

At a Glance: Best Practices for Teacher Improvement Plans (TIP)

What:

Any teacher who receives an overall *Advance* rating of “Developing” or “Ineffective” for school year 2013-14 will begin implementing a Teacher Improvement Plan (TIP) by **September 17, 2014**. Teachers have the opportunity to collaborate with their administrator in TIP development and will be supported in TIP implementation. The purpose of a TIP is to assist teachers to work to their fullest potential. The plan will identify specific improvement areas as well as a timeline and plan for assessing improvement. This document helps evaluators consider strategies for creating meaningful TIPs in collaboration with their teachers. Teachers may also find it useful for their thinking.

When:

The TIP will be discussed as part of the Initial Planning Conference (IPC) which will be held between September 2nd and 17th for teachers who received an overall “Ineffective” or “Developing” rating. Teachers need to receive a TIP by the tenth day of school (September 17th). This TIP may be subject to further discussion at an additional meeting as described below.

For the 2014-15 school year, teachers rated “Ineffective” may request, in writing, a separate meeting with their evaluators to further discuss the TIP. If requested, this meeting shall occur at a mutually agreed-upon time but no later than October 3, 2014. For teachers rated “Developing,” they may request, in writing, a separate meeting to further discuss the TIP and such request shall not be unreasonably denied. This meeting shall also occur at a mutually-agreed upon date but no later than October 3, 2014. Based on the conversation with the teacher (whether rated “Ineffective” or “Developing”) at this separate follow-up meeting, the evaluator may also modify the TIP prior to October 3, 2014.

As part of the year-long TIP process, the teacher and evaluator will engage in the following meetings:

- Meeting #1: (Fall) To occur in the same meeting as the Initial Planning Conference or in a follow-up TIP meeting requested in writing and conducted before October 3rd
- Meeting #2: (Midyear) To occur between January 2 – April 30
- Meeting #3: (Spring) To occur in the same meeting as the Summative End-of-Year Conference

If the teacher and evaluator are unable to come to agreement on when to meet, the final decision will rest with the evaluator.

Best Practices for Creating and Implementing a TIP

To develop a TIP that supports a teacher’s growth, it is recommended that evaluators and teachers:

- **Communicate:** Let your teachers know that you’re ready to listen, learn, and engage in a professional conversation through the TIP process throughout the school year.
- **Collaborate:** Invite teachers to reflect on their own teaching practice and evidence of student learning to identify areas of improvement and bring these ideas to the first TIP meeting. During that meeting, discuss and identify the action steps to achieve improvement in these areas, resources and support for those steps, the timeline, and how progress will be measured and assessed. In subsequent TIP meetings, discuss progress observed and next steps for the TIP improvement areas.
- **Check in frequently:** Ensure that the identified resources and support systems specified in the TIP are made available to the teacher. Also, invite the teacher to share ongoing progress with you.

What happens prior to the first TIP meeting?

Identify any teacher who received a “Developing” or an “Ineffective” rating for school year 2013-14. Plan to give yourself enough time to prepare for each meeting. Then, schedule Initial Planning Conferences, prioritizing teachers receiving TIPs. Invite teachers to collaborate in the TIP process by sharing their own ideas for the plan.

Prepare for the meeting by reviewing relevant evidence from last school year like observation reports, feedback that was shared, and Measures of Student Learning assessment results to identify areas for improvement.

What happens during the fall TIP Meeting(s)?

The first TIP meeting that occurs by September 17 involves several steps:

- 1. Identify specific areas in need of improvement:**
 - Share the areas in need of improvement, connecting those areas to evidence from last school year’s annual professional performance review.
 - Invite the teacher to share his/her ideas about the TIP.
- 2. Identify action steps to achieve improvement in these areas, including resources and/or support systems, and a timeline:**
 - Discuss with the teacher specific actions for what the teacher will be expected to do to improve in the identified areas.
- 3. Identify how the improvement will be assessed:**
 - Discuss how progress will be measured and assessed.
 - Schedule a minimum of two additional mutually agreed upon meeting dates with the teacher. These meetings include:
 - Meeting #2: To occur midyear between January 2 – April 30
 - Meeting #3: To occur in the spring, at same meeting as the Summative End-Of-Year Conference

Note: Teachers may request the attendance of a union representative at the fall TIP meeting.

What happens after the fall TIP meeting(s)?

The evaluator finalizes the TIP and enters the TIP in the *Advance* Web Application so that the plan:

- Delineates specific, realistic, achievable activities¹ for the teacher. Also, it identifies a timeline for achieving the action steps/activities.
- Identifies specific resources and support systems available to assist the teacher to improve performance (e.g., professional development, peer visits, content area specialists, materials).
- Specifies next steps to be taken if the teacher is successful, partially successful, or unsuccessful in efforts to improve performance.

The evaluator shares a copy of the TIP with the teacher by September 17, which is signed by both the principal and teacher and placed in the teacher’s file. As noted on page one, the teacher may request a follow-up meeting to discuss the TIP. Based upon the discussion with the teacher, the evaluator may modify the TIP after finalizing the plan. In the event the teacher and evaluator cannot come to an agreement on the content of the TIP, the

TIP Resources

Evaluators and teachers may find it helpful to draw upon the following resources available on the *Advance* Intranet when creating the TIP:

- Sample TIPs
- Ideas Bank of Action Steps for Teacher Growth Areas
- “Next Steps” for the 8 focus Danielson *Framework for Teaching* components

¹ Any activities should be consistent with the Collective Bargaining Agreement.

final decision will rest with the evaluator. If any modifications are made, a signed copy (by both teacher and principal) of the modified TIP must be placed in the teacher's file by **October 3, 2014**.

The TIP is implemented with the teacher engaging in the action steps/activities and with the support outlined in the TIP. Through the cycles of observations and feedback, the evaluator assesses practice and shares feedback related to the teacher's areas of improvement. Also, activities during professional learning time and Circular Six /professional periods may be aligned with the TIP.

What happens in the mid-year and spring TIP meetings?

At each one of the scheduled meetings, the teacher is responsible for presenting evidence to his/her evaluator that demonstrates the progress the teacher has made/is making towards achieving improvement on the outlined activities. It is the evaluator's responsibility to document on the TIP form the completion of each activity for improvement. Teachers and administrators will look to teaching practice and student outcomes for evidence of growth in the identified areas for improvement. As with all teachers, annual ratings for teachers with TIPs are calculated from the Measures of Teacher Practice and Measures of Student Learning components of *Advance*.

