NYC Department of Education
Carmen Fariña, Chancellor

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Teacher Practice

"Teaching is a thinking person's job, which has enormous implications for anyone that supports teachers. The conversations we have about practice must be about cognition. Teaching is about making decisions about what to do next given the circumstances. Teaching is an enormously complex activity."

— Charlotte Danielson

Frequent classroom observations paired with timely, meaningful feedback and targeted support to help teachers continuously strengthen their instruction is a central feature of both the NYCDOE's Citywide Instructional Expectations and *Advance*.

Teachers and their school leaders must develop a **shared understanding** of what effective instruction looks like, and a common language with which to discuss it in order to achieve continuous growth in teacher practice. *Advance* utilizes Charlotte Danielson's 2013 *Framework for Teaching* to provide a **common language** to describe effective teaching practice, and regular, collaborative reviews of student achievement data to focus these conversations on improving student outcomes.

The *Framework* is a comprehensive, nationally-recognized, research-based rubric of teacher practice. It is comprised of 22 components, divided into four domains that provide precise language to describe facets of good teaching practice.

The *Framework* takes what we, as educators, already know about teaching, and promotes productive conversations about teacher practice by providing an articulated structure and a common language. The full *Framework* is posted to the NYSED website.

Explore the Danielson *Framework* and related resources:

- Multimedia Learning Opportunities on ARIS Learn (NYCDOE educators only – DOE login required)
- Related resources on the Common Core Library.

Try It: Viewing Teacher Practice through the Lens of the *Framework*

Click below to view a clip from the classroom of an experienced teacher. As you view the clip, consider: What do you <u>see</u> and <u>hear</u> from the students and teacher that let you know that the students are learning? Put another way, what are the observable qualities of instruction that let you know that a lesson is effective? Jot down a list of these characteristics. What themes among them can you identify?

After viewing the clip, organize the qualities of effective teaching practice that you identified into categories, and then review the information on Danielson's *Framework* below. How similar are the categories you brainstormed to the *Framework*'s "Domains" of effective teaching practice? Compare the themes you noted to the four *Framework* domains:

1. **Planning and Preparation:** What a teacher knows and does in preparation for teaching.
2. **Classroom Environment:** All aspects of teaching that lead to a culture for learning in the classroom.
3. **Instruction:** What a teacher does to engage students in learning.
4. **Professional Responsibilities:** Professional responsibilities and behavior in and out of the classroom

The observation and feedback cycle, implemented well, can change school culture – bringing teachers and school leaders together in a shared commitment to improving student outcomes through great teaching. Teachers participating in the NYCDOE's 2012-13 Teacher Effectiveness Pilot attest to the power of feedback to transform their practice *(source: 2012-13 Teacher Effectiveness Pilot Teacher midyear survey, n = 2395):*

- 79% of teachers agree that feedback they get from being observed helps them improve their practice.

- 73% of teachers agree that the feedback they receive helps them improve student outcomes

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