

## Michigan Website Reporting Requirements

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### 1. Research Base

The Framework for Teaching (FFT) is a research-based set of components of Instruction originally developed by Charlotte Danielson in 1996. The FFT is aligned with the Interstate New Teachers Assessment and Support Consortium (INTASC) standards, which represent the professional consensus of what a beginning teacher should know. The Framework is grounded in a constructivist view of learning and teaching. The FFT divides the complex activity of teaching into 22 components (and 76 smaller elements) clustered into four domains of teaching responsibility: 1) Planning and preparation, 2) Classroom environment, 3) Instruction, 4) Professional responsibilities.<sup>1</sup>

The framework is based on the Praxis III criteria. (Dwyer and Villegas, 1993; Dwyer, 1994; Rosenfeld, Freeberg, & Bukatko, 1992; Rosenfeld, Reynolds, & Bukatko, 1992; Rosenfeld, Wilder, & Bukatko, 1992)<sup>2</sup>

Other work also influenced the development of the framework: documents from the standards committees of the National Board for Professional Teaching Standards (NBPTS), work at the University of Wisconsin (Newmann, Secada, & Wehlage, 1995), Michael Scriven's (1994) conceptions of teacher duties, and recent research on the pedagogical implications of constructivist learning. The framework has been subjected to a further intensive review by ETS colleagues Carol Dwyer, Ruth Hummel, and Alice Sims Gunzenhauser.<sup>2</sup>

### 2. Identity and Qualifications of the Author

Charlotte Danielson is an internationally recognized expert in the area of teacher effectiveness, specializing in the design of teacher evaluation systems that both ensure teacher quality and promote professional learning. She has taught at all levels, kindergarten through university, has worked as a curriculum director and staff development director, and is the founder of the Danielson Group. She also advises State Education Departments and National Ministries and Departments of Education, both in the United States and Overseas.<sup>3</sup>

### 3. Evidence of Reliability, Validity, and Efficacy

FFT has been subjected to several validation studies over the course of its development and refinement, including an initial validation by Educational Testing Service (ETS). Later studies—including one conducted by the Consortium for Policy Research in Education (CPRE) and others assessing the application of the FFT for teacher evaluation in Cincinnati and Chicago— have identified small but consistently positive correlations between FFT ratings and student learning outcomes.<sup>4</sup>

### 4. Evaluation Frameworks and Rubrics

Add the Danielson 2<sup>nd</sup> Edition and any other domains here. (Student Growth, etc.)

## **5. Description of the evaluation process**

Add information about your evaluation process here. You should pretty much be able just document the layout of your STAGES checklists.

## **6. Description of the plan for providing evaluators and observers with training.**

Add how you plan to train your evaluators and observers.

## Footnotes:

<sup>1</sup> MET Project: Danielson's Framework for Teaching for Classroom Observations. Page 2

Link: [http://collegeready.gatesfoundation.org/wp-content/uploads/2015/12/Danielson-FFT\\_10\\_29\\_101.pdf](http://collegeready.gatesfoundation.org/wp-content/uploads/2015/12/Danielson-FFT_10_29_101.pdf)

<sup>2</sup> Charlotte Danielson, *Enhancing Professional Practice: A Framework for Teaching, 2nd Edition* (Alexandria, VA: ASCD, 2007), vii.

Link: <http://www.ascd.org/publications/books/106034/chapters/Preface-to-the-First-Edition.aspx>

<sup>3</sup> Charlotte Danielson Biography from Danielson Group Web.

Link: <https://www.danielsongroup.org/charlotte-danielson/>

<sup>4</sup> MET Project: Danielson's Framework for Teaching for Classroom Observations. Page 3

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