

Charlotte Danielson Framework For Teaching Teacher Posting and Assurances

RESEARCH BASE FOR THE EVALUATION FRAMEWORK, INSTRUMENT AND PROCESS

The Charlotte Danielson Framework for Teaching identified those aspects of a teacher's responsibilities that have been documented through empirical studies and theoretical research as promoting improved student learning. These responsibilities seek to define what teachers should know and be able to do in the exercise of their profession.

IDENTIFY QUALIFICATIONS OF THE AUTHOR

Charlotte Danielson is an educational consultant based in Princeton, New Jersey. She has taught all levels, K-College and has worked as an administrator, a curriculum director and a staff developer in school districts in several regions of the United States. In addition, she has served as a consultant to hundreds of school districts, universities, intermediate agencies and state departments of education in virtually every state in the United States and in many countries of the world.

Danielson has specialized in aspects of teacher quality and evaluation, curriculum planning, performance assessment and professional development. Her work has ranged from the training of practitioners in aspects of instruction and assessment, to the design of instruments and procedures for teacher evaluation to keynote presentations at major conferences.

For several years, she served on the staff of Educational Testing Service (ETS) and was involved with many significant projects, including designing the assessor training program for Praxis III: Classroom Performance Assessments.

Danielson is the author of several books for teachers and administrators that include *Enhancing Professional Practice: A Framework for Teaching (1996)*, *Enhancing Student Achievement: A Framework for School Improvement (2002)* and a *Collection of Performance Tasks and Rubrics*.

EVIDENCE OF RELIABILITY, VALIDITY, AND EFFICACY

The Danielson Framework is based on Praxis III: Classroom Performance Assessments that assess actual teaching skills and classroom performance. Praxis III criteria was developed by ETS after extensive surveys of the research literature, consultation with expert practitioners and researchers, wide-ranging job analyses summaries of the demands of state licensing programs and fieldwork.