## Original Paper

# Assessment of EFL Pre-service Teachers' Teaching Performance: Analysis of Classroom Videos Using the Danielson Framework for Teaching Evaluation Instrument

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*Abstract*

*This study reports the results of the assessment of 84 EFL pre-service teachers' teaching performance who completed a year-long practicum. The participants were videotaped during teaching for a total of ten times. All teaching videos were rated with the Danielson framework for teaching evaluation instrument, 2013 edition which consists of four domains and 22 components with four levels of performance for each component which includes unsatisfactory, basic, proficient, and distinguished. Three domains (planning and preparation, classroom environment, and instruction) including 16 components were used in this study. Analyzing data through a quantitative method found that the highest percentage of all teachers were rated basic, the lowest percentage of all teachers were rated distinguished. Interpretations of findings focus on unsatisfactory level are discussed in order to enhance the quality of teacher preparation programs.*

*Keywords*

*teaching performance assessment, video analysis, Danielson framework for teaching evaluation instrument*

## 1. Introduction

Teacher evaluation is a formalized process used to rate teacher performance using instruments that define, assess, develop, and incentivize effective teaching (Maria del Carmen & Lerner, 2019).There is growing interest among educators and evaluators in constructing other forms of assessment that better reflect the complexity of teaching and can provide valid data about competence while helping teachers improve the ability of their work with children. Some contexts for assessment are not present in daily

classroom life, however, the contexts for the tasks undertaken do require the integration and use of knowledge and skills as they are employed in practice. Assessment tasks include actual examples of the work of teaching such as videotapes of teaching, and assessments of student learning (Darling-Hammond & Snyder, 2000). Effective teaching assessment should include classroom observations and examination of the other classroom evidence (e.g., lesson plans, students assignments, and work samples) using a standards-based instrument that examines planning, instruction, the learning environment, and student assessment (Darling-Hammond, 2014).

The rapidly growing use of video in teacher education is because of technology advances. The equipment needed recording teacher instruction can easily be found at hand. Most teacher candidates are familiar with using digital cameras or cell phones to capture their real-time teaching. Electronic files of recorded video can be stored on one's cell phone and can be transferred to different devices as well. Moreover, video file can be uploaded to Internet-based data storage or web servers and be downloaded to any device anytime and anyplace (Hong & Riper, 2017). Literacy teacher educators could do more to take advantage of the affordances of using video to work more explicitly toward goals of helping pre-service teachers develop teaching practices. Pre-service teachers need explicit guidance in what to observe for and more focused discussion regarding their developing knowledge and beliefs about student diversity (Rosaen, 2015). A pedagogy of video reflection includes not only the use of video for reflection, but intentional pedagogical choices that support teachers' use of video as a tool to mediate deeper understandings, questions, observations, and assessment of teaching through the use of video (Tripp & Rich, 2012; Mcvee, Shanahan, Pearso, & Rinker, 2015). Video recording enables pre-service teachers to capture the complex nature of the teaching practice that occurs in a classroom. The use of video within pre-service teacher education has been incorporated into the practicum lessons delivered at cooperative schools (Akcan, 2010; Siry & Martin, 2014).

Practicum is an important part of professional development. It is a program that connects theory and practice. Significant to this practicum element of teacher education is the support of pre-service teachers and promotion of ongoing reflective practice. Innovative ways such as the reflective use of digital media including videos, figures and social medias have been suggested as ways to bridge the gap between theory and practice and provide the opportunity to observe and interact in real-life classrooms (Lemon, 2014). Accordingly, in Thailand, the entire year-long practicum is conducted at the end of the teacher education program (OECD, 2016). In line with this strategy, there is growing research exploring the effects of internships on pre-service teachers' teaching competencies (e.g., Abhakorn, 2018; Faikhamta & Clarke, 2018; Chailom, 2019). Nevertheless, most studies focus on pre-service teachers' beliefs, attitudes, motivational variables, and perceived competency development which mainly is based on self-reports. Classroom observations are not frequently used to measure the pre-service teachers' performance during internship. Particularly, in English education, there is a lack of research regarding the effects of internship on EFL pre-service teachers' actual teaching performance. To contribute to a closure of the research gap in the effects of internship on pre-service teachers'

teaching performance in EFL classrooms, the researcher conducted a video-based analysis using the Danielson framework for teaching evaluation instrument, 2013 edition. Danielson developed the framework for teaching evaluation Instrument in 2011 and further enhanced it in 2013 to facilitate evaluations, and consequently has enhanced the language of her original framework throughout to be as clear as possible (Danielson, 2013).