If the teacher successfully completes all activities for improvement outlined in the TIP prior to the final meeting, each subsequent TIP meeting between the teacher and evaluator will serve as a way to provide opportunities to further improve on the teacher's performance.

What happens with the TIP at the end of the school year?

Upon successful completion of all activities outlined for improvement and after the final TIP meeting between the teacher and evaluator, the TIP is completed.

If prior to the final TIP meeting the teacher is unable to successfully satisfy all the identified activities for improvement that were outlined in the TIP, the purpose of the final meeting will shift to a discussion of the reasons for non-completion of those activities, where the teacher could improve his/her performance, and possible professional development opportunities in which the teacher may wish to engage.

The evaluator shall maintain copies of all documents used in the development and implementation of the TIP, have the documents signed by the teacher, and place copies of all documents in the teacher's permanent personnel file.

Plan Ahead...

Consider how to best organize the TIP-related documents for each teacher so copies of all documents used in the development and implementation of the TIP process are properly signed and placed in the teacher's personnel file upon completion of the TIP process.

This sample document demonstrates one approach to the use of the Teacher Improvement Plan (TIP). This example provides an illustration for training purposes and is not intended to illustrate every possible use of the TIP form.

Sample A

Teacher Improvement Plan (TIP)

Name of Teacher: _____

Tenured: Yes No Probation _____

TIP Timeline: (From) ____/____/____ (To) ____/____/____

Prior to the first TIP meeting, the administrator reviewed relevant data from last school year (including the observation reports, feedback that was shared, and MOSL results) to identify areas for improvement to discuss with the teacher.

Areas for Improvement: Identify specific areas in need of improvement.

Having reviewed last year's observations, feedback, and MOSL assessments, the following areas of improvement have been identified to help you work to your fullest potential:

1. Having learning activities aligned with the instructional outcomes and following an organized progression (1e)
2. Having learning activities represent significant cognitive challenge (1e, 3c)
3. Sharing the assessment criteria with students (3d)

The administrator finalized these Action Steps/Activities and the other sections (i.e., Timeline, Differentiation, and Assessment of Improvement) after discussing the TIP with the teacher in the first TIP meeting.

Action Steps/Activities: Identify specific recommendations for what the teacher is expected to do to improve in the identified areas. Delineate specific, realistic, achievable activities for the teacher.

1. *For improved alignment of learning activities and instructional outcomes within an organized progression:* (Fall)
 - a. When planning a lesson, ask yourself: "What conceptual or content understanding do I want students to learn from this lesson?" and "How will the lesson activities support students in learning the content or concept?" Use your lesson plan as a place to achieve this alignment. (Daily)
 - b. Ensure that units and lessons align to outcomes that reflect important concepts of the discipline. (Units: periodically before each unit begins; Lessons: daily)
2. *For having learning activities represent significant cognitive challenge:* (Fall)
 - a. Before a lesson, ask yourself: "How will the activities and/or the assignments promote student thinking?" and after the lesson "How did the activities and/or assignments promote student thinking? How do I know that (what evidence tells me that)?"
 - b. Design activities that present students with opportunities for higher-level thinking, revising tasks and activities to reach Depth of Knowledge levels 3 and 4. (At least weekly)
 - c. Plan activities that have multiple correct answers (when applicable) and pathways to finding them. (Daily)
3. *For sharing the assessment criteria with students:* (Winter/Spring)
 - a. Before a lesson, ask yourself: "What are the criteria for assessing the students' work?" and "How will the students know the assessment criteria?" (Daily)
 - b. Communicate the learning criteria verbally and visually. (Daily)
 - c. Ask students to explain the criteria in their own words before they begin and throughout the learning. (Several times a week)

Timeline for Completion: Identify a timeline for achieving the action steps/activities.

Refer to the timelines included at the end of each action step/activity listed above.

Differentiation of Activities to Support Improvement: Identify specific resources and support systems available to assist the teacher to improve performance (e.g., professional development, peer visits, content areas specialists, materials, etc.)

1. Participate in Monday's PD block book study group; you selected *Understanding by Design* by Wiggins and McTighe. (Fall; every other Monday)
2. Use the unit plan template provided at the beginning of this school year and meet with your AP to review your alignment of standards, objectives, and activities.
3. I will share *UBD*, a lesson plan template that has guiding questions to consider as you plan.
4. Confer with two other colleagues in your content area about how they achieve alignment in their instructional design. (Fall)
5. Confer with two other colleagues in your content area about how they effectively share their assessment criteria with students. (Winter)
6. You can schedule weekly meetings with the instructional coach¹ to: a) discuss any of the templates or resources mentioned in this plan; b) (Fall) get input that your units and lessons have the learning outcomes aligned to the instructional outcomes and represent significant cognitive challenge; c) (Winter and Spring) discuss the assessment criteria to share with students.
7. As you selected Option 2, I will observe you a minimum of six times this school year and share feedback on your lessons, as well as your progress with this plan.

Assessment of Improvement: Identify how progress will be measured and assessed. Specify next steps to be taken based upon whether the teacher is successful, partially successful or unsuccessful in efforts to improve performance.

In our second meeting, we will review the evidence from classroom observations and student work/learning to see to what extent it demonstrates the following:

1. Learning activities are aligned with the instructional outcomes and following an organized progression and students build their understanding over the course of units and lessons.
2. Learning activities represent significant cognitive challenge and students are intellectually engaged with important and challenging content.
3. Students indicate that they understand the characteristics of high-quality work.

If successful in making progress in these areas for improvement, we will set new areas and action steps.

If partially successful, we will identify which areas for improvement and action steps you should continue focusing on as well as generate any new areas for improvement and action steps (based on evidence of student learning).

If unsuccessful, the areas for development and action steps/activities will remain the same and we will revisit adding additional action steps/activities to support improvement as necessary.

_____/_____/_____
Signature of Principal Date _____ _____
Signature of Teacher Date

¹ This could be a school-based coach, achievement coach, or other instructional expert available to offer support.

