Title of Project:
Using the Danielson Framework to Evaluate the Teachers of English
Language Learners in Washington State

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Project Summary:
Currently, all K-12 public-school teachers in Washington State are evaluated using one of three state-approved teacher evaluation rubrics. Fifty-three percent of the teachers in the state are evaluated using the "Charlotte Danielson Framework for Teaching" (FFT) (2011); however, there is scant research that addresses the appropriateness of using the FFT to evaluate the teaching of English language learners (ELLs). The purpose of this dissertation study is to examine the thoughts, beliefs, and experiences of Washington State teachers and administrators regarding the use of the FFT to evaluate teachers' practice, especially as it relates to the teaching of ELLs. This mixed-methods study will collect and analyze qualitative and quantitative data from three different sources: a textual analysis of the FFT, an online questionnaire in two versions, and a think-aloud protocol conducted with five administrators as they use the FFT to individually rate the same digitally-recorded lesson specifically designed for ELLs. The results of this research are expected to inform educators and policy makers on the appropriateness of using the FFT to evaluate the quality of teaching provided to ELLs in both English language development and mainstream classrooms. If the use of the FFT does not accurately measure quality ELL instruction, then it is possible that teachers, school districts, and teacher education programs will not be held accountable for meeting the language and content needs of ELLs in K-12 settings in Washington State and elsewhere. Therefore, it is proposed that this study addresses the TIRF priority of language planning and policy.