

August 16, 2011

Dear Colleagues,

I hope you are enjoying your summer. As you prepare your school to implement the Chancellor's priority on [strengthening student work and teacher practice](#), I wanted to share some good news about Charlotte Danielson's *Framework for Teaching*. I know that many of you have been preparing to use sections of Danielson's (2007) *Framework for Teaching* as the research-based rubric to strengthen teacher practice. We are pleased to let you know that the [2011 version of the *Framework for Teaching*](#) is now available.

The changes in the revised rubric are based on lessons learned from the Measures of Effective Teaching (MET) Project, a large scale research study funded by the Bill & Melinda Gates Foundation that used the *Framework for Teaching* to evaluate over 20,000 classroom lessons. Based on the MET research, Charlotte Danielson has enhanced her rubric to be even more effective, precise, and useful as a tool for teacher evaluation.

The domains and competencies remain the same as the 2007 version, but in addition to being updated in light of new research, the 2011 rubric has undergone a number of other changes that make it more useful. Particularly, the descriptors for each competency have been streamlined and consolidated to offer more precise language while two new sections have been added to each. The *Critical Attributes* section provides examples of specific and observable behaviors or actions that might serve as evidence of performance for each competency. The *Possible Examples* section provides concrete illustrations of what an observer might see or hear in a classroom. These two new sections help clarify what is expected of teacher practice at each level of performance. In addition, the 2011 rubric provides an overview of each competency that also may help users build clear consensus on each one.

One of the goals of the Citywide Instructional Expectations is to establish a common understanding of what effective teaching looks like and to have a shared language to discuss what's working and what needs to be improved. Many of you will find the 2011 version of Danielson's *Framework* more useful in achieving that common understanding in your schools. In light of this updated rubric, the Children First Intensive will provide resources and support to teachers and school leaders on the revised 2011 version (1e: Designing Coherent Instruction, 2b: Establishing a Culture for Learning, 2d: Managing Student Behavior, 3b: Questioning and Discussion, 3c: Engaging Students in Learning, 3d: Using Assessment in Instruction). As a reminder, the evaluation and development system and the rubric need to be negotiated with the UFT before they are implemented in a high-stakes environment.

I wish you all the best in preparing for the upcoming school year. I share your excitement in continuing to focus on the important work of strengthening student work and teacher practice. Through your efforts, and all of our efforts, we will achieve our goals to successfully prepare all students to be college and career ready. As always, please don't hesitate to reach out if you have any questions.

Best,

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