This sample document demonstrates one approach to the use of the Teacher Improvement Plan (TIP). This example provides an illustration for training purposes and is not intended to illustrate every possible use of the TIP form.

Sample B

Teacher Improvement Plan (TIP)

Name of Teacher: XXXXXX XXX School/Building: XXXXXXXXXX

Tenured: Yes No Probationary Period: (From) 9 / 3 / 13 (To) / /

TIP Timeline: (From) 9 / 17 / 14 (To) 6 / 10 / 15 Scheduled Meeting Dates: 9/9/14, 2/17/15, 6/10/15

Prior to the first TIP meeting, the administrator and teacher each reviewed relevant data from last school year (including the observation reports, feedback that was shared, and MOSL results) to identify areas for improvement to discuss together.

Areas for Improvement: Identify specific areas in need of improvement.

1. Integrating knowledge of the content area and content-related pedagogy in planning and teaching so that students master the important content and standards of the grade (1a)
2. Planning and implementing learning activities designed to cognitively engage students and advance them through the content (1e and 3c)
3. Monitoring student learning by planning ongoing assessments carefully in advance and weaving them seamlessly into the lessons so that it is clear whether students learned the intended outcomes (3d)
4. Giving feedback to students that is timely, constructive, substantive, and provides them with the guidance that they need to improve their performance (3d)

The administrator finalized these Action Steps/Activities and the other sections (i.e., Timeline, Differentiation, and Assessment of Improvement) after discussing the TIP with the teacher in the first TIP meeting.

Action Steps/Activities: Identify specific recommendations for what the teacher is expected to do to improve in the identified areas. Delineate specific, realistic, achievable activities for the teacher.

1. *For integrating knowledge of the content area and content-related pedagogy in planning and teaching so that students master the important content and standards of the grade: (Fall)*
 - a. Prior to each lesson, determine: "What concepts do I want students to learn from this lesson?" As you plan your lesson, ask yourself for each step: "How will this help students learn that concept?" (Daily)
 - b. Before each unit, identify possible student misconceptions. As you are creating your lesson plans, refer to the misconceptions and ask: "Which of these misconceptions do I anticipate might surface in this lesson? How will I address those misconceptions?" (Periodically: prior to each unit)
 - i. One possible strategy is to use the Misconceptions Template. I will share and discuss a sample blank template and an example of a Math Misconceptions template.
2. *For planning and implementing learning activities designed to cognitively engage students and advance them through the content: (Fall)*
 - a. As you plan, identify how the lesson activities will provide opportunities for high-level thinking, differentiation, student choice, and students to work with others. (Daily)

- i. “Guidelines for Planning an Activity or Assignment” is a resource for this that I will share, and Mr. O’Donnell [the instructional coach] is available to discuss it with you.
 - ii. I will visit your classroom for one non-evaluative observation and discuss feedback with you about how that learning activity cognitively engaged students.

- 3. *For monitoring student learning by planning ongoing assessments carefully in advance and weaving them seamlessly into the lessons so that it is clear whether students learned the intended outcomes: (Winter/Spring)*
 - a. Prior to each lesson, determine at least one strategy you will use to monitor student learning during instruction so you can assess if students master the planned learning outcome. At the end of the lesson, reflect: “To what extent did this assessment strategy allow me to know that students were learning throughout the lesson and that all students mastered the learning outcome?”
 - i. Consider meeting with Mr. O’Donnell to discuss “Strategies for Monitoring Student Learning During Instruction” as well as other formative assessment resources listed in ARIS Learn LO 737: 3d. *Using Assessment in Instruction: Resources to Support Development by Elements* that may be helpful to you.
 - b. Identify how you will keep track of the student assessment data collected through the action step above and regularly use the system to guide future planning and instruction.
 - i. In peer inter-visitations, discuss with your colleagues their systems for managing assessment data.

- 4. *For giving feedback to students that is timely, constructive, substantive, and provides them with the guidance that they need to improve their performance: (Winter/Spring)*
 - a. For each lesson, identify at least one strategy you will use to give students feedback so they have the guidance that they need to improve their performance. (Daily)
 - i. For ideas, refer to ARIS Learn LO 737: 3d. *Using Assessment in Instruction: Resources to Support Development by Elements* which has articles on ways to give feedback to students.
 - b. Periodically self-assess to determine if the shared feedback was timely, accurate, substantive, constructive, and specific. (Every two weeks)
 - i. I will share the tool “Am I Giving Good Feedback?” to support this reflection.

- 5. *For Areas of Improvement #1, 2, 3, and 4:*
 - a. Visit your peers who demonstrate Effective and Highly Effective practices in 1a, 1e, 3c, and 3d. As we engage in monthly peer inter-visitations, note how your colleagues focus on specific concepts, design cognitively challenging activities, and assess those concepts, especially in the classrooms of your same content area colleagues. (Monthly)

Timeline for Completion: Identify a timeline for achieving the action steps/activities.

Refer to the timelines included at the end of each action step/activity listed above.

Differentiation of Activities to Support Improvement: Identify specific resources and support systems available to assist the teacher to improve performance (e.g., professional development, peer visits, content areas specialists, materials, etc.)

In addition to specific resources and support systems listed in the action steps/activities (numbered “i” and “ii” as well as peer inter-visitations):

- You are invited to come to workshop your unit and lesson plans during my open “office hours” on Tuesday and Thursday afternoons.
- Mr. O’Donnell is available to support you with planning and looking at student assessment data.

Assessment of Improvement: Identify how progress will be measured and assessed. Specify next steps to be taken based upon whether the teacher is successful, partially successful or unsuccessful in efforts to improve performance.

In our second and third meetings, we will review the evidence from classroom observations and student work/learning to see to what extent it demonstrates the following:

1. Students mastered the important content and standards of the grade.
2. Students were cognitively engaged and advanced through the content.
3. Review of your assessment systems demonstrates that students learned what was intended.
4. Students were able to improve their performance based on the feedback they received.

If successful in making progress in these areas for improvement, we will set new areas and action steps.

If partially successful, we will identify which areas for improvement and action steps you should continue focusing on as well as generate any new areas for improvement and action steps (based on evidence of student learning).

If unsuccessful, the areas for development and action steps/activities will remain the same and we will revisit, adding additional action steps/activities to support improvement as necessary.

