

Research Frameworks

“Research Framework” means a conceptual approach to research that results in identification of preferred methods and strategies for student learning and faculty development. Research frameworks serve as a map to guide educators to research findings that align with a preferred approach to student achievement and faculty development issues, defining purposes for action research at the school site, focusing literature reviews, improving methodology, data collection and analysis.

Evaluation systems used in Florida public school districts for instructional and school leader evaluations are aligned with district-selected research framework(s).

Pre-approved Frameworks

Frameworks that are pre-approved for use in Florida public school district evaluation systems are listed below. These frameworks have been reviewed by the Florida Department of Education and Race to the Top national consultants to establish that these frameworks:

- Are aligned with the Florida Educator Accomplished Practices (FEAPs), Rule 6A-5.065, F.A.C., or the Florida Principal Leadership Standards (FPLS), Rule 6A-5.080, F.A.C., as appropriate.
- Reflect contemporary research as defined in Florida’s Common Language of Instruction (found on www.fldoe.org/profdev/pa.asp and www.floridaschoolleaders.org).
- Reflect research that is aligned with the purpose of the Student Success Act (Section 1012.34 (a), F.S.): “For the purpose of increasing student learning growth by improving the quality of instructional, administrative, and supervisory services in the public schools of the state.”

Approved frameworks are listed below. If a district employs a framework not listed below, the district shall submit evidence that the framework is based on contemporary research and is aligned with the Student Success Act and the FEAPs or FPLS, as appropriate. A crosswalk may be used to convey the alignment.

Pre-Approved Frameworks: Instructional Evaluation

1. Behavioral Framework: Based on research and meta-analyses by Dr. Robert Marzano, Dr. John Hattie, and other research findings that identify instructional strategies or behaviors that, done correctly and in appropriate circumstances, have a positive probability of improving student learning.
2. Constructivist Framework: Based on research and meta-analyses by Dr. Charlotte Danielson, Dr. Albert Miller, and other research findings that focus on principles and methods of instruction designed to generate knowledge and meaning from an interaction between their experiences and their ideas.
3. Comprehensive Framework: Based on a merger of both Behavioral and Constructivist insights into quality instruction. Relies on Behavioral Framework strategies to establish a core repertoire of teaching competencies (see State Model for Classroom Teacher Evaluation System Domain 1) and Constructivist methods for planning instructional

units, collegial work on adapting core strategies to local conditions, and deliberate practice work for deepening expertise.

Pre-Approved Framework: Leadership Evaluation

1. A Multi-Dimensional Framework: Based on research and meta-analyses by Dr. Douglas Reeves, Dr. John Hattie, Dr. Vivian Robinson, and other research findings that identify school leadership strategies or behaviors that, done correctly and in appropriate circumstances, have a positive probability of improving student learning and faculty proficiency on instructional strategies that positively impact student learning.

REFERENCE LISTS

Illustrative reference lists of works associated with the pre-approved frameworks are provided below. Districts may expand or revise references used in the district as appropriate to district needs.

BEHAVIORAL FRAMEWORK: Illustrative references

- Hattie, J. (2009). *Visible learning: A synthesis of over 800 meta-analyses relating to achievement*. New York: Routledge.
- Haystead, M. W. & Marzano, R.J. (2010). *Final Report: A second year evaluation study of Promethean activClassroom*. Englewood, CO: Marzano Research Laboratory (marzanoresearch.com).
- Haystead, M. W. & Marzano, R.J. (2010). *Meta-analytic synthesis of studies conducted at Marzano Research Laboratory on instructional strategies*. Englewood, CO: Marzano Research Laboratory (marzanoresearch.com).
- Marzano, R.J. (2003). *What works in schools*. Alexandria, VA: ASCD.
- Marzano, R. J. (2006). *Classroom assessment and grading that work*. Alexandria, VA: ASCD.
- Marzano, R.J. (2007). *The art and science of teaching*. Alexandria, VA: ASCD.
- Marzano, R. J. (2007). *The art and science of teaching: A comprehensive framework for effective instruction*. Alexandria, VA: Association for Supervision and Curriculum Development.

CONSTRUCTIVIST FRAMEWORK: Illustrative references

- Danielson, C. (1996). *Enhancing professional practice: A framework for teaching*. Alexandria, VA: ASCD.
- Danielson, C. (2008). *The handbook for enhancing professional practice: Using the framework for teaching in your school*. Alexandria, VA: ASCD.
- Shulman, L. S. (2004). *The wisdom of practice: Essays on teaching, learning, and learning to teach*. San Francisco: Jossey-Bass.

COMPREHENSIVE FRAMEWORK: Illustrative references

Both Behavioral and Constructivist resources are appropriate.

MULTI-DIMENSIONAL LEADERSHIP FRAMEWORK: Illustrative references

- Reeves, D. (2009). *Assessing educational leaders: Evaluating performance for improved individual and organizational results*. Thousand Oaks, CA: Corwin Press.
- Hattie, J. (2009). *Visible learning: A synthesis of over 800 meta-analyses relating to achievement*. New York: Routledge.
- Horng, E., Klasik, D., & Loeb, S. (2010). *Principal's time use and school effectiveness*. Stanford University.
- Kouzes, J. M., & Posner, B. Z. (2010). *The truth about leadership*. San Francisco, CA: Jossey-Bass.
- Louis, K. S., Leithwood, K., Wahlstrom, K. L., & Anderson, S. E. (2010). *Investigating the links to improved student learning*. The Wallace Foundation.
- Robinson, V. M. J. (2011). *Student-centered leadership*. San Francisco, CA: Jossey-Bass.