

## Overview

The NYCTF Instructional Framework is a tool for teacher self-reflection, development, and assessment. During pre-service training, Fellow development and assessment focus on a subset of indicators across three components of the Framework – these indicators are white with black text. Fellows are expected to reach an ‘Emerging’ level of performance in the subset of indicators by the conclusion of pre-service training. (Note: Greyed out sections are not assessed during pre-service training.) Although the framework is used in this particular context with new teachers, the framework itself is not benchmarked against performance expectations for beginning educators. Instead, it is benchmarked against the expectations for an effective teacher at any level of experience, as defined by the Proficient level in each component.

## About the Framework

The NYCTF Instructional Framework is used to describe and assess teacher practice across three components:

- **Classroom Culture:** Does the classroom culture set all students up to engage in the work of the lesson?
- **Essential Content:** Are all students working with content aligned to the appropriate standards for their subject and grade?
- **Demonstration of Learning:** Do all students demonstrate that they are learning?

## Each component is divided into three parts:

- **Essential Question:** The core question to answer about the particular performance area. In a proficient teacher’s classroom, the answer to each Essential Question is “yes.”
- **Indicators:** Indicators differentiate five levels (Skillful, Proficient, Emerging, Novice, and Pre-novice) of performance in each component. Indicators are focused on student outcomes, as observed in the classroom.
- **Core Teacher Skills:** A non-exhaustive list of the teacher skills and actions that contribute to the student outcomes described in the indicator language. Found at the bottom of each area, these skills directly align to components within Charlotte Danielson’s Framework for Teaching. Prioritized focus skills for pre-service training are indicated for each component.

**When assessing teacher performance, observers select the rating where the combination of indicators most closely describes the observed performance using the greatest share of evidence. Observers do not rate the teacher on Core Teacher Skills; those are included only for coaching and development purposes.**

<b>Classroom Culture: Does the classroom culture set all students up to engage in the work of the lesson?</b>				
<i>Pre-novice (1)</i>	<i>Novice (2)</i>	<i>Emerging (3)</i>	<i>Proficient (4)</i>	<i>Skillful (5)</i>
<p>Very few or no students complete instructional tasks, volunteer responses, and/or ask appropriate questions.</p> <p>Very few or no students follow behavioral expectations and/or directions.</p> <p>Students do not execute transitions, routines and procedures in an orderly manner.</p> <p>Students are left without work to do for a significant portion of the class period.</p>	<p>Some students complete instructional tasks, volunteer responses, and/or ask appropriate questions.</p> <p>Some students follow behavioral expectations and/or directions.</p> <p>Students execute transitions, routines and procedures in an orderly and efficient manner only some of the time and/or require substantial direction from the teacher.</p> <p>Students are idle while waiting for the teacher or left with nothing to do for one or two minutes at a time.</p>	<p>Most students complete instructional tasks, volunteer responses, and/or ask appropriate questions.</p> <p>Most students follow behavioral expectations and/or directions.</p> <p>Students execute transitions, routines and procedures in an orderly and efficient manner most of the time, though may require some direction from the teacher.</p> <p>Students are idle only for short periods of time (less than one minute at a time) while waiting for the teacher to provide directions, when finishing assigned work early, or during transitions.</p>	<p>All or almost all students complete instructional tasks, volunteer responses, and/or ask appropriate questions.</p> <p>All or almost all students follow behavioral expectations and directions.</p> <p>Students execute transitions, routines and procedures in an orderly and efficient manner with minimal direction or narration from the teacher.</p> <p>Class has a quick pace, and students are engaged in the work of the lesson from start to finish. Students who finish assigned work early engage in meaningful learning without interrupting other students' learning.</p>	<p><b>All descriptors for Level 4 are met, and at least one of the following types of evidence is demonstrated:</b></p> <p>Students assume responsibility for routines and procedures and execute them in an orderly, efficient, and self-directed manner, requiring no direction or narration from the teacher.</p> <p>Students demonstrate a sense of ownership of behavioral expectations by holding each other accountable for meeting them.</p>
<p><b>Core Teacher Skills</b></p> <p><b>To improve Classroom Culture, consider working on...</b></p>	<p><b>PST Focus Skills:</b></p> <p><b>Managing Student Behavior</b></p> <ul style="list-style-type: none"> <li>▪ Providing specific, concrete, sequential, and observable directions for behavior and academics</li> <li>▪ Establishing clear standards of conduct that may be posted and referred to during a lesson</li> <li>▪ Responding to student misbehavior in an efficient manner that is consistent, proportional, and respectful</li> <li>▪ Moving to every section of the classroom, uses nonverbal signals, and uses presence to maintain authority</li> </ul> <p><b>Creating an Environment of Respect and Rapport</b></p> <ul style="list-style-type: none"> <li>▪ Conveying that you are interested in and care about your students</li> <li>▪ Reinforcing positive behavior</li> </ul> <p><b>Managing Classroom Procedures</b></p> <ul style="list-style-type: none"> <li>▪ Having all necessary materials at hand and using efficient techniques for starting and ending lessons</li> <li>▪ Using effective routines and procedures that maximize instructional time, including routines for distribution and collection of materials</li> <li>▪ Responding to student requests without interrupting instruction</li> <li>▪ Planning for and providing work that engages students throughout the lesson and maintaining a quick pace</li> </ul> <p><b>Establishing a Culture for Learning</b></p> <ul style="list-style-type: none"> <li>▪ Conveying high expectations for learning for all students and promoting student persistence</li> </ul>			