_____/_____/_____
Signature of Principal *Date* _____/_____/_____
Signature of Teacher *Date*

This sample document demonstrates one approach to the use of the Teacher Improvement Plan (TIP). This example provides an illustration for training purposes and is not intended to illustrate every possible use of the TIP form.

Sample C

Teacher Improvement Plan (TIP)

Name of Teacher: XXX XXXXXX School/Building: XXXXXXXXXX

Tenured: Yes No Probationary Period: (From) ___/___/___ (To) ___/___/___

TIP Timeline: (From) 9 / 16 / 14 (To) 6 / 10 / 15 Scheduled Meeting Dates: 9/15/14, 1/22/15, 6/10/15

Prior to the first TIP meeting, the administrator reviewed relevant data from last school year (including the observation reports, feedback that was shared, and MOSL results) to identify areas for improvement to discuss with the teacher.

Areas for Improvement: Identify specific areas in need of improvement.

1. Addressing the learning needs of groups of and individual students (1e and 3c)
2. Having instructional materials and resources that are appropriately challenging to every student and that support the learning goals (1e, 3c, and 3d)
3. Monitoring student behavior, being attuned to what's happening in the classroom, and moving subtly to help students, when necessary, re-engage with the content being addressed in the lesson (2d)

The teacher and administrator brainstormed action steps, timeline, differentiation, and assessment in their meeting, and the administrator finalized the plan afterwards to capture their discussion.

Action Steps/Activities: Identify specific recommendations for what the teacher is expected to do to improve in the identified areas. Delineate specific, realistic, achievable activities for the teacher.

1. *For addressing the learning needs of groups of and individual students:*
 - a. Prior to each lesson, think through: "What adjustments can I make to the activities to accommodate student learning needs?" Also, ask yourself: "How will student groupings help students to achieve the learning outcome(s)?" (Daily)
 - i. Create and use "guided notes" for all, some, or a few students to use during a lesson (I will share a sample of guided notes). Mr. Ahbdi uses this strategy, and he has invited anyone to come and see it in action and to discuss how he uses this strategy over the course of a unit and the school year. Please visit his classroom within the next three weeks and discuss any questions with him; Ms. Silvario [AP] will help arrange coverage.
 - ii. "What is Scaffolding?" by Aída Walqui and Kathryn Strom outlines six features of scaffolding that you can consider as you plan any adjustments to the activities. I will share it with you, and Ms. Silvario is available to discuss it with you.
 - iii. Also, the Specific Considerations for Teachers of English Language Learners and the Specific Considerations for Teachers of Students with Disabilities (available on the *Advance* Intranet) contain guiding questions that can help you as you consider the needs of ELLs and students with disabilities; refer to these when planning. The second page of both documents also includes additional resources to effectively meet the needs of all students.

2. *For having instructional materials and resources appropriately challenging to every student and support the learning goals:*
 - a. Prior to each lesson, determine: “How will today’s materials and resources support all students to master the learning outcome(s)?” and “How are the materials and resources appropriate to the learning needs of students?” (Daily)
 - i. One strategy is to review student formative assessment data from the previous day’s learning in order to determine which materials and resources might help students master the objective (e.g., looking at the previous day’s student work to determine which students might benefit from guided notes to master the current day’s objective).
 - ii. The weekly professional period with your content area team is one place you can share materials and resources and collaboratively review student formative and summative assessment data to determine that the materials and resources are appropriately challenging to every student and support the learning goals.
3. *For monitoring student behavior, being attuned to what’s happening in the classroom, and moving subtly to help students, when necessary, re-engage with the content being addressed in the lesson:*
 - a. Prior to the start of each lesson, identify one strategy you will use to monitor student behavior during instruction. At the end of the lesson, reflect: “To what extent did this behavioral strategy allow me to re-engage students with the content being addressed in the lesson?” (Daily)
 - i. One strategy is to circulate during all parts of your lesson, using proximity to redirect students in various quadrants of the classroom. To do this, it is important to set up the classroom so that you are able to easily stand next to any student in your room at any time without interrupting instruction and remain facing as much of the class as possible as you move.
 - ii. Another strategy is to 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”).
 - iii. Read Chapter 3 “Classroom Behavior” in Kathleen Cushman’s *Fires in the Bathroom* to hear strategies from high school students for what helps them re-engage (there are copies in the teachers’ lounge). I am interested in hearing your reflections on what strategies you want to apply, and I look forward to seeing an email from you on this.
4. *For Areas of Improvement #1, 2, and 3:*
 - a. Visit your peers, Ms. Ramirez and Mr. Addams [both of whom chose Option 3] to observe how they address the learning needs of groups of students and individual students. Observe and discuss with them how they group students and how they select and use materials that both support the learning goals as well as appropriately challenge every student. (Monthly)
 - i. We will be engaging in monthly peer inter-visitations. In the monthly debriefs during our Monday PD block, you can discuss with your colleagues how and why they made those instructional decisions.

- b. Participate in two lesson study cycles. As you collaboratively plan, teach, and analyze a single lesson to improve an area where students struggle, it will help you in deeply examining your practice as you closely analyze student thinking and learning.
 - i. Ms. Aberly will be facilitating lesson study with your content area team in October and March.

Timeline for Completion: Identify a timeline for achieving the action steps/activities.

Refer to the timelines included at the end of each action step/activity listed above.

Differentiation of Activities to Support Improvement: Identify specific resources and support systems available to assist the teacher to improve performance (e.g., professional development, peer visits, content areas specialists, materials, etc.)

The specific resources and support systems are listed in the action steps/activities (numbered “i” and “ii”).

Assessment of Improvement: Identify how progress will be measured and assessed. Specify next steps to be taken based upon whether the teacher is successful, partially successful or unsuccessful in efforts to improve performance.

In our second and third meetings, we will review the evidence from classroom observations and student work/learning to see to what extent it demonstrates the following:

1. The monitoring of student behavior supported all students in engaging in the work and there were few to no incidents of misbehavior in observed lessons.
2. The lesson(s) addressed the learning needs of groups of and individual students, and all students met the learning outcomes of the corresponding lesson plans and/or unit.
3. Resources and instructional materials used in the lesson(s) appropriately challenged every student and helped them master the learning goal(s).

