

## **Danielson Framework for Teaching Evaluation for Teacher Candidates in Residency I (Level 2) and Residency II (Level III) Clinical Placements**

### **Data Analysis**

The Danielson Framework for Teaching evaluation is used during Residency I (Level II) and Residency II (Level III) clinical placements to assess teacher candidates' instructional planning, classroom environment, instructional practice, and professional responsibilities. These evaluations provide evidence of candidates' developing competence in applying pedagogical knowledge, engaging students in learning, and demonstrating professional responsibilities within authentic P–12 classroom settings. Results indicate that teacher candidates demonstrate progressive growth in instructional practice between Residency I and Residency II, with mean scores increasing across nearly all Danielson components. Across all majors, the average scores for Residency I ranged from 3.20 to 3.57, while Residency II scores ranged from 3.40 to 3.68, indicating that candidates generally performed at the proficient level of practice by the end of Residency II. The consistent increase in scores across clinical levels suggests that candidates are able to build on their clinical experiences and refine instructional practices as they progress through the teacher education programs.

Within Domain 1: Planning and Preparation, candidates demonstrated strong performance in applying knowledge of content and pedagogy and in planning coherent instruction. Across all majors, Applying Knowledge of Content and Pedagogy increased from (m=3.36) in Residency I to (m=3.51) in Residency II, while Planning Coherent Instruction increased from (m=3.41) to (m=3.49). Scores for Designing and Analyzing Assessments increased from (m=3.20) to (m=3.42), indicating that candidates demonstrated improved ability to design assessments aligned with instructional goals as they progressed through clinical experiences. In Domain 2: Classroom Environment, candidates consistently demonstrated strong performance in establishing respectful classroom environments and promoting a culture for learning. Scores for Cultivating Respectful and Affirming Environments increased slightly from (m=3.57) to (m=3.60), while Fostering a Culture for Learning increased from (m=3.48) to (m=3.61). These results suggest that candidates were able to create supportive and productive classroom environments and maintain positive student behavior throughout their clinical placements.

Within Domain 3: Instruction, candidates demonstrated steady growth in several instructional practices. Engaging Students in Learning increased from (m=3.30) in Residency I to (m=3.49) in Residency II, and Using Assessment for Learning increased from (m=3.23) to (m=3.45). Similarly, Communicating About Purpose and Content increased from (m=3.31) to (m=3.45), indicating that candidates improved their ability to clearly communicate instructional goals and engage students in meaningful learning activities. These results suggest that as candidates gain experience in classroom instruction, they become more effective in facilitating learning

and using assessment to inform instruction. In Domain 4: Professional Responsibilities, candidates demonstrated increased capacity for reflective practice and professional engagement. Scores for Engaging in Reflective Practice increased from (m=3.37) to (m=3.54), while Acting in Service of Students increased from (m=3.33) to (m=3.53). Candidates also demonstrated growth in Engaging Families and Communities, which increased from (m=3.23) to (m=3.48), suggesting improved awareness of the importance of collaboration with families and the broader school community.

When examined by program area, candidates across Elementary Education, Master of Arts in Teaching, and secondary content areas demonstrated consistent performance patterns, with Residency II scores typically exceeding those observed during Residency I. Secondary education candidates across disciplines such as English, Social Studies, and Art also demonstrated proficiency across most components of the Danielson Framework, with mean scores generally above 3.0, indicating competent instructional performance during clinical practice. While some programs included smaller sample sizes, the overall pattern of growth from Residency I to Residency II remained consistent across program areas.

Overall, results from the Danielson Framework evaluations indicate that teacher candidates demonstrate consistent growth in instructional practice, classroom management, and professional responsibilities as they progress through their clinical experiences. By the conclusion of Residency II, candidates across Marshall University’s teacher education programs demonstrate performance levels that align with proficient teaching practice, particularly in areas related to classroom environment, student engagement, and reflective professional practice. These findings provide evidence that the clinical experiences embedded within the teacher education programs effectively support candidate development and readiness for professional practice in P–12 classrooms.

