

Keeping in mind the element of Component 1a you discussed, browse the idea bank of next steps below:

What could be some next steps that might support the teacher?

What might be some other next steps to consider?

<b>1a Instructional Next Steps Idea Bank<sup>1</sup></b>
<b>Knowledge of content and structure of the discipline</b>
<ul style="list-style-type: none"><li>• Research the important concepts of the discipline using resources (e.g., the Educator Resources on the NYCDOE Academics pages for Arts, ELA, Mathematics, Science, Social Studies; Common Core Library; Common Core Roundup; professional organizations).</li><li>• Collaboratively plan with a colleague who has strong content knowledge.</li><li>• Relate concepts within the discipline to one another.</li><li>• Identify in unit or lesson plans the important concepts of the discipline and relate those concepts across disciplines.</li><li>• Plan multiple, clear explanations of the content to share verbally and in writing with students.</li><li>• Prepare answers to questions accurately with multiple explanations.</li></ul>
<b>Knowledge of prerequisite relationships</b>
<ul style="list-style-type: none"><li>• Plan instruction that scaffolds skills and concepts to build student understanding.</li><li>• Plan learning experiences that build on prior understanding of the skills and concepts for individual students.</li><li>• Relate skills and concepts of the discipline to other skills and concepts within the discipline to help students make connections.</li><li>• Design questions that build on students' background in the content area.</li><li>• Design questions to uncover and address gaps in student understanding.</li></ul>
<b>Knowledge of content-related pedagogy</b>
<ul style="list-style-type: none"><li>• Select multiple strategies that strongly align with the concepts being taught and engage all students in the content.</li><li>• Plan multiple strategies within a lesson to meet the learning needs of all students.</li><li>• Anticipate student misconceptions and address them in planning the lesson (e.g., plan probing questions that will ask students to examine and correct potential misconceptions).</li></ul>

Discuss together:

What strategy might you incorporate in your practice? Does this bank of ideas spark other strategies you might try?

How might the outcomes in student learning be different as a result of that strategy?

When might you incorporate this strategy? How will you monitor progress and analyze the success of this strategy?

What resources might you need? Who could you reach out to for this support?

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Keeping in mind the element of Component 1e you discussed, browse the idea bank of next steps below:

What are some next steps that could support the teacher?

In considering these next steps, what might be some additional next steps to share?

<b>1e Instructional Next Steps Idea Bank<sup>1</sup></b>
<b>Learning activities</b>
<ul style="list-style-type: none"><li>• Ensure that units and lessons align to outcomes that reflect important concepts of the content.</li><li>• Design activities that present students with opportunities for higher-level thinking.</li><li>• Design an instructional map that builds on students' prior knowledge and advances student learning.</li><li>• Design activities that permit student choice and offer opportunities for students to work with one another.</li><li>• Plan activities using Universal Design for Learning (UDL) principles and specially designed instruction.</li></ul>
<b>Instructional materials and resources</b>
<ul style="list-style-type: none"><li>• Identify a collection of materials and resources that align with the intended learning.</li><li>• Differentiate materials and resources so all students may access the instruction and experience success.</li><li>• Ensure that materials and resources are aligned with learning outcomes.</li></ul>
<b>Instructional groups</b>
<ul style="list-style-type: none"><li>• Ensure that grouping choices support the intended learning outcome of the lesson.</li><li>• Consider the different learning needs of the students when determining groups.</li><li>• Plan specific roles and responsibilities for all group members.</li></ul>
<b>Lesson and unit structure</b>
<ul style="list-style-type: none"><li>• Plan how each lesson fits into the larger learning goals of the unit.</li><li>• Plan lessons that connect and build upon each other.</li><li>• Structure learning activities to build upon one another in order to achieve the instructional outcomes.</li><li>• Plan units and lessons that allow ample time for students to engage in meaningful learning that ensures that every student achieves identified outcomes.</li></ul>

Discuss together:

What strategy might you incorporate in your practice? Does this bank of ideas spark other strategies you might try?

How might the outcomes in student learning be different as a result of that strategy?

When might you incorporate this strategy? How will you monitor progress and analyze the success of this strategy?

What resources might you need? Who could you reach out to for this support?

