

## **Charlotte Danielson**

### *The Framework for Teaching: its Roots, Research and Applications*

The Framework for Teaching has a long provenance of research and application, in both the United States and around the world. It was an outgrowth of a project conceived and implemented by Educational Testing Service as part of its comprehensive program to enable individual states to license beginning teachers based on their mastery of content and pedagogical knowledge, and skill in teaching, known as the Praxis Series. I was a central member of the design team that developed Praxis III (a system of observation of first year teachers by trained and certified assessors), and designed the training program for observers.

The Framework for Teaching, grounded in the ETS research and influenced by the then newly-developed standards and assessment protocols by the National Board for Professional Teaching Standards, was first published by ASCD in 1996. It was intended to apply to all teachers, and to chart the continuum of their development from novice practitioners to expert professionals.

Since 1996, the FFT has experienced considerable evolution, as it has found wide acceptance in many aspects of the training and development of teachers: teacher preparation, recruitment and hiring, mentoring and induction, professional development, and teacher evaluation. This evolution has inspired revisions to explore applications to educators who work in schools but in different capacities (school nurses, librarians, counsellors, etc), tighten the language of the rubrics, write rubrics at the component rather than the element level, and write “critical attributes” for each level of performance for each component. All of these revisions have contributed to the FFT’s wide acceptance by states and school districts for their efforts in both professional development and teacher evaluation and to the work of universities in how they prepare teachers.

This evolution will, no doubt, continue: current efforts include implications for teachers of special needs students, and discipline-specific versions of the Framework for Teaching.