If successful in making progress in these areas for improvement, we will set new areas and action steps.

If partially successful, we will identify which areas for improvement and action steps you should continue focusing on as well as generate any new areas for improvement and action steps (based on evidence of student learning).

If unsuccessful, the areas for development and action steps/activities will remain the same and we will revisit adding additional action steps/activities to support improvement as necessary.

_____/_____/_____
Signature of Principal *Date* _____ _____/_____/_____
Signature of Teacher *Date*

Ideas Bank of Action Steps for Supporting Teacher Growth Areas¹

Tools/Genres	Possible Action Steps
Texts (books, articles) and teaching videos	<ul style="list-style-type: none"> • Read text or view video; take note of ideas and questions • Respond to text or video (i.e., discuss with administrator, coach, or mentor) • Identify how teacher will apply concepts to his/her classroom
Observations of others	<ul style="list-style-type: none"> • Observe with a focus aligned to growth area (e.g., to note transitions, identify questions asked, observe how student learning was monitored) • Observe a peer; inter-visitation; demonstration lesson by mentor teacher or coach • Debrief observation with coach, mentor teacher, and/or administrator: teacher shares what s/he learned from visit and how s/he will apply it in his/her classroom
Self-observations	<ul style="list-style-type: none"> • Videotape or audiotape own teaching for formative purposes • Conduct self-analysis and watch it with coach or administrator, focusing on growth area • Debrief: teacher shares with coach or administrator what s/he learned from analysis, identify strategies to improve teaching, and how s/he will apply it in his/her classroom
Student work	<ul style="list-style-type: none"> • Bring student work that demonstrates students mastered the objective or evidence of improvement in growth area and discuss with coach or administrator • Case studies: analyze a few students' work
Lesson plans and unit plans	<ul style="list-style-type: none"> • Identify what to include in planning to support growth area (e.g., rationale for the objective(s); planning in detail what students will be doing; open-ended, text dependent questions) • Share with administrator and/or coach how often, when, and how feedback will be given on those planning strategies
Gather student feedback	<ul style="list-style-type: none"> • Teacher administers anonymous student survey related to growth area (e.g., poll if students feel that they clearly understand the criteria for high-quality work) • Teacher interviews students (e.g., select students of varying performance levels about their understanding of purpose and context of a unit)
Other teacher-produced materials	<p>Identify a specific area to improve and strategies to try, with teacher sharing materials to show improvement through ongoing cycle of discussion with administrator or coach:</p> <ul style="list-style-type: none"> • Quizzes, tests, rubrics, grading criteria • Project guidelines • Sample homework assignments • Record keeping: students' grades; arrival/departure times; # of students sent from class
Professional reflection	<ul style="list-style-type: none"> • Reflect with guiding questions: What did I learn? How would I apply it? How would I improve it? <ul style="list-style-type: none"> ○ Post-lesson analysis ○ Post-unit analysis ○ Team Planning meetings or study group reflections • Maintain learning log or write brief reflection on action step, or discuss with coach or administrator
Ongoing professional learning (likely overlap with above ideas)	<ul style="list-style-type: none"> • Professional Learning Communities, study groups • Site meetings: grade-level, content-level, and faculty • External professional development: workshops, conferences <ul style="list-style-type: none"> ○ Teacher to share what s/he learned from PD and plans for using it in classroom with coach or administrator

¹ Adapted from *The Skillful Leader* (Platt, Fraser, Ogden, Tripp & Fraser, 2000)

1a: Demonstrating Knowledge of Content and Pedagogy Next Steps

When examining teaching practice with the Danielson Framework for Teaching, it is essential to look across a component to determine where the preponderance of evidence lies. As the Measures of Effective Teaching (MET) project found in 2009, determining the level of performance is easier and more accurate when done at the component level rather than at the element level. Apart from determining the level of practice, at times focusing on the elements within a component can support a teacher in identifying next steps to improve practice and, ultimately, student outcomes. There are also times when next steps would appropriately focus on one component or touch upon several components.

“Ask Abouts” with Component 1a: Demonstrating Knowledge of Content and Pedagogy

Demonstrating Knowledge of Content and Pedagogy focuses on three elements of a teacher’s practice:

- Demonstrating **knowledge of content and the structure of the discipline**, including knowing which concepts and skills are central to a discipline and which are peripheral
- Demonstrating **knowledge of prerequisite relationships** and how to use them in designing lessons and units
- Demonstrating **knowledge of content-related pedagogy** that is the most effective in teaching that discipline

These “ask abouts” can be used to support professional conversations such as (but not limited to) pre-observation conferences, post-observation conferences, and feedback conversations.

Knowledge of content and the structure of the discipline:

- What are some concepts and skills that are central to this content?
- How do these concepts relate to one another and to other disciplines?

Knowledge of prerequisite relationships:

- What prerequisite knowledge will be necessary for students to have, and how may it be used when you design this unit or lesson to ensure student understanding?
- What might be some student misconceptions, and how will you plan to address those misconceptions?

Knowledge of content-related pedagogy:

- How will your planning reflect a wide range of effective pedagogical approaches?
- How will you ensure that the instructional strategies are suitable to the content and will improve student understanding?

Supporting Teachers with Identifying Next Steps for a 1a Priority Area

Teachers and administrators discuss: Considering the level of teaching practice, growth in which element of 1a (Knowledge of content and structure of the discipline, Knowledge of prerequisite relationships, and Knowledge of content-related pedagogy) would most positively impact student learning? What might be some reasons for choosing that particular element?

Focusing on that one element of 1a, what could be some effective next steps?

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?

1a Instructional Next Steps Idea Bank¹
Knowledge of content and structure of the discipline
<ul style="list-style-type: none">• 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).• Collaboratively plan with a colleague who has strong content knowledge.• Relate concepts within the discipline to one another.• Identify in unit or lesson plans the important concepts of the discipline and relate those concepts across disciplines.• Plan multiple, clear explanations of the content to share verbally and in writing with students.• Prepare answers to questions accurately with multiple explanations.
Knowledge of prerequisite relationships
<ul style="list-style-type: none">• Plan instruction that scaffolds skills and concepts to build student understanding.• Plan learning experiences that build on prior understanding of the skills and concepts for individual students.• Relate skills and concepts of the discipline to other skills and concepts within the discipline to help students make connections.• Design questions that build on students' background in the content area.• Design questions to uncover and address gaps in student understanding.
Knowledge of content-related pedagogy
<ul style="list-style-type: none">• Select multiple strategies that strongly align with the concepts being taught and engage all students in the content.• Plan multiple strategies within a lesson to meet the learning needs of all students.• 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).

