



Danielson or FIT – Which Tool is Right for West Ada?



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BACKGROUND/INTRODUCTION

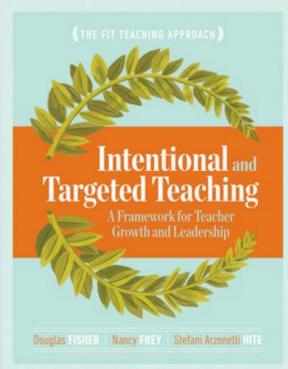
Current West Ada Teacher Evaluations are based on the Charlotte Danielson Framework

Charlotte Danielson's FRAMEWORK FOR TEACHING

DOMAIN 1: Planning and Preparation 1a Demonstrating Knowledge of Content and Pedagogy • Content knowledge • Pedagogical relationships • Content pedagogy 1b Demonstrating Knowledge of Students • Child development • Learning process • Special needs • Student skills, knowledge, and proficiency • Heritages and cultural heritage 1c Setting Instructional Outcomes • Value, sequence, and alignment • Clarity • Balance • Suitability for diverse learners 1d Demonstrating Knowledge of Resources • For classroom • To extend content knowledge • For students 1e Designing Coherent Instruction • Learning activities • Instructional materials and resources • Instructional groups • Lesson and unit structure 1f Designing Student Assessments • Congruence with outcomes • Criteria and standards • Formative assessments • Use for planning	DOMAIN 2: The Classroom Environment 2a Creating an Environment of Respect and Rapport • Teacher interaction with students • Student interaction with students 2b Establishing a Culture for Learning • Importance of content • Expectations for learning and behavior • Student pride in work 2c Managing Classroom Procedures • Instructional groups • Transitions • Materials and supplies • Non-instructional duties • Supervision of volunteers and paraprofessionals 2d Managing Student Behavior • Expectations • Monitoring behavior • Response to misbehavior 2e Organizing Physical Space • Safety and accessibility • Arrangement of furniture and resources
DOMAIN 4: Professional Responsibilities 4a Reflecting on Teaching • Accuracy • Use in future teaching 4b Maintaining Accurate Records • Student completion of assignments • Student progress in learning • Non-instructional records 4c Communicating with Families • About instructional program • About individual students • Engagement of families in instructional program 4d Participating in a Professional Community • Relationships with colleagues • Participation in school projects • Involvement in culture of professional inquiry • Service to school 4e Growing and Developing Professionally • Enhancement of content knowledge and pedagogical skill • Service to the profession 4f Showing Professionalism • Interdisciplinary conduct • Service to students • Advocacy • Decision-making • Compliance with school/district regulations	DOMAIN 3: Instruction 3a Communicating with Students • Expectations for learning • Directions and procedures • Expectations of content • Use of oral and written language 3b Using Questioning and Discussion Techniques • Quality of questions • Discussion techniques • Student participation 3c Engaging Students in Learning • Activities and assignments • Student groups • Instructional materials and resources • Structure and pacing 3d Using Assessment in Instruction • Assessment criteria • Monitoring of student learning • Feedback to students • Student self-assessment and monitoring 3e Demonstrating Flexibility and Responsiveness • Lesson adjustment • Response to students • Persistence

www.danielsongroup.org

Recently, the district has adopted an Instructional Model based on the work of Douglas Fisher, Nancy Frey in their book *Intentional and Targeted Teaching: A Framework for Growth and Leadership*. Their book includes a tool that can be used to evaluate teachers.



Idaho State Code requires that districts use an evaluation tool that is aligned with Danielson Framework. The FIT model authors did the crosswalk to demonstrate that alignment.

	Danielson	FIT	Marzano	McRel	Stronge	Marshall
Domain I	Planning & Prep	Planning with Purpose	Classroom Strategies & Behaviors	Demonstrate Leadership	Professional Knowledge	Planning and Preparation for Learning
Domain II	Classroom Environment	Cultivating a Learning Climate	Planning & Preparing	Establish Respectful Environment	Instructional Planning	Classroom Management
Domain III	Instruction	Instructing with Intention	Reflecting on Teaching	Know the Content	Instructional Delivery	Delivery of Instruction
Domain IV	Professional Responsibilities	Assessing with a System	Collegiality & Professionalism	Facilitate Learning	Assessment of/for Learning	Monitoring, Assessment, and Follow Up
Domain V	N/A	Impacting Student Learning	N/A	Reflect on Practices	Learning Environment	Family & Community Outreach
Domain VI	N/A	N/A	N/A	N/A	Professionalism	Professional Responsibilities
Domain VII	N/A	N/A	N/A	N/A	Student Progress	N/A

ESSENTIAL QUESTION

Looking at two different evaluation tools, the current West Ada model, which is based directly off the Danielson framework; and the FIT Teaching Growth and Leadership Tool; which is preferred by teachers and administrators in West Ada?

