

NYC DOE – Office of Teacher Effectiveness

## **A. Reflecting on Good Teaching**

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# Objective

Participants will be able to understand the logic and structure of Danielson's *Framework for Teaching*.

# The Wisdom of Practice

If you walked into a classroom, what might you see or hear the teacher and students say or do that would cause you to think you were in the presence of an expert?

What would make you think:

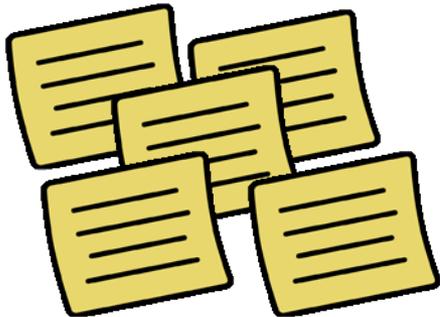
“Oh, this is the classroom of a *high quality* teacher.”

*\*The activity, “The Wisdom of Practice,” comes from professional development developed by the Danielson Group.*

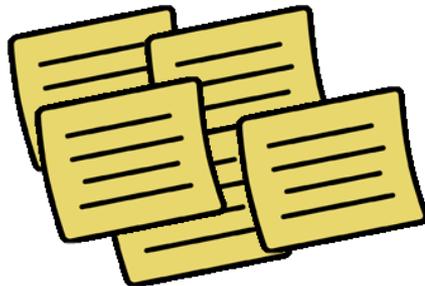
# Bucketing Activity

- Share your post-its.
- Sort them into 4 categories.
- Agree on a label for each bucket.

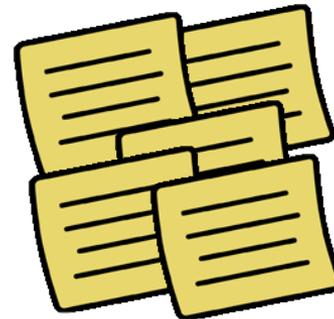
Label: \_\_\_\_\_



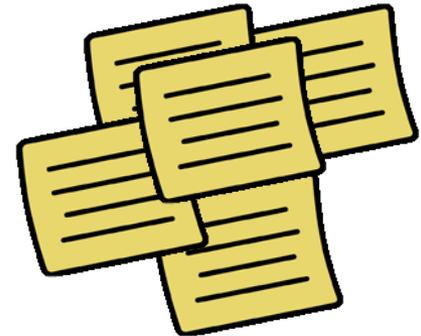
Label: \_\_\_\_\_



Label: \_\_\_\_\_



Label: \_\_\_\_\_



# Domain Focus

Re-sort your post-its, using the four domains of Danielson's *Framework for Teaching*.

## Planning and Preparation



What a teacher knows and does in preparation for teaching.

## Classroom Environment



All aspects of teaching that lead to a culture for learning in the classroom.

## Instruction



What a teacher does to engage students in learning.

## Professional Responsibilities



Professional responsibilities and behavior in and out of the classroom.

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## **B. Examining the *Framework***

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# Objective

Participants will be able to articulate what the components are and how they can support improving teacher practice.

# Domain Focus

## Planning and Preparation



What a teacher knows and does in preparation for teaching.

## Classroom Environment



All aspects of teaching that lead to a culture for learning in the classroom.

## Instruction



What a teacher does to engage students in learning.

## Professional Responsibilities



Professional responsibilities and behavior in and out of the classroom.