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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1e: Designing Coherent Instruction Next Steps

When examining teaching practice with the Danielson Framework for Teaching, it is essential to look across a component to determine where the preponderance of evidence lies. As the Measures of Effective Teaching (MET) project found in 2009, determining the level of performance is easier and more accurate when done at the component level rather than at the element level. Apart from determining the level of practice, at times focusing on the elements within a component can support a teacher in identifying next steps to improve practice and, ultimately, student outcomes. There are also times when next steps would appropriately focus on one component or touch upon several components.

“Ask Abouts” with Component 1e: Designing Coherent Instruction

Designing Coherent Instruction focuses on four aspects of a teacher’s practice:

- Planning **learning activities** designed to engage students and advance them through the content
- Designing and selecting **instructional materials and resources** that are appropriate to the learning needs of the students
- Organizing **instructional groups to support** student learning
- Producing clear and sequenced **lesson and unit structures** to advance student learning

These “ask abouts” can be used to support professional conversations such as (but not limited to) pre-observation conferences, post-observation conferences, and feedback conversations.

Learning activities:

- What conceptual or content understanding do you want students to learn from this lesson?
- How will the lesson activities support students in learning the content or concept?

Instructional materials and resources:

- How will the materials and resources support the learning outcomes?
- How are the materials and resources appropriate to the learning needs of the students?

Instructional groups:

- How will you group students and why?

Lesson and unit structure:

- How is your lesson/unit organized to advance student learning and why?

Supporting Teachers with Identifying Next Steps for a 1e Priority Area

Teachers and administrators discuss: Considering the level of teaching practice, growth in which element of 1e (Learning activities, Instructional materials and resources, Instructional groups, and Lesson and unit structure) would most positively impact student learning? What might be some reasons for choosing that particular aspect?

Focusing on that one element of 1e, what could be some effective next steps?

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?

1e Instructional Next Steps Idea Bank¹
Learning activities
<ul style="list-style-type: none">• Ensure that units and lessons align to outcomes that reflect important concepts of the content.• Design activities that present students with opportunities for higher-level thinking.• Design an instructional map that builds on students' prior knowledge and advances student learning.• Design activities that permit student choice and offer opportunities for students to work with one another.• Plan activities using Universal Design for Learning (UDL) principles and specially designed instruction.
Instructional materials and resources
<ul style="list-style-type: none">• Identify a collection of materials and resources that align with the intended learning.• Differentiate materials and resources so all students may access the instruction and experience success.• Ensure that materials and resources are aligned with learning outcomes.
Instructional groups
<ul style="list-style-type: none">• Ensure that grouping choices support the intended learning outcome of the lesson.• Consider the different learning needs of the students when determining groups.• Plan specific roles and responsibilities for all group members.
Lesson and unit structure
<ul style="list-style-type: none">• Plan how each lesson fits into the larger learning goals of the unit.• Plan lessons that connect and build upon each other.• Structure learning activities to build upon one another in order to achieve the instructional outcomes.• Plan units and lessons that allow ample time for students to engage in meaningful learning that ensures that every student achieves identified outcomes.

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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2a: Creating an Environment of Respect and Rapport Next Steps

When examining teaching practice with the Danielson Framework for Teaching, it is essential to look across a component to determine where the preponderance of evidence lies. As the Measures of Effective Teaching (MET) project found in 2009, determining the level of performance is easier and more accurate when done at the component level rather than at the element level. Apart from determining the level of practice, at times focusing on the elements within a component can support a teacher in identifying next steps to improve practice and, ultimately, student outcomes. There are also times when next steps would appropriately focus on one component or touch upon several components.

“Ask Abouts” with Component 2a: Creating an Environment of Respect and Rapport

Component 2a is made up of two elements:

- **Teacher interaction with students, including both words and actions;** this sets the tone for the classroom
- **Student interactions with other students, including both words and actions**

These “ask abouts” can be used to support professional conversations such as (but not limited to) pre-observation conferences, post-observation conferences, and feedback conversations.

Teacher interaction with students:

- In what ways have you conveyed to students that you are interested and care about them?
- What are some ways you convey genuine warmth and caring for your students?
- In what ways do you encourage respectful talk with students?
- What are some ways you have acknowledged students’ respectful interactions, both with you and with each other?
- In what ways do you respect and build on students’ backgrounds and diversity?

Student interactions with other students:

- In what ways have you taught your students to demonstrate respect for each other?
- How have students demonstrated that they feel valued and comfortable taking intellectual risks?
- In what ways have students demonstrated cultural sensitivity with their peers?
- What are some examples of feedback that students have given one another based on their actions in the classroom?

Supporting Teachers with Identifying Next Steps for a 2a Priority Area

Teachers and administrators discuss: Considering the level of teaching practice, growth in which element of 2a (Teacher interaction with students, Student interactions with other students) would most positively impact student learning? What might be some reasons for choosing that particular element?

Focusing on that one element of 2a, what could be some effective next steps?

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 Bank¹

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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2d: Managing Student Behavior Next Steps

When examining teaching practice with the Danielson Framework for Teaching, it is essential to look across a component to determine where the preponderance of evidence lies. As the Measures of Effective Teaching (MET) project found in 2009, determining the level of performance is easier and more accurate when done at the component level rather than at the element level. Apart from determining the level of practice, at times focusing on the elements within a component can support a teacher in identifying next steps to improve practice and, ultimately, student outcomes. There are also times when next steps would appropriately focus on one component or touch upon several components.

“Ask Abouts” with Component 2d: Managing Student Behavior

Component 2d is made up of three elements:

- Establishing and implementing **expectations** for student conduct
- **Monitoring student behavior**, including being attuned to what’s happening in the classroom and moving subtly to help students, when necessary, re-engage with the content being addressed in the lesson
- **Responding to student misbehavior** in a way that respects the dignity of the student and seeking to understand why students are conducting themselves in such a manner

These “ask abouts” can be used to support professional conversations such as (but not limited to) pre-observation conferences, post-observation conferences, and feedback conversations.

