

### Helpful Quotes from Charlotte Danielson

Charlotte Danielson is a former economist and an internationally-recognized expert in the area of teacher effectiveness, specializing in the design of teacher evaluation systems that both ensure teacher quality and promote professional learning. She advises State Education Departments and National Ministries and Departments of Education, both in the US and overseas. She is best known as the author of a number of books including *Framework for Teaching*, published in 1996.

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“Current supervisory theory state that to be effective, supervisory practices must be regulated in large part by the teacher.” (177).

“A teacher makes hundreds of nontrivial decisions daily, from designing lessons, to responding to students’ questions, to meeting with parents. In other words, teaching is a thinking person’s job it is not simply a matter of following a script or carrying out other people’s instructional designs.” (2).

“An environment of high-stakes accountability only exacerbates teachers’ levels of stress.” (5).

“A comprehensive framework is useful in identifying the source of the difficulty and therefore in guiding improvement efforts. These conversations focus on means, not ends, and they are conducted in an environment of professional respect.” (12).

“The framework has no gotcha mentality behind it—an attribute that is particularly important if it is used for supervision.” (21).

“Decisions on the applicability of each element to a given situation must be made by those who are most familiar with that situation—again, teachers.” (21).

“When mentors, coaches, or supervisors observe colleagues’ classrooms, they must be aware of imposing their own preferences on what they see. The question is not “Has this teacher established a physical environment in the same way I would do it?” but rather Given the teacher’s situation—the age of the students and the nature of the school and the class—has this teacher successfully established a physical environment conducive to learning?” (22).

“Teaching involves such a complex set of skills that lessons are almost never perfect. The key to being an accomplished teacher is acquiring the skill to continually improve one’s practice; an important vehicle for this is reflection and conversation” (169).

“Everyone in the school or district must have access to sufficient training to ensure that administrators can make consistent judgments based on evidence of practice and that teachers understand the system well enough to demonstrate their skill.” (177).

“The post conference (or reflection conference) plays an important role in the observation process. The discussion enables the evaluator to gain access to the teacher’s thinking about the lesson, how it might have been done differently, and how it could have been improved. Indeed, many experienced users of the framework for teaching find the post observation conference to be the most valuable aspect of the entire observation process.” (178).

“Important characteristics of... an evaluation system [using the framework] are (1) teacher engagement with the process, (2) teacher reflection and conversation, and (3) trust.” (181).