Danielson developed a teacher evaluation system, the framework for teaching, to provide the vehicle for teacher growth and development by providing opportunities for professional conversation around agreed-on standards of practice. The problem, Danielson states, is that current evaluation systems carry little consistency or clear definition regarding how certain evaluative terms are used. Current evaluation models also fail to include conversations about improving teaching practices. Instead, evaluators identify what teachers are doing wrong in a judgmental manner instead of focusing on how to improve instruction. The Danielson framework for teacher effectiveness evaluation uses a rubric format to evaluate teacher performance –much like a teacher would use in class for student assignments. Evaluators can use the Danielson framework to assess teachers' performance, and teachers can use this framework for reflection and self-assessment (Danielson, 2011).

This study aimed to assess EFL pre-service teachers' teaching performance during their one-year internship. To measure teaching performance, the researcher analyzed the teaching videos using the criteria based on the Danielson framework for teaching evaluation instrument, 2013edition.The framework is divided into 4 domains and 22 components including four levels of performance—unsatisfactory, basic, proficient, and distinguished—for each of its 22 components. In this study the researcher used three domains including 16 components which were domain 1: planning and preparation (6 components), domain 2: classroom environment and domain (5 components), and domain 3: instruction (5 components). The findings in this study have the potential to help refine the design of teacher preparation programs.

## 2. Method

### 2.1 Participants

The participants in this study were 84 EFL pre-service teachers enrolled in practicum courses. All of them were placed in their cooperating schools organized by the faculty to take their practicum in the final year of the program.

### 2.2 Data Collection and Data Analysis

All participants developed a lesson plan every month for ten months. The EFL pre-service teachers were required to implement the lesson plans they developed. As a result, each EFL pre-service teacher had ten videos accompanied by ten lesson plans. The setting for assessment was done online–the participants submitted videos and lesson plans by uploading them to a web board every month. All videos and lesson plans were rated by two raters using the criteria based on the Danielson framework for teaching evaluation instrument, 2013 edition. In this study the researcher used three domains. Each

domain comprised of5 or 6 components, for a total of 16 components. There were four levels of performance for each component—unsatisfactory, basic, proficient, and distinguished. The three domain ratings were analyzed by using percentages across all 16 components.

## 3. Findings

To assess the lesson plans and teaching videos, data were analyzed using the Danielson framework for teaching evaluation instrument edition 2013. The description of the data is presented in the tables below.

**Table 1. Percentage of EFL Pre-service Teachers by Rating for Each Component in Domain 1, Planning and Preparation**

| Components | Unsatisfactory | Basic | Proficient | Distinguished |
|---|---|---|---|---|
| 1a Demonstrating knowledge of content and pedagogy | (N=2) 2.38% | (N=38) 45.22% | (N=33) 39.27% | (N=11) 13.09% |
| 1b Demonstrating knowledge of students | (N=9) 10.71% | (N=64) 76.16% | (N=7) 8.33 % | (N=4) 4.76 % |
| 1c Setting instructional outcomes | (N=2) 2.38% | (N=28) 33.32% | (N=49) 58.31% | (N=5) 5.95% |
| 1d Demonstrating knowledge of resources | (N=1) 1.19% | (N=21) 24.99% | (N=56) 66.64% | (N=6) 7.14% |
| 1e Designing coherent instruction | (N=5) 5.95% | (N=44) 52.36% | (N=32) 38.08% | (N=3) 3.57% |
| 1f Designing student assessments | (N=6) 7.14% | (N=48) 57.12% | (N=26) 30.94% | (N=4) 4.76% |

*Note*. N=84

Table 1 indicates that the highest percentage of all EFL pre-service teachers (64 teachers or 76.16%) were rated basic in component 1b, demonstrating knowledge of students. The lowest percentage of all EFL pre-service teachers (1 teacher or 1.19%) was rated unsatisfactory in component 1d, demonstrating knowledge of resources.