Expectations:

- In what ways have you established expectations for student conduct?
- How have you shared the behavioral expectations with students?
- In what ways do you implement the established behavioral expectations?

Monitoring student behavior:

- What strategies did you use to remain attuned to what was happening in the classroom?
- In what ways did students self-manage their behavior and support each other?

Response to student misbehavior

- How did you respond to student misbehavior in a way that was appropriate and respected the student’s dignity? Was it successful, and how do you know?
- What are some examples of feedback you have given students based on their conduct?
- How have you invited student input about what would help prevent undesirable behavior?

Supporting Teachers with Identifying Next Steps for a 2d Priority Area

Teachers and administrators discuss: Considering the level of teaching practice, growth in which element of 2d (Expectations, Monitoring of student behavior, or Response to student misbehavior) would most positively impact student learning? What might be some reasons for choosing that particular element?

Focusing on that one element of 2d, what could be some effective next steps?

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 Bank¹

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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3b: Effective Questioning and Discussion Techniques Next Steps

When examining teaching practice with the Danielson Framework for Teaching, it is essential to look across a component to determine where the preponderance of evidence lies. As the Measures of Effective Teaching (MET) project found in 2009, determining the level of performance is easier and more accurate when done at the component level rather than at the element level. Apart from determining the level of practice, at times focusing on the elements within a component can support a teacher in identifying next steps to improve practice and, ultimately, student outcomes. There are also times when next steps would appropriately focus on one component or touch upon several components.

“Ask Abouts” with Component 3b: Using Questioning and Discussion Techniques

Effective Questioning and Discussion Techniques focuses on three elements of a teacher’s practice:

- Asking **questions of high quality** to cause students to think and/or reflect and deepen their understanding
- Using **discussion techniques** that ask students to explain and justify their reasoning and conclusions, based on specific evidence
- Using a range of techniques to encourage **student participation**

These “ask abouts” can be used to support professional conversations such as (but not limited to) pre-observation conferences, post-observation conferences, and feedback conversations. For questions related to the purpose of monitoring learning and assessing the extent of student understanding, refer to the “Next Steps for 3d: Using Assessment in Instruction” resource.

Quality of questions:

- How did you ask questions that made students think and reflect to deepen their understanding?
- What criteria or tools did you use to craft your questions?
- (With a lesson involving texts) How did you use text-dependent questions?
- (With a math lesson) How did you use questions to build students’ conceptual understanding?

Discussion techniques:

- How did you use discussion among students? Why?
- In what ways did the use of questioning successfully support students’ mastery of the objective? How do you know?
- How did you connect pair, group, and class discussions to writing and/or opportunities to extend thinking?

Student participation:

- How did you use discussion to increase student participation and engagement?

Supporting Teachers with Identifying Next Steps for a 3b Priority Area

Teachers and administrators discuss: Considering the level of teaching practice, growth in which element of 3b (Quality of questions, Discussion techniques, or Student participation) would most positively impact student learning? What might be some reasons for choosing that particular element?

Focusing on that one element of 3b, what could be some effective next steps?

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 Bank¹

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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3c: Engaging Students in Learning Next Steps

When examining teaching practice with the Danielson Framework for Teaching, it is essential to look across a component to determine where the preponderance of evidence lies. As the Measures of Effective Teaching (MET) project found in 2009, determining the level of performance is easier and more accurate when done at the component level rather than at the element level. Apart from determining the level of practice, at times focusing on the elements within a component can support a teacher in identifying next steps to improve practice and, ultimately, student outcomes. There are also times when next steps would appropriately focus on one component or touch upon several components.

“Ask Abouts” with Component 3c: Engaging Students in Learning

Engaging Students in Learning focuses on four elements of a teacher’s practice:

- **Activities and assignments** promote learning by requiring student thinking that emphasizes depth over breadth and encourage students to explain their thinking
- **Grouping of students** is suitable to the lesson activities
- **Instructional materials and resources** support the learning goals and require intellectual engagement
- The lesson’s **structure and pacing** provides students the time needed to intellectually engage with and reflect upon their learning

These “ask abouts” can be used to support professional conversations such as (but not limited to) pre-observation conferences, post-observation conferences, and feedback conversations.

Activities and assignments:

- How did the activities and/or assignments promote student thinking?
- How did the activities and/or assignments ask students to explain their thinking?

Grouping of students:

- In your lesson, how did you group your students and why?
- How did the groupings improve the learning?

Instructional materials and resources:

- What resources and materials did you use to intellectually engage students and why?

Structure and pacing:

- How did you structure the lesson so that students were intellectually engaged throughout the lesson?

Supporting Teachers with Identifying Next Steps for a 3c Priority Area

Teachers and administrators discuss: Considering the level of teaching practice, growth in which element of 3c (Activities and assignments, Grouping of students, Instructional materials and resources, or Structure and pacing) would most positively impact student learning? What might be some reasons for choosing that particular element?

Focusing on that one element of 3c, what could be some effective next steps?

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?

3c Instructional Next Steps Idea Bank¹
Activities and assignments
<ul style="list-style-type: none">• Plan lessons and units aligned to the Common Core Learning Standards.• Plan and revise tasks and activities to reach Depth of Knowledge levels 3 and 4.• Provide students with choice within assignments.• 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?• Plan activities that have multiple correct answers (when applicable) and pathways to finding them.• Invite students' input in designing or initiating changes to assignments or activities.
Grouping of students
<ul style="list-style-type: none">• Use flexible grouping including whole-class learning; pairs, triads, and quads; student-selected groups; teacher-selected groups; and random groups.• Decide on grouping according to the instructional purpose.• Assign students to groups in various ways, such as by interest, readiness, or learning style preference.• Directly instruct on the roles and responsibilities of group members.• Ask students to assess their own effectiveness in the group and the effectiveness of the group as a whole.
Instructional materials and resources
<ul style="list-style-type: none">• Have suitable instructional materials necessary for the lesson available for all students (e.g., textbooks, readings, maps, charts, videos, workbooks, access to the Internet).• Augment school-issued materials with instructional materials from other suitable sources as appropriate.• Enlist online and electronic learning resources to engage students.• Invite students to create or identify their own learning materials.
Structure and pacing
<ul style="list-style-type: none">• Keep an organized structure or agenda, with flexible time frames, to ensure appropriate pacing.• Communicate the agenda or structure both orally and visually, such as by using clocks or tables.• Invite students to contribute ways to use time effectively.• Invite students to self-evaluate on their productive use of time in class.• Employ a variety of techniques suitable for lesson closure (e.g., exit tickets, learning logs).