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Keeping in mind the element of Component 2a you discussed, browse the idea bank of next steps below:

What could be some next steps that might support the teacher?

What might be some other next steps to consider?

## 2a Instructional Next Steps Idea Bank<sup>1</sup>

### Teacher interaction with students

- Learn about how students feel about the class (e.g., feedback surveys, teacher-student conferences, exit tickets).
- Greet students by name as they enter the class.
- Communicate with families to learn more about students.
- Use “we” statements to make students feel part of the group.
- Use polite language in interactions with students and encourage students to do the same.
- Plan for and seek out ways to build respect and rapport with students.
- Purposefully teach students skills related to respecting one another (e.g., “Let’s look at Luis while he’s talking so he knows we’re listening to him”) and ask students to practice them.
- Normalize error so students feel comfortable taking risks and answering questions even when they are not completely sure of an answer.
- Message that intellect can grow over time with practice and hard work (e.g., “I like the way you tried all kinds of strategies on that math problem until you finally got it”).
- Communicate to students when you are impressed by their intellectual contribution.

### Student interactions with other students

Teacher creates a learning environment in which students do the following:

- Support each other’s learning and offer each other assistance through flexible grouping.
- Know each other’s names and use them in their conversations, through accountable talk sentence stems.
- Work well in a variety of group settings, through use of explicit protocols.
- Listen carefully and build on to one another’s ideas during a class discussion.
- Congratulate each other (e.g., high-fives, appropriate verbal comments) for a job well done.
- Correct each other in an appropriate manner when they see lack of evidence of respect for other students.

Discuss together:

What strategy might you incorporate in your practice? Does this bank of ideas spark other strategies you might try?

How might the outcomes in student learning be different as a result of that strategy?

When might you incorporate this strategy? How will you monitor progress and analyze the success of this strategy?

What resources might you need? Who could you reach out to for this support?

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Keeping in mind the element of Component 2d you discussed, browse the idea bank of next steps below:

What could be some next steps that might support the teacher?

What might be some other next steps to consider?

## 2d Instructional Next Steps Idea Bank<sup>1</sup>

### Expectations

- Post rules that are visible to all students and that are stated in a positive manner.
- Include students in creating the rules and revising them or choosing solutions when they are not working.
- Share standards of conduct with students' families.
- Explain and model expectations of classroom behavior for students.

### Monitoring of student behavior

- Circulate in various quadrants of the classroom to use proximity to affirm positive behavior and subtly redirect students as needed.
- Use eye contact and agreed-upon non-verbal signals to redirect students as needed.
- Use a public or private tracking system for student behavior (e.g., stop light or a star tracker).
- Work with individual students to devise a system for them to monitor their own behavior.
- Greet students at the door to gauge their moods and positively encourage them.

### Response to student misbehavior

- Verbally recognize the students who are demonstrating the correct behavior (e.g., "I see Jose is raising his hand to be called on; I'm looking for silent hands to call on for the answer" instead of "Shari, you know I'm not going to call on you if you don't raise your hand").
- Teach students how to subtly correct peer behavior (e.g., finger over lips to cue silence).
- Talk with a student privately about his/her misbehavior, explaining the behavior in objective, observable terms free of generalities or emotions.
- Find ways to improve relationships with any student who is frequently misbehaving (e.g., by discussing topics other than school with the student).
- When correcting behavior, use positive framing that assumes the best (e.g., say "Just a minute, class. Some people seem to have forgotten to push in their chairs" instead of "I asked for chairs to be pushed in, and some people decided not to do it").
- Involve families in respectful ways to enlist their help with the student (e.g., call when their child behaves well or does great work, ask for ideas to help prevent misbehavior, jointly create a behavior contract).

Discuss together:

What strategy might you incorporate in your practice? Does this bank of ideas spark other strategies you might try?

How might the outcomes in student learning be different as a result of that strategy?

When might you incorporate this strategy? How will you monitor progress and analyze the success of this strategy?

What resources might you need? Who could you reach out to for this support?

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Keeping in mind the element of Component 3b you discussed, browse the idea bank of next steps below:

What could be some next steps that might support the teacher?

What might be some other next steps to consider?