**Table 2. Percentage of EFL Pre-service Teachers by Rating for Each Component in Domain 2, Classroom Environment**

| Components | Unsatisfactory | Basic | Proficient | Distinguished |
|---|---|---|---|---|
| 2a Creating an environment of respect and rapport | (N=8) 9.52% | (N=46) 54.74% | (N=26) 30.94% | (N=4) 4.76% |
| 2b Establishing a culture for learning | (N=12) 14.28% | (N=62) 73.78% | (N=7) 8.33% | (N=3) 3.57% |
| 2c Managing classroom procedures | (N=18) 21.42% | (N=49) 58.31% | (N=15) 17.85% | (N=2) 2.38% |
| 2d Managing student behaviour | (N=13) 15.47% | (N=45) 53.55% | (N=22) 26.18% | (N=4) 4.76% |
| 2e Organizing physical space | (N=4) 4.76% | (N=32) 38.08% | (N=36) 42.84% | (N=12)14.28% |

*Note*. N=84

Table 2 indicates that the highest percentage of all EFL pre-service teachers (62 teachers or 73.78%) were rated basic in component 2b, establishing a culture for learning. The lowest percentage of all EFL pre-service teachers (2 teachers or 2.38%) were rated distinguished in component 2c, managing classroom procedures.

**Table 3. Percentage of EFL Pre-service Teachers by Rating for Each Component in Domain 3, Instruction**

| Components | Unsatisfactory | Basic | Proficient | Distinguished |
|---|---|---|---|---|
| 3a Communicating with students | (N=5) 5.95% | (N=52) 61.88% | (N=22) 26.18% | (N=5) 5.95% |
| 3b Using questioning and discussion techniques | (N=14) 16.66% | (N=61) 72.59% | (N=6) 7.14% | (N=3) 3.57% |
| 3c Engaging students in learning | (N=7) 8.33% | (N=51) 60.69% | (N=24) 28.56% | (N=2) 2.38% |
| 3d Using assessment in instruction | (N=17) 20.23% | (N=55) 65.45% | (N=8) 9.52% | (N=4) 4.76% |
| 3e Demonstrating flexibility and responsiveness | (N=18) 21.42% | (N=61) 72.59% | (N=4) 4.76% | (N=1) 1.19% |

*Note*. N=84

Table 3 indicates that the highest percentage of all EFL pre-service teachers (61 teachers or 72.59%) were rated basic in component 3b, using questioning and discussion techniques and component 3e, demonstrating flexibility and responsiveness. The lowest percentage of all EFL pre-service teachers (1 teacher or 1.19%) was rated distinguished in component 3e, demonstrating flexibility and responsiveness.

## 4. Conclusion and Discussion

For all but three components, basic was the highest rating, received by 54.74-76.16% of 84 EFL pre-service teachers. The three exceptions were component 2e, organizing physical space, received by 38.08%, component 1c, setting instructional outcomes, received by 33.32% and component 1d, demonstrating knowledge of resources, received by 24.99%. Teachers that were rated unsatisfactory ranged from 1.9% to 21.42% of the 84 EFL pre-service teachers, the highest was 21.42% in 3e, demonstrating flexibility and responsiveness, and the lowest was 1.19% in 1d, demonstrating knowledge of resources. Next, 4.76% to 66.64% of the 84 EFL pre-service teachers were rated proficient, the highest was 66.64% in1d, demonstrating knowledge of resources, and the lowest was 4.76% in 3e, demonstrating flexibility and responsiveness. Finally, 1.19% to 14.28% of 84 EFL pre-service teachers were rated distinguished, the highest was 14% in 2e organizing physical space, and the lowest was 4% in 3e, demonstrating flexibility and responsiveness.