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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3d: Using Assessment in Instruction Next Steps

When examining teaching practice with the Danielson Framework for Teaching, it is essential to look across a component to determine where the preponderance of evidence lies. As the Measures of Effective Teaching (MET) project found in 2009, determining the level of performance is easier and more accurate when done at the component level rather than at the element level. Apart from determining the level of practice, at times focusing on the elements within a component can support a teacher in identifying next steps to improve practice and, ultimately, student outcomes. There are also times when next steps would appropriately focus on one component or touch upon several components.

“Ask Abouts” with Component 3d: Using Assessment in Instruction

Using Assessment in Instruction focuses on four elements of a teacher’s practice:

- Students know the **assessment criteria**
- **Monitoring of student learning** is planned carefully in advance and woven seamlessly into the lesson
- **Feedback to students** is timely, constructive, substantive, and provides them with the guidance they need to improve their performance
- **Student self-assessment** is the culmination of students’ assumption of responsibility for their learning

These “ask abouts” can be used to support professional conversations such as (but not limited to) pre-observation conferences, post-observation conferences, and feedback conversations. For questions related to deepening student understanding, refer to the “3b: Effective Questioning and Discussion Techniques Next Steps” resource.

Assessment criteria:

- What were the criteria for assessing the students’ work?
- How did the students know the assessment criteria?

Monitoring of student learning:

- How did you check for student understanding throughout the lesson?
- How did you know that all students met the learning outcome?

Feedback to students:

- How did you provide students with feedback on their progress?
- How did the feedback help improve student performance?

Student self-assessment:

- How did the students use the assessment criteria to check their work?

Supporting Teachers with Identifying Next Steps for a 3d Priority Area

Teachers and administrators discuss: Considering the level of teaching practice, growth in which element of 3d (Assessment criteria, Monitoring of student learning, Feedback to students, or Student self-assessment) would most positively impact student learning? What might be some reasons for choosing that particular element?

Focusing on that one element of 3d, what could be some effective next steps?

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?

3d Instructional Next Steps Idea Bank¹

Assessment criteria

- Communicate the learning criteria verbally and visually.
- Provide exemplars that embody the criteria and performance standards required of the students.
- Ask students to explain the criteria in their own words before they begin and throughout the learning.
- During instruction, point out aspects of the instruction that connect to the performance standard and criteria.

Monitoring of student learning

- Plan and ask diagnostic questions to elicit the extent of student understanding.
- Use formative assessment techniques to assess the degree of every student's understanding during the lesson.
- Implement a variety of assessments.
- Analyze the evidence for patterns of understanding, both by groups and for individuals.
- Adjust instruction based upon the evidence of student understanding (or lack of it).

Feedback to students

- Provide timely and high quality feedback in writing, orally, and through modeling.
- Invite students to summarize the feedback in their own words.
- Reflect on the quality of feedback to ensure that it is substantive, constructive, accurate, and specific.
- Individualize the type of feedback according to the needs of the students.
- Give feedback that specifies both strengths and weaknesses or errors and how to improve.
- Track the feedback and follow up to ensure that students are using the feedback to advance their learning.

Student self-assessment

- Give students the criteria at the start of the learning sequence, and together discuss and generate examples.
- Present, or have students translate, the criteria in student-friendly language.
- Ask students to formatively assess their own work, and provide feedback about their accuracy.
- Ask students to reflect on how later versions of their work have improved from first versions.

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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4e: Growing and Developing Professionally Next Steps

When examining teaching practice with the Danielson Framework for Teaching, it is essential to look across a component to determine where the preponderance of evidence lies. As the Measures of Effective Teaching (MET) project found in 2009, determining the level of performance is easier and more accurate when done at the component level rather than at the element level. Apart from determining the level of practice, at times focusing on the elements within a component can support a teacher in identifying next steps to improve practice and, ultimately, student outcomes. There are also times when next steps would appropriately focus on one component or touch upon several components.

“Ask Abouts” with Component 4e: Growing and Developing Professionally

Growing and Developing Professionally focuses on three elements of a teacher’s practice:

- **Enhancement of content knowledge and pedagogical skill** by taking courses, reading professional literature, and remaining current on the evolution of thinking regarding instruction
- **Receptivity to feedback from colleagues** demonstrated by actively pursuing networks that provide collegial support and feedback
- **Service to the profession** by remaining active in professional organizations in order to enhance both their personal practice and their ability to provide leadership and support to colleagues

These “ask abouts” can be used to support professional conversations such as (but not limited to) pre-observation conferences, post-observation conferences, and feedback conversations.

Enhancement of content knowledge and pedagogical skill:

- In what ways have you remained current in your content knowledge and pedagogical skill?
- What opportunities for professional development have you sought out to enhance your content knowledge and pedagogical skill?

Receptivity to feedback from colleagues:

- What are some ways you have actively engaged with colleagues and administrators in professional conversations, including feedback about your practice?

Service to the profession:

- In what ways do you participate actively in assisting other educators and looking for ways to contribute to the profession (e.g., by being active in professional organizations)?

Supporting Teachers with Identifying Next Steps for a 4e Priority Area

Teachers and administrators discuss: Considering the level of teaching practice, growth in which element of 4e (Enhancement of content knowledge/pedagogical skill, Receptivity to feedback from colleagues, Service to the profession) would most positively impact student learning? What might be some reasons for choosing that particular element?

Focusing on that one element of 4e, what could be some effective next steps?

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 Bank¹

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?

¹ Adapted from Danielson, C. (2009). *Implementing the Framework for Teaching in Enhancing Professional Practice*. Alexandria, VA: ASCD. These next steps are shared to prompt discussion between evaluators and teachers. They are not an exhaustive list, should not be viewed as a replacement for the performance rubric, and should not be converted into a checklist format. One cannot infer a rating of teaching practice from the presence or absence of these alone.