

Cooperating Teachers and Danielson

Spring 2017

College of Education

Special points of interest:

- Danielson Framework for Teaching
- Using the Danielson Framework during Early Field Experiences
- Using the Danielson Framework during Student Teaching

Danielson Framework for Teaching

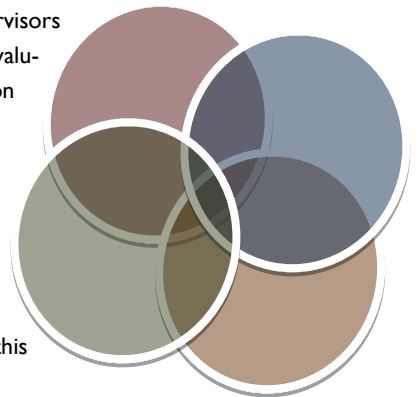
Most teachers in Illinois have heard about, and many are currently using, the Danielson Framework for Teaching to determine their own proficiency as a teacher. Some schools and districts are further along in the process of moving to Danielson evaluations, but for our teaching candidates, this is the only evaluation tool they know. In early field practicum experiences, as well as student teaching, our candidates will be evaluated using the same model that teachers across the state are using. Knowing and being evaluated by the Danielson Framework for Teaching as a pre-service teacher will only benefit them. Because of their knowledge of this framework, the candidates will be able to use a common language to discuss evaluation with their cooperating teachers, and they will be prepared for this type of evaluation when they get hired upon graduation. Throughout their time in our program, candidates are introduced to the Danielson

Framework in a multitude of ways. Students look for evidence in their classroom placements to address the Danielson domains in reflective assignments; co-ops and supervisors gather evidence within each domain during observations; and midterm and final evaluations are tied directly to the Danielson Framework. Because the Framework provides concrete explanations of qualities that make a teacher effective, and because these definitions stay consistent, it is easy for our candidates to understand how they are progressing in their field experiences. Our students, cooperating teachers and clinical supervisors share an understanding of the qualities of the framework. All of our clinical supervisors have been trained in evaluating with the Danielson Framework through Teachscape, or similar models, and are highly trained in evaluation using this framework. Many of our recent graduates report that this

is an area in which they are a leader in their building. Since this is the only evaluation tool they have ever known or used, veteran teachers are seeking out these newer teachers for advice on how to complete their own evaluations.

Danielson for Cooperating Teachers:

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- Student Teaching **3**
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Using Danielson During Early Field Experiences

During Observations:

In each of the pre-service teaching placements, cooperating teachers are encouraged to provide feedback using the Danielson Framework as a guide. During observations, it is helpful if the cooperating teacher would gather evidence related to the domains while the pre-service teacher is teaching. Additionally, throughout the semester, the cooperating teacher could keep a running document of evidence related to various domains, particularly Domains 1 and 4, which are not always evident during the act of teaching. This evidence is then best shared with the student and the supervisor in order to make future goals and plans.

At the Mid-Term and Final Evaluations:

During the midterm and final evaluations, all members of the team (student, cooperating teacher and university supervisor) will log into their portals to complete an electronic version of the Danielson evaluation. Everyone will complete the same form, which is based directly on the Danielson Framework for Teaching. Each area within the four domains is assessed using a qualitative rating. There is no “passing” score for these assessments, however, in order to continue into student teaching, the candidate must be recommended for

continuation at the bottom of the form.

The qualitative rating explanations follow:

Needs Significant Improvement: Student displays little understanding of component; limited or no successful implementation of component; frequent errors occur and lack of understanding and judgment may exist within context of component, even with continual guidance and support; the high level of dependence for continual guidance is **more than would be expected** for a candidate at this point in the program curriculum

***Please note:** students who receive any “Needs Significant Improvement” ratings will be placed on an intervention growth plan.