### 3b Instructional Next Steps Idea Bank<sup>1</sup>

#### Quality of question/prompts

- Plan a range of questions that reach Depth of Knowledge levels 3 and 4.
- Plan open-ended, text-dependent questions.
- Allow wait time after asking a question and let students wrestle.
- Pause three to five seconds after a student responds before either answering or calling on another student.
- Invite students to create cognitively challenging questions.
- Provide feedback to students about the questions they ask.

#### Discussion techniques

- Ask questions to extend student thinking and discussion.
- Invite students to respond to other students' comments.
- Invite students to ask questions in response to other students' comments.
- Integrate writing activities into class discussions to deepen reflection.
- Use strategies to involve all students in the discussion (e.g., response cards, dry-erase boards, clickers, table hop/pass, hand signals).
- Utilize turn & talks to help students verbalize ideas before sharing whole group or writing independently.

#### Student participation

- Encourage students to build on each other's responses by responding with a comment or a new question.
- Teach students to use accountable talk stem starters to respond to one another.
- Use a variety of strategies for randomly calling on non-volunteers (e.g., popsicle sticks).
- Hand out questions in advance, and ease in to discussion.
- Set rules for discussion and share criteria to allow for peer and self-assessment.
- Track which students have participated in discussions.
- Provide opportunities for students to write a contribution (e.g., in their journal, on an index card, or in a classroom blog) if they were unable to contribute verbally during the discussion time.

Discuss together:

What strategy might you incorporate in your practice? Does this bank of ideas spark other strategies you might try?

How might the outcomes in student learning be different as a result of that strategy?

When might you incorporate this strategy? How will you monitor progress and analyze the success of this strategy?

What resources might you need? Who could you reach out to for this support?

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Keeping in mind the element of Component 3c you discussed, browse the idea bank of next steps below:

What could be some next steps that might support the teacher?

What might be some other next steps to consider?

<b>3c Instructional Next Steps Idea Bank<sup>1</sup></b>
<b>Activities and assignments</b>
<ul style="list-style-type: none"><li>• Plan lessons and units aligned to the Common Core Learning Standards.</li><li>• Plan and revise tasks and activities to reach Depth of Knowledge levels 3 and 4.</li><li>• Provide students with choice within assignments.</li><li>• Make the content and the assignments relevant to the students. When planning, consider: Why does this content matter? How is it relevant to the students and to the discipline?</li><li>• Plan activities that have multiple correct answers (when applicable) and pathways to finding them.</li><li>• Invite students' input in designing or initiating changes to assignments or activities.</li></ul>
<b>Grouping of students</b>
<ul style="list-style-type: none"><li>• Use flexible grouping including whole-class learning; pairs, triads, and quads; student-selected groups; teacher-selected groups; and random groups.</li><li>• Decide on grouping according to the instructional purpose.</li><li>• Assign students to groups in various ways, such as by interest, readiness, or learning style preference.</li><li>• Directly instruct on the roles and responsibilities of group members.</li><li>• Ask students to assess their own effectiveness in the group and the effectiveness of the group as a whole.</li></ul>
<b>Instructional materials and resources</b>
<ul style="list-style-type: none"><li>• Have suitable instructional materials necessary for the lesson available for all students (e.g., textbooks, readings, maps, charts, videos, workbooks, access to the Internet).</li><li>• Augment school-issued materials with instructional materials from other suitable sources as appropriate.</li><li>• Enlist online and electronic learning resources to engage students.</li><li>• Invite students to create or identify their own learning materials.</li></ul>
<b>Structure and pacing</b>
<ul style="list-style-type: none"><li>• Keep an organized structure or agenda, with flexible time frames, to ensure appropriate pacing.</li><li>• Communicate the agenda or structure both orally and visually, such as by using clocks or tables.</li><li>• Invite students to contribute ways to use time effectively.</li><li>• Invite students to self-evaluate on their productive use of time in class.</li><li>• Employ a variety of techniques suitable for lesson closure (e.g., exit tickets, learning logs).</li></ul>

Discuss together:

What strategy might you incorporate in your practice? Does this bank of ideas spark other strategies you might try?

How might the outcomes in student learning be different as a result of that strategy?

When might you incorporate this strategy? How will you monitor progress and analyze the success of this strategy?

