The Handbook Tor Entropy Professional Practice

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Using the Framework for Teaching in Your School

# CHARLOTTE DANIELSON



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Using the Framework for Teaching in Your School

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### Introduction

Since the original publication of *Enhancing Professional Practice: A Framework for Teaching* in 1996, thousands of educators around the world have attested to its value in supporting their examination of practice. This book is intended as a companion volume for educators who have experienced the power of the framework for teaching to shape professional conversation. Educators have found that when their discussions are organized around a clear definition of good teaching, the conversations themselves are more productive and focused than is possible without such a structure.

The most powerful use of the framework for teaching is for teachers' own self-assessment. They locate, often informally, examples from their teaching of the different components of the framework and work to ensure that these reflect increasingly high levels of performance.

In addition, educators have found that the framework for teaching contributes to their work in many different settings and for many different purposes: teacher preparation, the supervision of student teachers, teacher recruitment and hiring, teacher mentoring, peer coaching, professional development, and teacher evaluation. However, to use the framework in all these different ways, educators must have specific procedures and instruments to both structure the conversations and provide guidance for the application of the levels of performance.

A framework for teaching, even when it is organized around a clear and research-based definition of good practice, cannot by itself ensure productive conversations about teaching. Simply having a framework, in other words, is no guarantee of productive and professional interactions among educators. Such interactions depend on *bow* the framework is used, the professional culture of the school and the district, the degree of respect among and between teachers and administrators, and the commitment of all educators to ongoing improvement of practice. In particular, if adopted by a school or a district for use in a

teacher evaluation system that is governed by a culture of fear, the framework will simply contribute to that culture.

This book, then, is intended to offer practitioners—teachers and their supervisors, mentors, coaches, and others—the tools they need to use the framework for teaching productively in different settings and for different purposes. The tools are designed both to help practitioners examine all aspects of teaching as outlined in the framework in a way that supports the ongoing growth and professional learning of teachers, and to contribute to an overall culture of professional inquiry in a school.

The instruments and protocols offered in this book reflect the combined wisdom of thousands of educators from across the United States and around the world; they represent the best of what has evolved over many years in a range of different settings. It is hoped that the instruments and protocols, with their accompanying recommendations for use, may save practitioners valuable time in developing their own procedures. However, educators should examine them carefully and modify them as necessary to suit conditions in their own schools.

Most of the uses of the framework for teaching—teacher preparation, teacher recruitment and hiring, mentoring and induction, professional development, and performance appraisal—can be clustered into two primary functions: coaching and evaluation. *Coaching* is a nonevaluative process intended to support the development of teaching skill. Teachers and others use it in the following situations:

- Assisting student teachers assigned to their classrooms
- Mentoring colleagues new to the profession
- Providing peers with instruction and guidance

*Evaluation* involves making judgments about the quality of teaching, and is used for the following purposes:

- · Certifying teacher candidates to enter the profession
- Deciding whether to offer tenure or a continuing contract to teachers
- Affirming the continuing skill of experienced teachers

• Determining whether an experienced teacher is performing below standard and should be required to work, under the supervision of an evaluator, on an assistance plan

All of these applications require *evidence* of teaching. To provide feedback to a teacher on performance, it is essential to be specific about that performance, and evidence helps to provide such specificity. The issue of evidence is addressed in Chapter 1.

Whether the primary purpose for using the framework for teaching is coaching or evaluation, all the activities may be used—and *should* be used—to promote professional learning. Such support for learning requires engaging teachers in the thought processes that promote learning—namely, self-assessment, reflection on practice, and professional conversation. These issues are addressed in Chapter 2.

The remaining chapters cover the framework's various specific uses. Teacher preparation, recruitment and hiring, mentoring and induction, coaching, and professional development are addressed in Chapter 3; teacher evaluation is discussed in Chapter 4; and self-directed professional inquiry is covered in Chapter 5. Finally, recommended procedures are outlined in Chapter 6. Instruments and forms to support the procedures and implement the various uses of the framework appear in Appendixes A and B. Regardless of what purpose the framework for teaching is used for or which instruments and procedures are used, readers will find support for two fundamental goals: the evidence-based examination of practice and the professional imperative of promoting teacher learning.