Figure 1: Danielson Framework Evaluation by Degree Program

	<b>ELEM RES 1</b>	<b>ELEM RES 2</b>	<b>ECE RES 1</b>	<b>ECE RES 2</b>	<b>MAT LEVEL 2</b>	<b>MAT LEVEL 3</b>
	n=58	n=68	n=0	n=3	n=5	n=5
1a Applying Knowledge of Content & Pedagogy	3.30	3.60	0	4.00	3.20	4.00
1b Knowing & Valuing Students	3.52	3.74	0	4.00	3.20	3.80
1c Setting Instructional Outcomes	3.29	3.53	0	4.00	3.40	3.60
1d Using Resources Effectively	3.30	3.57	0	4.00	3.40	3.80
1e Planning Coherent	3.38	3.59	0	4.00	3.20	3.60

1f Designing & Analyzing Assessments	3.11	3.46	0	4.00	3.20	3.80
2a Cultivating Respectful & Affirming Environments	3.46	3.69	0	4.00	3.40	3.60
2b Fostering a Culture for Learning	3.41	3.69	0	4.00	3.20	3.80
2c Maintaining Purposeful Environments	3.34	3.61	0	4.00	3.40	3.60
2d Supporting Positive Student Behavior	3.41	3.59	0	4.00	3.40	3.60
2e Organizing Spaces for Learning	3.34	3.60	0	4.00	3.40	3.75
3a Communicating About Purpose & Content	3.25	3.49	0	4.00	3.20	3.80
3b Using Questioning and Discussion Techniques	3.27	3.50	0	4.00	3.40	3.60
3c Engaging Students in Learning	3.21	3.51	0	4.00	3.20	4.00
3d Using Assessment for Learning	3.11	3.50	0	4.00	3.40	3.60
3e Responding Flexibly to Student Needs	3.29	3.56	0	4.00	3.40	3.60
4a Engaging in Reflective Practice	3.30	3.59	0	4.00	3.20	3.60
4b Documenting Student Progress	3.18	3.46	0	4.00	3.40	3.80
4c Engaging Families and Communities	3.20	3.63	0	4.00	3.20	4.00
4d Contributing to School Community & Culture	3.13	3.50	0	4.00	3.25	3.60
4e Growing & Developing Professionally	3.20	3.50	0	4.00	3.50	3.60
4f Acting in Service of Students	3.25	3.62	0	4.00	3.00	3.40

Figure 2: Danielson Framework Evaluation by Secondary Education

	ART RES 1	ART RES 2	ENG RES 1	ENG RES 2	BIO RES 1	BIO RES 2	MUS RES 1	MUS RES 2	MATH RES 1	MATH RES 2	SS RES 1	SS RES 2	WELL RES 1	WELL RES 2
	n=4	n=4	n=11	n=18	n=2	n=2	n=2	n=1	n=4	n=0	n=15	n=18	n=5	n=1
1a Applying Knowledge of Content & Pedagogy	3.75	3.50	3.64	3.11	4.00	3.50	3.50	4.00	3.00	0	3.33	3.33	3.20	4.00

1b Knowing & Valuing Students	4.00	3.75	3.64	3.17	4.00	3.50	4.00	4.00	3.75	0	3.53	3.89	3.40	4.00
1c Setting Instructional Outcomes	3.75	3.50	3.55	2.94	3.00	3.50	3.50	3.00	3.00	0	3.47	3.39	3.20	4.00
1d Using Resources Effectively	3.75	3.50	3.55	3.11	3.50	4.00	3.50	4.00	3.25	0	3.53	3.61	3.20	3.00
1e Planning Coherent	4.00	3.25	3.55	3.00	3.00	3.50	3.50	4.00	3.25	0	3.53	3.50	3.20	4.00
1f Designing & Analyzing Assessments	3.00	3.25	3.45	3.11	3.50	3.50	3.50	4.00	3.00	0	3.40	3.44	3.20	3.00
2a Cultivating Respectful & Affirming Environments	4.00	3.50	3.64	3.11	4.00	3.50	4.00	4.00	3.50	0	3.73	3.67	3.60	4.00
2b Fostering a Culture for Learning	3.50	3.50	3.73	3.11	3.00	3.50	3.50	4.00	3.50	0	3.71	3.72	3.40	4.00
2c Maintaining Purposeful Environments	3.25	3.50	3.45	2.89	3.00	3.00	3.50	3.00	3.00	0	3.71	3.56	3.20	4.00
2d Supporting Positive Student Behavior	3.75	3.75	3.55	3.22	3.00	3.50	3.50	3.00	3.75	0	3.60	3.56	3.40	3.00
2e Organizing Spaces for Learning	4.00	3.25	3.55	3.06	3.50	3.50	3.50	4.00	3.33	0	3.64	3.44	3.20	4.00