<b>Essential Content: Are all students working with content aligned to the appropriate standards for their subject and grade?</b>				
<i>Pre-novice (1)</i>	<i>Novice (2)</i>	<i>Emerging (3)</i>	<i>Proficient (4)</i>	<i>Skillful (5)</i>
<p>The lesson does not focus on content that advances students toward grade-level standards, or expectations and/or IEP goals.</p> <p>Most parts of the lesson students engage in are not aligned to the stated or implied learning goal(s) or to each other.</p>	<p>The lesson partially focuses on content that advances students toward grade-level standards or expectations and/or IEP goals.</p> <p>Only some activities students engage in are aligned to the stated or implied learning goal(s).</p>	<p>The lesson focuses on content that advances students toward grade-level standards or expectations and/or IEP goals.</p> <p>Most activities students engage in are aligned to the stated or implied learning goal(s), are well-sequenced and move students toward mastery of the grade-level standard(s) and/or IEP goal(s).</p>	<p>The lesson focuses on content that advances students toward grade-level standards or expectations and/or IEP goals.</p> <p>All activities students engage in are aligned to the stated or implied learning goal(s) and are well-sequenced and build on each other to move students toward mastery of the grade-level standard(s) and/or IEP goals.</p>	<p><b>All descriptors for Level 4 are met, and the following evidence is demonstrated:</b></p> <p>Students demonstrate that they are able to make connections between what they are learning and other content across disciplines.</p> <p>Students independently connect lesson content to real-world situations.</p>
<p>Instructional materials students use, such as texts, questions, problems, exercises and assessments, are not appropriately demanding for the grade/course and time in the school-year.</p>	<p>Some instructional materials students use, such as texts, questions, problems, exercises and assessments, are not appropriately demanding for the grade/course and time in the school-year.</p>	<p>Most instructional materials students use, such as texts, questions, problems, exercises and assessments, are appropriately demanding for the grade/course and time in the school-year.</p>	<p>All instructional materials students use, such as texts, questions, problems, exercises and assessments, are high-quality and appropriately demanding for the grade/course and time in the school-year, based on guidance in the standards and/or students IEP goals (ex. Lexile level and complexity of text).</p>	
<p><b>Core Teacher Skills</b></p> <p><b>To improve Essential Content, consider working on...</b></p>	<p><b>PST Focus Skills:</b></p> <p><b>Setting Instructional Outcomes</b></p> <ul style="list-style-type: none"> <li>Developing and communicating a clear outcome that represents high-level learning in the discipline</li> </ul> <p><b>Designing Coherent Instruction</b></p> <ul style="list-style-type: none"> <li>Allocating instructional time to address the most important content in the discipline</li> <li>Designing learning activities that are aligned to instructional outcomes</li> </ul>			
	<p><b>Setting Instructional Outcomes</b></p> <ul style="list-style-type: none"> <li>Considering students' IEP goals and other specific learning needs in developing learning goals and preparing lessons (where applicable)</li> <li>Developing an outcome that is connected to previous and future learning</li> <li>Developing instructional maps and clear and sequenced unit structures that take into account state, district, and school expectations for student learning</li> </ul> <p><b>Designing Coherent Instruction</b></p> <ul style="list-style-type: none"> <li>Developing and/or using appropriately demanding instructional materials, such as texts, questions, problems, exercises and assessments</li> <li>Developing and providing accommodations and modifications as needed to ensure all students are able to attain learning goals</li> <li>Developing lesson and unit plans that demonstrate awareness of possible student misconceptions and how they can be addressed</li> </ul>			

