4E: Growing and Developing Professionally, and Danielson 4F: Showing Professionalism.
<p>Future Direction (CAEP 5.3)</p>	<p>The Danielson Framework offers the EPP a valid and reliable tool for assessing teaching candidates during clinical experiences, and it would like to consider these plans for the future:</p> <ol style="list-style-type: none"> 1. Unless taken collectively, it is difficult to analyze trends for discipline specific cohorts; the sample size is simply too small. However, as the EPP continues to use the Danielson Framework, it will look for trends within disciplines. For example, when examining the data for Spring 2018, the Modern Languages scores were higher than the other scores; however, upon deeper analysis, one quickly realizes only one candidate makes the data point for the average. This is extremely misleading; therefore, the EPP will continue to collect data each semester and track the results for each discipline. Over time, especially in the larger program, such as elementary generalist, patterns may emerge. This is something to which the Director of Teacher Education and the Field Experience and Assessment Coordinator will pay attention. 2. The Danielson Framework does not emphasize the integration of technology, an important component of CAEP accreditation and an increasing demand of P-12 schools. As part of its commitment to the authentic and appropriate integration of technology into instruction, the EPP will continue to collaborate with stakeholders, especially clinical faculty, to explore ways to not only to prepare candidates to use technology where appropriate, but also to fully evaluate their ability to integrate technology. Using the data from the principals' survey conducted by the Indiana Department of Education (MU EPP PACKET 4), the EPP has some data regarding this

component; however, it needs a more consistent data collection source. Adding an EPP-constructed component to the Danielson Framework may be a viable option; the EPP will explore this possibility in the fall of 2018.

3. Formal training on the Danielson Framework is critical to the success of its use. To create a culture of evaluation and reflection, the EPP will continue to look for ways to integrate the Framework into its coursework, even as early as the foundational courses offered during the candidates' second year in the program. The EPP will continue to integrate the Framework into the development of the integrated units in the junior literacy courses, but it will also explore ways to integrate it earlier, especially as candidates are introduced to assessments and the writing of learning objectives and outlines of lesson plans.

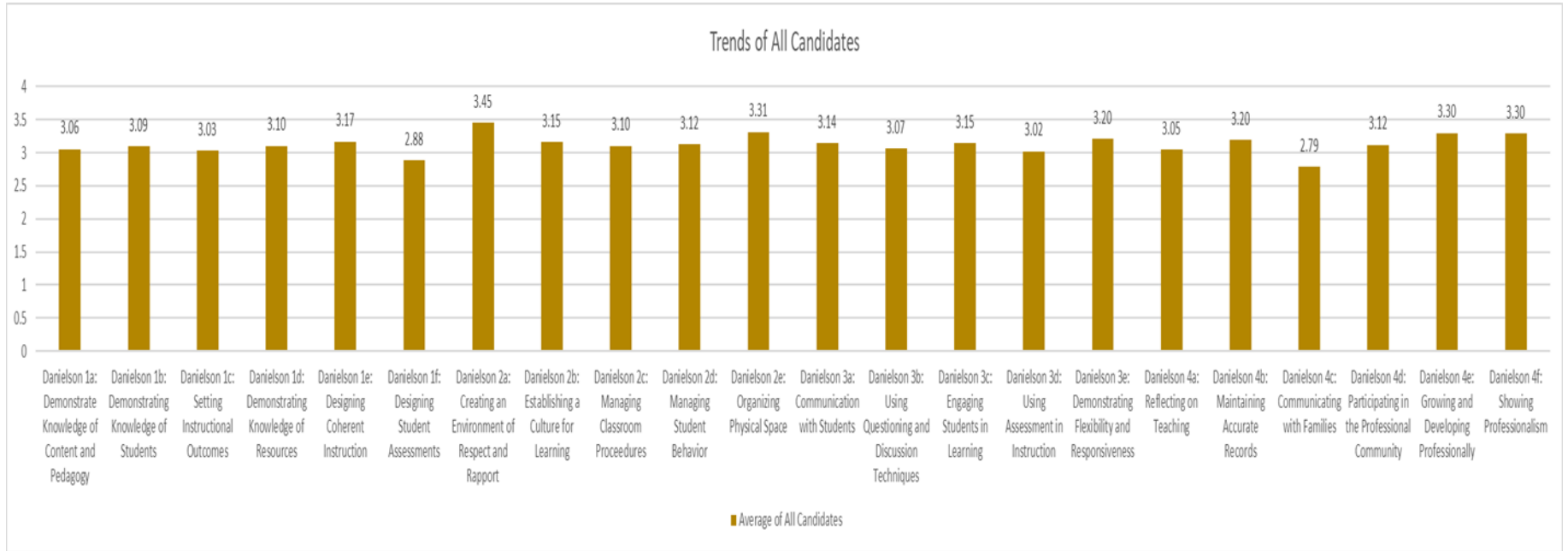
During analysis of the data, the EPP recognized the two lowest averages for the three cycles of data collection focused on the category of assessment. Danielson 1f: Designing Student Assessments earned an average of 2.88/4.0 earning the group a basic rating; Danielson 3d: Using Assessment in Instruction earned an average of 3.02/4.0 (just above basic). The EPP will use this information during planning sessions in the fall of 2018 to examine ways to build on the concepts covered in EDUC 245: Educational Assessment, a course taken in the spring of the second year of the program. Improving clinical experiences by requiring candidates to design assessments and use assessments to make pedagogical decisions will be a focus of the program.

Table 2A Danielson Framework Alignment with CAEP Standards

The entire Danielson Framework incorporates CAEP Standard 1.1: Candidates demonstrate an understanding of the 10 InTASC standards at the appropriate progression level(s) in the following categories: the learner and learning, content, instructional practice, and professional responsibility. Earning proficient and distinguished consistently on the Danielson Framework indicates mastery and the ability to apply the InTASC standards. Because 1.1 is so deeply embedded in the framework, the EPP has not included 1.1 on the alignment chart below.

<i>Sample</i> of Danielson Criteria	CAEP Standards								
	1.2	1.3	1.4	3.3	3.4	3.5	3.6	4.1	4.2
1a. Demonstrating knowledge of content and pedagogy		X		X	X	X		X	X
1b. Demonstrating knowledge of students					X			X	X
1c. Setting: Instructional Outcomes	X		X		X			X	X
1e. Designing coherent instruction	X	X	X		X			X	X
1f. Designing student assessments	X	X			X			X	X
3a. Communicating with students	X	X	X	X	X	X		X	X
3d. Using assessment in instruction	X				X			X	X
4a. Reflecting on teaching	X			X		X	X	X	X
4d. Participating in the professional community							X		X
4e. Growing and developing professionally				X			X		X
4f. Showing professionalism				X		X	X		X

Table 2A Danielson Framework Trends of 3 Cycles of Data



Danielson-Framework Reliability and Validity Assurances

Located at <https://icademyglobal.org/wp-content/uploads/2018/04/Charlotte-Danielson-Framework-for-Teaching-Assurances.pdf>

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 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.

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. 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.

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 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:

<http://www.danielsongroup.org>.