# Danielson's *Framework for Teaching*

## Domain 1: Planning and Preparation

- a. Demonstrating Knowledge of Content and Pedagogy
- b. Demonstrating Knowledge of Students
- c. Setting Instructional Outcomes
- d. Demonstrating Knowledge of Resources
- e. ***Designing Coherent Instruction***
- f. Designing Student Assessments

## Domain 3: Instruction

- a. Communicating With Students
- b. ***Using Questioning and Discussion Techniques***
- c. Engaging Students in Learning
- d. ***Using Assessment in Instruction***
- e. Demonstrating Flexibility and Responsiveness

## Domain 2: The Classroom Environment

- a. Creating an Environment of Respect and Rapport
- b. Establishing a Culture for Learning
- c. Managing Classroom Procedures
- d. Managing Student Behavior
- e. Organizing Physical Space

## Domain 4: Professional Responsibilities

- a. Reflecting on Teaching
- b. Maintaining Accurate Records
- c. Communicating with Families
- d. Participating in a Professional Community
- e. Growing and Developing Professionally
- f. Showing Professionalism

# Example: Using Questioning and Discussion Techniques

**Domain 3: Instruction**



**Component 3b: Questioning and Discussion Techniques**



**Description**

(of each level of practice)

*E.g., At a Highly Effective level, “The teacher uses a variety or series of questions or prompts to challenge students cognitively, advance high level thinking and discourse, and promote metacognition.”*

# Reflection

- What might we see in your classroom practice, reflected in the rubric language?
- What connections do you see between the components and your work?

# Activity: Danielson Component Exploration

In groups

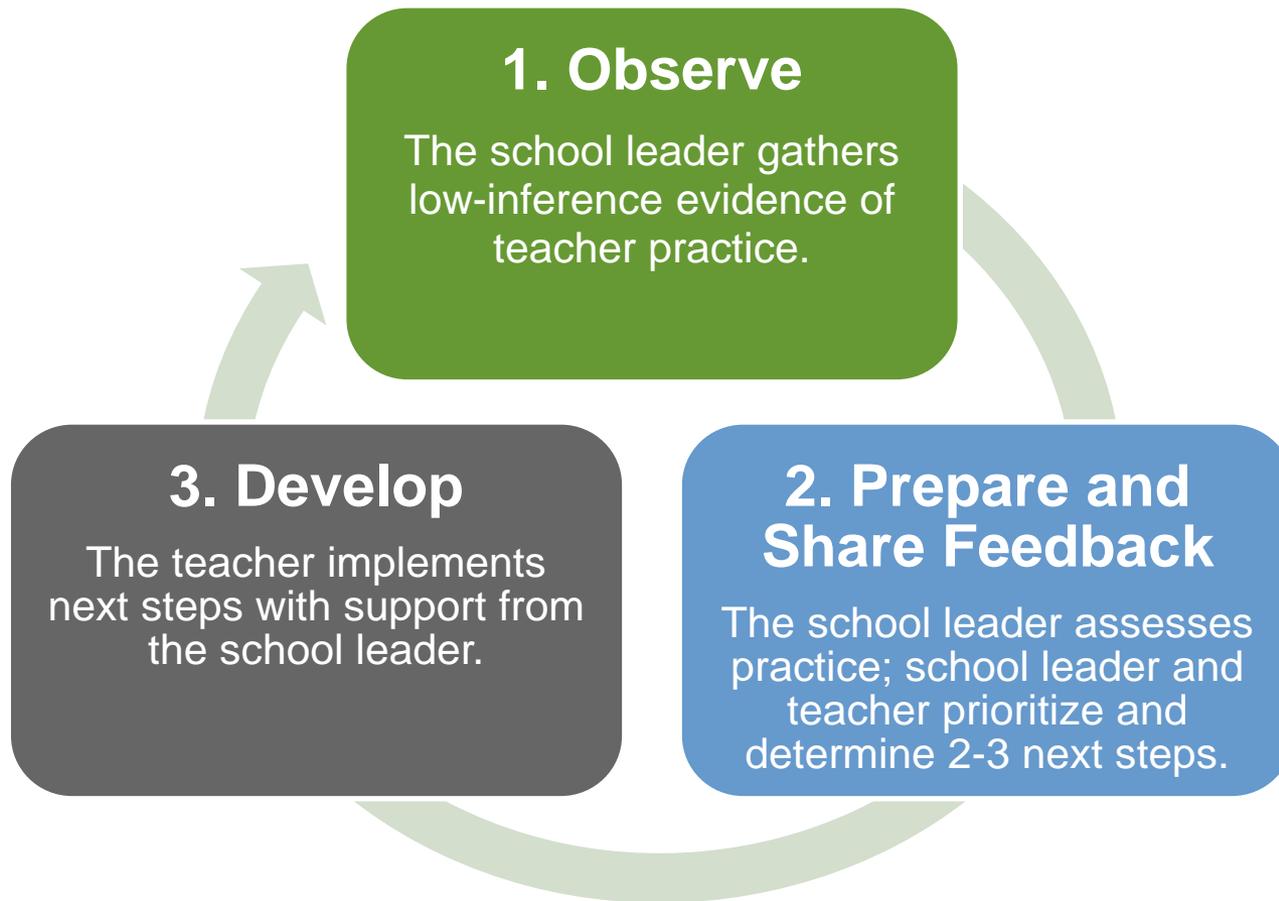
For the assigned component:

1. Highlight key words that show the difference between levels of practice.

*e.g., some students v. all students; convergent v. open-ended*

2. Discuss and record responses on the organizer provided, as well as specific examples of practice at each level from your own professional experience.

# A collaborative cycle of observations and feedback drives teacher growth.



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## **C. Introduction to Taking Low-Inference Notes**

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# Objectives

Participants will:

- Distinguish between low-inference evidence and opinion/interpretation.
- Describe how low-inference note-taking helps observers accurately interpret teacher practice in order to support teacher development.

# What are low-inference notes?

**Low-inference notes** describe what is taking place without drawing conclusions or making judgments.

- What do you see and hear the teacher and students doing?
- What evidence can you gather of student learning?
- What will students know and be able to do at the end of the lesson?

Time	Teacher Actions	Student Actions

# Comparing Notes

Time	Teacher Actions	Student Actions
1:01	Teacher asked kids to stand and led them in “The Days of the Week” song.	16 of the 27 kids stood up for the song.
1:03	Teacher asked “What day comes after Saturday?”	Steven shouted out, “Monday!” Most students laughed – 2 boys physically rolled around and knocked over 2 girls. Steven walked away from the group, and sat in the opposite corner of the classroom.

Time	Teacher Actions	Student Actions
1:01	Teacher reviewed the days of the week.	Many students were not listening.
1:03	Teacher asked the question about the days of the week.	Steven called out over and over again

What makes the first example stronger?

# Activity: Identifying Low-Inference Evidence

1. Independently, review the short examples of low-inference notes.
2. In pairs, sort the examples into two piles:
  - Examples of low-inference notes
  - Non-examples of low-inference notes
3. Discuss
  - What distinguishes the low-inference notes?
  - How would you reword statements that are not low-inference?

# Reflection

- Why is it important to collect low-inference evidence before trying to assess teacher practice?
- How can low-inference evidence support teacher development?

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## **D. Gather, Review and Sort Evidence**

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# Objectives

Participants will:

- Observe classroom practice while collecting low-inference evidence of teacher practice.
- Code or sort observation evidence.

# Best Practices for Observation

1. **Eliminate effects of bias.** Enter the classroom without judgment and work from evidence.
2. **Take low-inference notes.** Write down only what teacher and students say and do.
3. **Look for learning.** Seek evidence of what students know and are able to do.
4. **Remain, review, reflect.** Pause to organize your evidence before rating.

# Prepare to Observe

Watch the video and record your low inference notes of the teacher's actions and the student's actions. We will only view the video once, as we can only view classroom practice once.

After the video, you will have the chance to code your evidence to the Danielson *Framework* language.