<b>Demonstration of Learning: Do all students demonstrate that they are learning?</b>				
<i>Pre-novice (1)</i>	<i>Novice (2)</i>	<i>Emerging (3)</i>	<i>Proficient (4)</i>	<i>Skillful (5)</i>
<p>Student responses, work and interactions demonstrate that most students are not on track to achieve stated or implied learning goals.</p> <p>Students have very few or no opportunities to express learning through academic writing and/or explanations using academic language.</p> <p>Questions, tasks or assessments do not yield data that allows the teacher to assess students' progress toward learning goals.</p>	<p>Student responses, work and interactions demonstrate that some students are on track to achieve stated or implied learning goals.</p> <p>Students have few opportunities to express learning through academic writing and/or explanations using academic language.</p> <p>Questions, tasks or assessments yield data that only partially allows the teacher to assess students' progress toward learning goals.</p>	<p>Student responses, work and interactions demonstrate that most students are on track to achieve stated or implied learning goals.</p> <p>Students have some opportunities to express learning through academic writing and/or explanations using academic language.</p> <p>Questions, tasks or assessments yield data that allows the teacher to assess students' progress toward learning goals.</p>	<p>Students have extensive opportunities to express learning through academic writing and/or explanations using academic language.</p> <p>Questions, tasks or assessments yield data that allows the teacher to assess students' progress toward learning goals and help pinpoint where understanding breaks down.</p> <p>All students demonstrate how well they understand lesson content and their progress toward learning goals through their work and/or responses.</p>	<p><b>All descriptors for Level 4 are met, and at least one of the following types of evidence is demonstrated:</b></p> <p>Students self-assess whether they have achieved the lesson objective and provide feedback to the teacher.</p> <p>Students demonstrate that they make connections between what they are learning and how it advances their personal and professional goals.</p> <p>Students monitor their own progress, identify their own errors and seek additional opportunities for practice.</p>
<p>Very few or no students demonstrate how well they understand lesson content and their progress toward learning goals.</p>	<p>Some students demonstrate how well they understand lesson content and their progress toward learning goals through their work and/or responses.</p>	<p>Most students demonstrate how well they understand lesson content and their progress toward learning goals through their work and/or responses.</p>	<p>Student responses, work and interactions demonstrate that all or almost all students are on track to achieve stated or implied grade level and/or IEP-aligned learning goals.</p>	
<p><b>Core Teacher Skills</b></p> <p><b>To improve Demonstration of Learning, consider working on...</b></p>	<p><b>PST Focus Skills:</b></p> <p><b>Communicating with Students</b></p> <ul style="list-style-type: none"> <li>Ensuring students are able to achieve the learning goal(s) by conveying or providing accurate content</li> <li>Explaining content in a way that is thorough and clear and utilizes academic vocabulary</li> </ul> <p><b>Using Assessment in Instruction</b></p> <ul style="list-style-type: none"> <li>Using questions and assessments regularly (e.g. during direct instruction, before independent practice, at a transition, and with an exit ticket at the end of a lesson) to diagnose evidence of learning by individual students</li> <li>Developing and/or using informal and formal assessments that yield usable data on students' progress toward learning the intended outcomes</li> </ul> <p><b>Engaging Students in Learning</b></p> <ul style="list-style-type: none"> <li>Providing suitable scaffolding to support students' engagement with important and challenging content</li> <li>Structuring and delivering lessons that require students to do an appropriate amount of complex thinking and to cite evidence to explain their thinking</li> </ul>			
	<p><b>Using Assessment in Instruction</b></p> <ul style="list-style-type: none"> <li>Providing a variety of forms of feedback that is accurate and specific, affirms correctly understood content, and clarifies misunderstood content.</li> </ul>			
	<p><b>Demonstrating Flexibility and Responsiveness</b></p> <ul style="list-style-type: none"> <li>Adjusting instruction in response to evidence of student misunderstanding</li> </ul>			
	<p><b>Communicating with Students</b></p> <ul style="list-style-type: none"> <li>Differentiating instruction as needed in response to student learning needs, including enrichment and extra support</li> </ul>			