What resources might you need? Who could you reach out to for this support?

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Keeping in mind the element of Component 3d you discussed, browse the idea bank of next steps below:

What could be some next steps that might support the teacher?

What might be some other next steps to consider?

<b>3d Instructional Next Steps Idea Bank<sup>1</sup></b>
<b>Assessment criteria</b>
<ul style="list-style-type: none"><li>• Communicate the learning criteria verbally and visually.</li><li>• Provide exemplars that embody the criteria and performance standards required of the students.</li><li>• Ask students to explain the criteria in their own words before they begin and throughout the learning.</li><li>• During instruction, point out aspects of the instruction that connect to the performance standard and criteria.</li></ul>
<b>Monitoring of student learning</b>
<ul style="list-style-type: none"><li>• Plan and ask diagnostic questions to elicit the extent of student understanding.</li><li>• Use formative assessment techniques to assess the degree of every student's understanding during the lesson.</li><li>• Implement a variety of assessments.</li><li>• Analyze the evidence for patterns of understanding, both by groups and for individuals.</li><li>• Adjust instruction based upon the evidence of student understanding (or lack of it).</li></ul>
<b>Feedback to students</b>
<ul style="list-style-type: none"><li>• Provide timely and high quality feedback in writing, orally, and through modeling.</li><li>• Invite students to summarize the feedback in their own words.</li><li>• Reflect on the quality of feedback to ensure that it is substantive, constructive, accurate, and specific.</li><li>• Individualize the type of feedback according to the needs of the students.</li><li>• Give feedback that specifies both strengths and weaknesses or errors and how to improve.</li><li>• Track the feedback and follow up to ensure that students are using the feedback to advance their learning.</li></ul>
<b>Student self-assessment</b>
<ul style="list-style-type: none"><li>• Give students the criteria at the start of the learning sequence, and together discuss and generate examples.</li><li>• Present, or have students translate, the criteria in student-friendly language.</li><li>• Ask students to formatively assess their own work, and provide feedback about their accuracy.</li><li>• Ask students to reflect on how later versions of their work have improved from first versions.</li></ul>

Discuss together:

What strategy might you incorporate in your practice? Does this bank of ideas spark other strategies you might try?

How might the outcomes in student learning be different as a result of that strategy?

When might you incorporate this strategy? How will you monitor progress and analyze the success of this strategy?

What resources might you need? Who could you reach out to for this support?

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Keeping in mind the element of Component 4e you discussed, browse the idea bank of next steps below:

What could be some next steps that might support the teacher?

What might be some other next steps to consider?

### 4e Instructional Next Steps Idea Bank<sup>1</sup>

#### Enhancement of content knowledge and pedagogical skill

- Apply a new instructional skill or strategy and determine its effect on student learning.
- Attend professional learning (including university classes) related to your subject area or grade level.
- Read educational periodicals for current information about effective instructional strategies.
- Visit colleagues' classrooms to enhance your own instructional knowledge and skills.
- Work with colleagues to examine how lessons and units align with the Common Core Learning Standards (or other relevant standards) mapped in the curriculum.
- Design benchmark assessments that measure student mastery of the skills or concepts that were taught.
- Analyze student assessment results to adjust instruction according to research-based practices.

#### Receptivity to feedback from colleagues

- Respond to observation feedback from supervisors or colleagues by integrating the next steps.
- Participate in peer coaching to improve instruction and student learning.
- Invite a colleague to review and comment on changes you make to an instructional plan or teaching strategy.
- Analyze student work with colleagues to improve instruction and student learning.
- Videotape your practice and ask colleagues and supervisors for feedback on a specific goal.

#### Service to the profession

- Invite colleagues to observe your classroom instruction.
- Serve as a cooperating teacher for student teachers, or mentor new teachers on staff.
- Host and/or lead team meetings.
- Plan and lead a professional learning activity.
- Coordinate a peer inter-visitation schedule for your grade level, department, or school.

Discuss together:

What strategy might you incorporate in your practice? Does this bank of ideas spark other strategies you might try?

How might the outcomes in student learning be different as a result of that strategy?

When might you incorporate this strategy? How will you monitor progress and analyze the success of this strategy?

What resources might you need? Who could you reach out to for this support?

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