3a Communicating About Purpose & Content	3.25	3.50	3.55	2.94	3.00	3.50	3.50	4.00	3.25	0	3.47	3.61	3.20	4.00
3b Using Questioning and Discussion Techniques	3.50	3.25	3.45	3.00	3.00	3.50	3.50	4.00	3.25	0	3.47	3.44	3.20	4.00
3c Engaging Students in Learning	3.50	3.50	3.45	3.11	3.50	3.50	3.50	4.00	3.25	0	3.47	3.50	3.20	4.00
3d Using Assessment for Learning	3.00	3.00	3.45	3.06	3.00	3.50	3.50	4.00	3.25	0	3.47	3.56	3.25	4.00
3e Responding Flexibly to Student Needs	3.25	3.50	3.64	3.11	3.50	3.50	3.50	4.00	3.75	0	3.60	3.56	3.40	4.00
4a Engaging in Reflective Practice	3.25	3.50	3.55	3.17	4.00	3.50	3.50	4.00	3.25	0	3.53	3.61	3.20	4.00
4b Documenting Student Progress	3.00	3.25	3.55	2.94	3.00	3.50	3.50	4.00	3.00	0	3.57	3.56	3.20	3.00
4c Engaging Families and Communities	2.75	3.25	3.56	3.00	3.00	2.50	3.50	4.00	2.33	0	3.55	3.41	3.25	4.00
4d Contributing to School Community & Culture	3.00	3.25	3.44	2.94	3.00	3.00	3.50	4.00	3.25	0	3.75	3.50	3.25	4.00

4e Growing & Developing Professionally	3.25	3.25	3.45	3.00	3.00	3.50	3.50	4.00	3.33	0	3.54	3.67	3.60	4.00
4f Acting in Service of Students	3.25	3.50	3.36	3.00	3.50	3.50	3.50	4.00	3.33	0	3.67	3.78	3.40	4.00

Figure 3: Danielson Framework Evaluations by All Majors

	Residency I / Level II (n=104)	Residency II / Level III (n=119)
1a Applying Knowledge of Content & Pedagogy	3.36	3.51
1b Knowing & Valuing Students	3.56	3.68
1c Setting Instructional Outcomes	3.35	3.43
1d Using Resources Effectively	3.38	3.53
1e Planning Coherent	3.41	3.49
1f Designing & Analyzing Assessments	3.20	3.42
2a Cultivating Respectful & Affirming Environments	3.57	3.60
2b Fostering a Culture for Learning	3.48	3.61
2c Maintaining Purposeful Environments	3.38	3.47
2d Supporting Positive Student Behavior	3.47	3.53
2e Organizing Spaces for Learning	3.43	3.50
3a Communicating About Purpose & Content	3.31	3.45
3b Using Questioning and Discussion Techniques	3.33	3.43
3c Engaging Students in Learning	3.30	3.49
3d Using Assessment for Learning	3.23	3.45
3e Responding Flexibly to Student Needs	3.40	3.50
4a Engaging in Reflective Practice	3.37	3.54
4b Documenting Student Progress	3.27	3.40
4c Engaging Families and Communities	3.23	3.48

4d Contributing to School Community & Culture	3.25	3.40
4e Growing & Developing Professionally	3.31	3.45
4f Acting in Service of Students	3.33	3.53