Emerging: Student displays a lack of full understanding of the component; inconsistent or partially successful implementation; there is a need for additional growth; requires moderate guidance and support; the moderate level of dependence for guidance and support is **consistent with expectations** for this point in the program curriculum

***Please note:** If a student has had limited experience within a domain, and you anticipate success with support, please rate the candidate “Emerging”

Competent: Student displays a solid understanding of component; generally consistent and effective

implementation of component with some occasional need for guidance and support; growing independence and progress. Performance of this components exceeds expectations of candidates at this point in program curriculum.

Exceeds Expectations: Student displays a strong understanding of the component; highly effective implementation of component with no requirement for guidance and/or support; a significant level of independence; growth is often anchored in reflection on own practice; performance on component consistently exceeds expectations for a candidate at this point in the program curriculum.

We anticipate that a majority of our students will perform at the “Emerging” level during their early field experiences. It would be highly unusual for a candidate in an early field placement to score above “Emerging” on his or her midterm or final evaluation.

Midterm evaluations are completed on the portal for students in CI 406 (ELE) and EDPR 438 (ECE).

Final evaluations are completed on the portal for students in all of our clinical experiences.

Using Danielson During Student Teaching

During Observations:

In each of the pre-service teaching placements, cooperating teachers are encouraged to provide feedback using the Danielson Framework as a guide. During observations, it is helpful if the cooperating teacher would gather evidence related to the domains while the pre-service teacher is teaching. Additionally, throughout the semester, the cooperating teacher could keep a running document of evidence related to various domains, particularly Domains 1 and 4, which are not always evident during the act of teaching. This evidence is then best shared with the student and the supervisor in order to make future goals and plans.

Additionally, the Danielson Framework is best implemented as a process, and not just in the gathering of evidence. Therefore, during the formal observation cycle, a student will pre-conference with his or her university supervisor, teach the lesson, and then post-conference with the supervisor to discuss the evidence gathered during the lesson. During the pre-conference, the candidate is asked to identify an area in which he or she would like feedback, rather than asking the supervisor to gather evidence in every domain. By the end of the semester, after six formal observations, all areas in the four domains will have evidence.

At the Mid-Term Evaluations:

During the midterm evaluations, all members of the team (student, cooperating teacher and university supervisor) will log into their portals to complete an electronic version of the Danielson evaluation. Students and cooperating teachers will complete the same form, which is based directly on the Danielson Framework for Teaching. Students and cooperating teachers are asked to provide evidence related to each domain in the commentary boxes included in the evaluation. There is no need to rate each specific area within the domain.

Additionally, cooperating teachers are asked to rate the candidate based on their ability to continue in the placement: *do not continue in placement, continue with remediation, continue with reservation, continue without reservation.*

Supervisors will rate candidates within each area of the four domains on a 1-4 rating per component, with 1= unsatisfactory and 4= distinguished.

To pass at midterm, candidates must have a rating of 2 or better in components 1A, 4B, 4D and 4F.

At the Final Evaluations:

During the final evaluations, all members of the team (student, cooperating teacher and university supervisor) will log into their portals to complete an electronic version of the Danielson evaluation. Students and cooperating teachers will complete the same form, which is based directly on the Danielson Framework for Teaching. Students and cooperating teachers are asked to provide evidence related to each domain in the commentary boxes included in the evaluation. There is no need to rate each specific area within the domain.

Additionally, cooperating teachers are asked to rate the candidate overall as *Satisfactory or Unsatisfactory* based on the evidence provided in the evaluation.

Supervisors will rate candidates within each area of the four domains on a 1-4 rating per component, with 1= unsatisfactory and 4= distinguished

To pass at final, candidates must have a cumulative score of 44 or higher with no ratings of 1.

Midterm and final evaluations for Student Teaching are completed for EDPR 432 (EC and ELE) and EDPR 442 (SEC).

School and Community Experiences

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Resources for Cooperating Teachers:

Cooperating Teacher Portal Link:

<https://cte-s.education.illinois.edu/dotnet/account.aspx/login?portal=coop>

School and Community Experiences Website:

<http://education.illinois.edu/sce>

Danielson Framework for Teaching:

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