# View Video of Teacher Practice

Video links:

- [Cheng](#) (HS)
- [Rios](#) (ES)
- [Smith](#) (MS)

# Share and Review Evidence

In groups

1. Each participant shares one piece of evidence.
  - As a group, make sure each item shared is low-inference evidence.
  - Each participant should have a turn to share before others share additional evidence.
2. Add to your notes any low-inference evidence your colleagues shared that you did not capture before.

# Connecting Evidence to Components

1. Code your notes to identify which components your evidence supports. Some evidence will not align to 3b or 3d, while other evidence may align to more than one component.
2. Share results with a partner.

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## **E. Align Evidence to the *Framework***

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# Objectives

Participants will be able to determine a level of performance for selected components based on low-inference evidence.

# Best Practices for Preparing and Sharing Feedback

Preparing	1. <b>Align evidence to the rubric.</b> Code evidence to the Danielson <i>Framework for Teaching</i> and determine the level of performance for each component observed.
	2. <b>Prioritize.</b> Select one or two parts of the teacher's practice on which to focus.
Sharing	1. <b>Invite dialogue.</b> Welcome and value teacher input.
	2. <b>Refer to evidence.</b> Discuss low-inference evidence from the observation and invite dialogue on the evidence or its alignment to the rubric.
	3. <b>Identify development areas.</b> Define specific areas for development and invite the teacher to comment on those areas or to suggest additional areas.
	4. <b>Plan concrete action.</b> Together, develop clear and measurable next steps, including resources and a plan for support.
	5. <b>Set a timeline.</b> Agree on a plan for implementation and follow-up.

## Activity: Align Evidence to the *Framework*

Refer to your coded notes from Module D: *Gather, Review and Sort Evidence*.

- Read over all your notes that align to component 3b, Using Questioning and Discussion Techniques.
- Highlight the rubric language that describes each piece of evidence.
- Determine a rating for the component, based on the preponderance of evidence.
- Repeat this process for 3d, Using Assessment in Instruction.

# Discussion



- Discuss your ratings for 3b and 3d with a partner, sharing the evidence and rubric language that supports your ratings.
- Share ratings as a whole group.

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## **F. Prioritize Areas for Feedback**