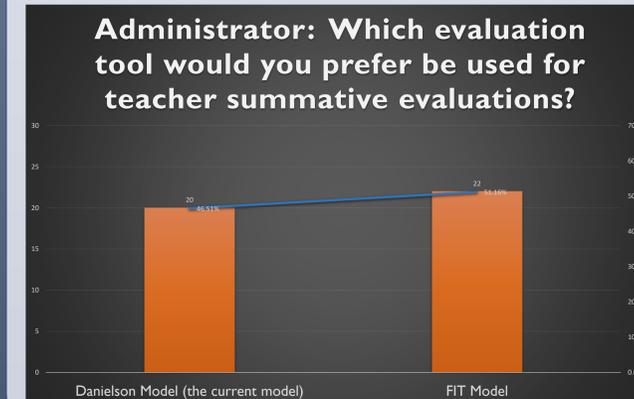
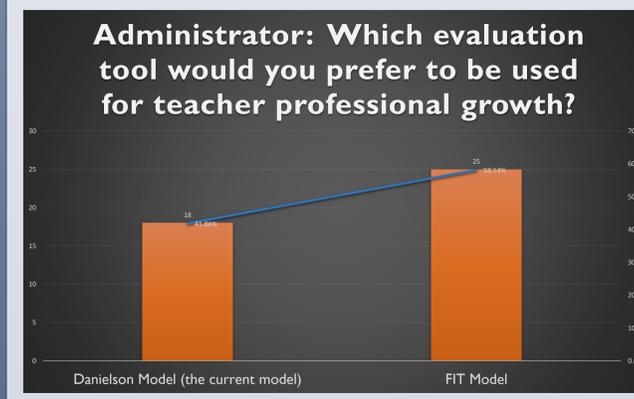
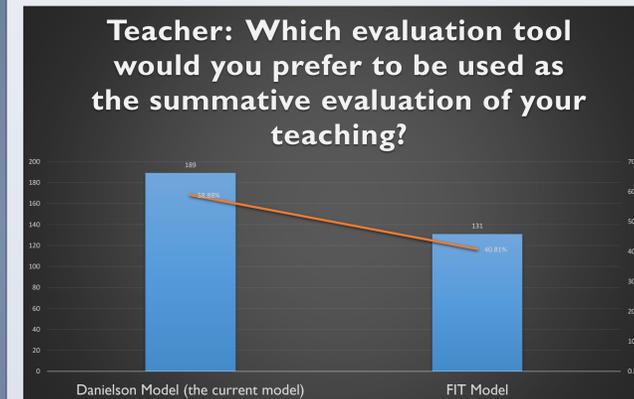
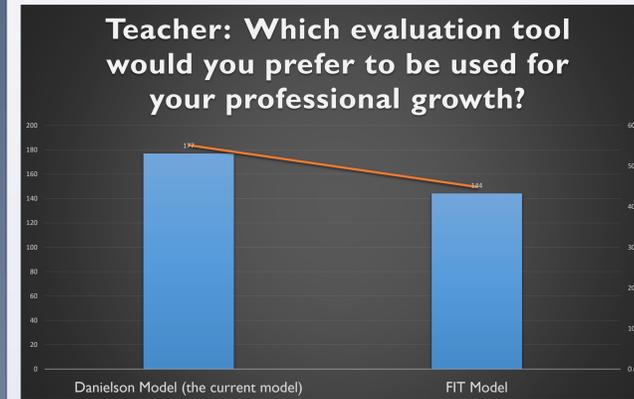
RESEARCH METHODS

A random group of 1008 teachers & 95 Administrators in the West Ada School District were sent a survey that asked specific questions about the two different evaluation tools.

KEY QUESTIONS ASKED:

- Which evaluation tool would be you prefer to be used for your professional growth?
- Which evaluation tool would be you prefer to be used as the summative evaluation of your teaching?

RESULTS



CONCLUSIONS

It is clear when looking at the data, that teachers prefer the Danielson Framework to the FIT Instrument both as a tool used for teacher growth and improvement and for their summative evaluation. Based on the open responses in which teachers were given the opportunity to expand on why they answered the way that they answered, the majority of those that prefer Danielson, do so because of familiarity and comfort with the indicators and discomfort with changing to a new model. Those that prefer the FIT model, indicate a preference to the positive nature of how the FIT tool presents information about teachers and the focus on growth and leadership.

Conversely, building administrators prefer the FIT tool to the Danielson framework. They consistently point to the growth minded nature of the FIT tool and the focus on growth, leadership and alignment with our Professional Learning Community focus.

Ultimately, I refer back to the words of Richard DuFour, who in his final book *In Praise of American Educators*, states, "If current efforts to supervise teachers into better performance have proven ineffective (and they have), the solution is not to double down on a bad strategy and demand more classroom observations, tighter supervision, and more punitive evaluations. The effort to improve schools through tougher supervision and evaluation is doomed to fail because it asks the wrong question. The question isn't 'How can I do a better job of monitoring teaching?' but rather 'How can we collectively do a better job of monitoring student learning?'"

REFERENCES

Danielson, C. (2007). *Enhancing Professional Practice: A Framework for Teaching, 2nd Edition*. Alexandria: ASCD.

Fisher, D., Frey, N., & Hite Arzonetti, S. (n.d.). *ASCD Fit Teaching*. Retrieved from ASCD.org: <http://www.ascd.org/ASCD/pdf/books/FITTeachingAlignment.pdf>

Fisher, D., Frey, N., & Hite, S.A. (2016). *Intentional and Targeted Teaching: A Framework for Teacher Growth and Leadership*. Alexandria: ASCD.

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