In reviewing Table 2, it is evident that the highest percentage of unsatisfactory ratings was 21.42% in

2c, managing classroom procedures. A smoothly functioning classroom is required as a prior condition for good instruction. Managing classroom procedures can be described as establishing and monitoring routines and procedures for the smooth operation of the classroom and the efficient use of time. Indicators of a well-managed classroom are that instructional groups are used effectively, and transitions between activities and management of materials and supplies are skilfully done to maintain momentum and maximize instructional time (Danielson, 2013). The research on pre-service teachers' competence in classroom management indicates that it is not only an ongoing concern to them, but that if these pre-service teachers do not master the required skills in managing classroom learning, then problems certainly escalate, leading to even more serious consequences (Pereira & Gates, 2013; Korkut, 2017). An implication of these findings for program planners and instructors, it might be suggested that pre-internship courses such as classroom management, micro teaching and field experience are needed to be added in the teacher preparation program so that the teacher candidates have the chance to improve classroom management skills in both simulation context and in the real classrooms. Each course has an instructional coordinator to ensure that all instructors teaching its sections will emphasize with all pre-interns the unit classroom management. Regular meetings with all instructors of each course will be held in order to highlight the areas requiring attention, and to share among the instructional team the strategies and materials that will support the strengths and enhance the weaknesses that have been identified in interns' planning and teaching.

The values shown in table 3 indicate that 18 of 84 EFL pre-service teachers received an overall performance evaluation rating of unsatisfactory, representing 21.42% of the teachers in 3e, demonstrating flexibility and responsiveness. According to Danielson (2013), flexibility and responsiveness refer to the teacher's skill in making adjustments in a lesson to respond to changing conditions. When a lesson is well planned, there may be no need for changes during the lesson itself. However, even the most skilled, and best prepared, teachers will occasionally find either that a lesson is not proceeding as they would like or that a teachable moment has presented itself (p. 56). The present study shows that the rankings among the16 components suggested that there is room for improvement. University faculty and program planners should provide diverse field experiences for pre-service teachers to practice using teachable moments in the classroom (Knight, Lloyd, Arbaugh, Gamson, McDonald, Nolan, & Whitney, 2015). Flexibility and responsiveness are qualities that teachers exude every day in the classroom. Experienced teachers understand that students come into the classroom in various moods. For example, if a class arrives chatty with high energy, the teacher could add some learning activities that involve talking and movement. However, for pre-service teachers, they might not be able to demonstrate flexibility and responsiveness without coaching and mentoring. Research has demonstrated that pre-service teachers can and do adjust their teaching practices when they receive constructive feedback from mentors about their skills, teaching performance and approach to pedagogic decisions (Stahl, Sharplin, & Kehrwald, 2016). An implication of this finding for the practicum organizers, program planners and instructors is that we need to provide pre-service teachers before

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practicum with diverse field experiences. Furthermore, program planners and faculty should develop ongoing partnerships between schools and universities and emphasize the mentoring and coaching that pre-service teachers learn to teach alongside an experienced, trained, and compensated mentor during a yearlong internship.

One of interesting ideas, introduced by Darling-Hammond (2006, 2014) for enhancing teacher preparation programs is clinical preparation. The clinical preparation focuses on tight coherence and integration among courses and between course work and clinical work in schools, extensive and intensely supervised clinical work integrated with course work using pedagogies linking theory and practice, and closer, proactive relationships with schools that serve diverse learners effectively and develop and model good teaching. Courses are designed to intersect with each other, and they are tightly interwoven with the advisement process and students' work in schools.

In addition, as shown in Table 3, 17 of the 84 EFL pre-service teachers received an overall performance evaluation rating of unsatisfactory, representing 20.23% in 3d, using assessment in instruction. As we all know, classroom assessment is one of importance and are basic competencies for the teaching profession and that pre-service teachers should learn the theory from the university and practice in the school during practicum. According to Danielson (2013), using assessment in instruction includes the teacher's skill in assessment of learning and skill in assessment for learning. The skill in assessment of learning refers to the ability in establishing assessment criteria. The skill in assessment for learning refers to the ability of monitoring student learning and providing feedback to students. An implication of this finding for the practicum organizers, program planners and instructors is that we need to provide more learning experiences for interns to develop their competencies in student assessment. The practicum organizers, and program planners need to consider enacting the following changes in methods of coursework: (1) a compulsory course on assessment/evaluation, and (2) requiring instructors in all of methods courses to ensure that they integrate evaluation and assessment component in their courses. More importantly, the instructors in field experience courses should allow teacher-candidates to practice assessment in the school context, so that they will have a fundamental grasp of the skills before they begin the practicum. Thus, by incorporating all of these elements in a pre-service program the researcher believes that the evaluation-ratings for teacher-interns in 3d, using assessment in instruction component will improve, thereby enhancing their overall teaching performance.

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