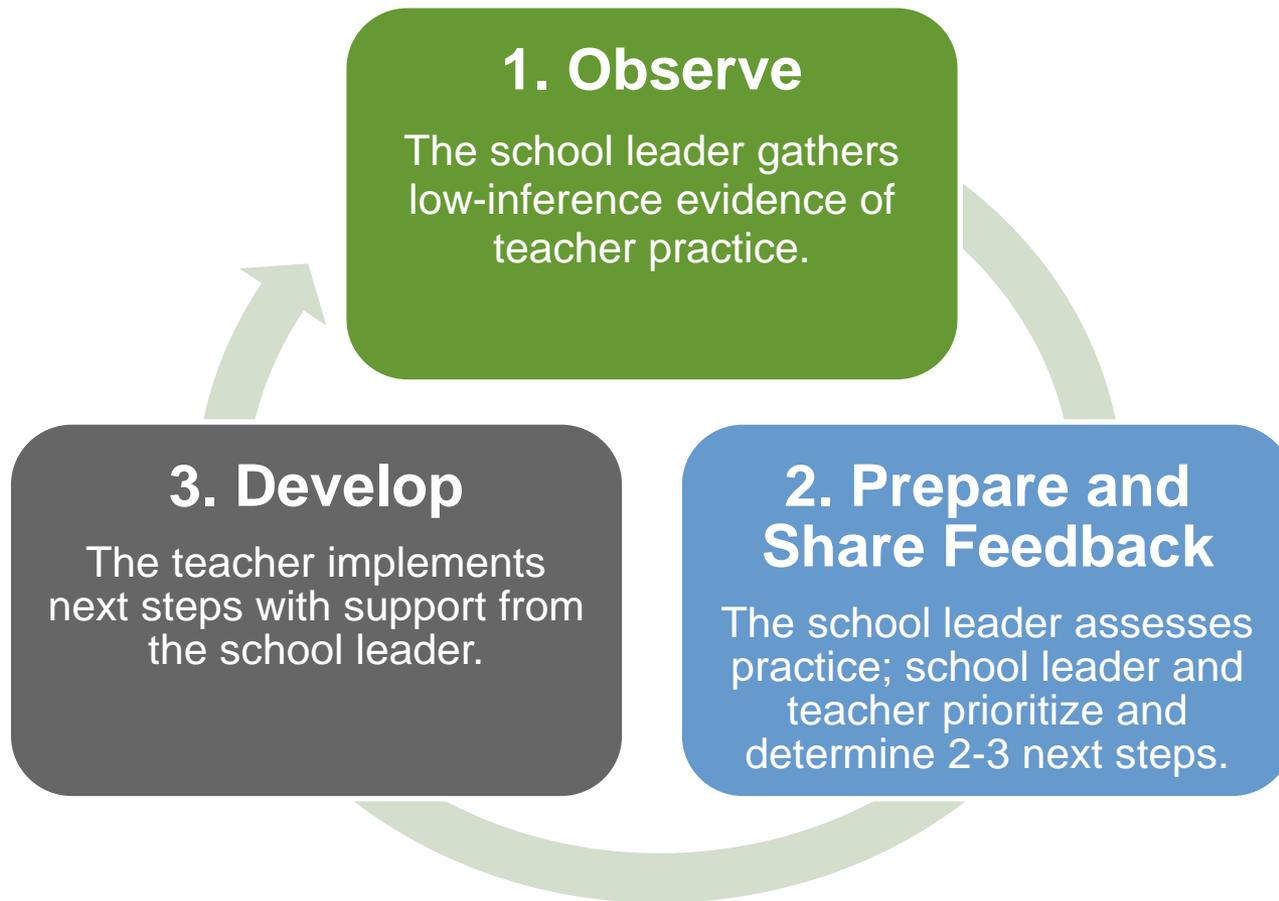
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# Objectives

Participants will:

- Prioritize areas for feedback.
- Articulate best practices for giving feedback on practice.

# A collaborative cycle of observations and feedback drives teacher growth.



# Best Practices for Preparing and Sharing Feedback

Preparing	1. <b>Align evidence to the rubric.</b> Code evidence to the Danielson <i>Framework for Teaching</i> and determine the level of performance for each component observed.
	2. <b>Prioritize.</b> Select one or two parts of the teacher's practice on which to focus.
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	4. <b>Plan concrete action.</b> Together, develop clear and measurable next steps, including resources and a plan for support.
	5. <b>Set a timeline.</b> Agree on a plan for implementation and follow-up.

# Practicing Prioritization

On your feedback preparation form, identify one area of strength and one area for growth that will have the most substantial impact on student learning.

Based on the lesson and student work you observed: What strengths in the teacher's practice do you want to highlight? What aspects of instruction most need to improve? Identify priority areas that will have the most substantial impact on student learning, as well as the evidence you will share to support them. (**NOTE:** You may choose to prioritize a component, or to select a priority that would address several components.)

Priority Areas of Strength:

Priority Areas for Growth:

Evidence:

Evidence:

# Discussion



- Where is this teacher's practice strong?
  - How do you know?
  - What evidence do you have?
- Where should the teacher focus to improve practice?
  - How do you know?
  - What evidence do you have?

# Closing Activity: Questions and Next Steps

## **Independently use the feedback preparation form:**

1. Refer to your evidence and priority areas.
2. Draft questions you have for the teacher
3. Refer to the Best Practices for Sharing Feedback section to develop the next steps that will significantly impact student learning.

## **Share your proposed next steps with a partner:**

1. Ask one another, “If this were your classroom, would this feedback be useful to you?”
2. Make changes to strengthen questions and next steps.