

NYC DOE Framework for Teaching: Danielson Rubric

	INEFFECTIVE	DEVELOPING	EFFECTIVE	HIGHLY EFFECTIVE
1.01 Teaching Instructional Strategies and Techniques	<p>In planning and preparing, the teacher makes minimal changes and assumes no new risk or responsibility. The teacher often plays little role in developing or expanding his/her knowledge. Learning is limited to the passing of the content. The teacher will explore little outside and is limited in his/her range of planning and has few ideas to share in the planning of the process.</p>	<p>The teacher will explore and the opportunities presented in the planning, but it explores a few little known areas and takes little risk or new risk or responsibility. The teacher's knowledge is limited to the passing of the content, although he/she may begin to explore learning through his/her own interests. The teacher's place and purpose is limited to the classroom or to the teacher's own interests.</p>	<p>The teacher will play a role in the opportunities presented in the planning, but it explores a few little known areas and takes little risk or new risk or responsibility. The teacher's knowledge is limited to the passing of the content, although he/she may begin to explore learning through his/her own interests. The teacher's place and purpose is limited to the classroom or to the teacher's own interests.</p>	<p>The teacher will play a role in the opportunities presented in the planning, but it explores a few little known areas and takes little risk or new risk or responsibility. The teacher's knowledge is limited to the passing of the content, although he/she may begin to explore learning through his/her own interests. The teacher's place and purpose is limited to the classroom or to the teacher's own interests.</p>
1.02 Planning Curriculum Instruction	<p>Learning activities are poorly aligned with the instructional outcomes, do not follow a sequential progression, are not designed to engage students in inquiry, critical thinking, writing and have a limited range of opportunities for students to demonstrate their knowledge and skills.</p>	<p>Some of the learning activities and materials are poorly aligned with the instructional outcomes and represent a limited range of challenges, but with no difficult challenges for all students. The activities are poorly aligned with students' interests, with mixed results. The teacher can make a strong initial impression, but the range of opportunities is limited, with only minor or limited follow-through.</p>	<p>Some of the learning activities and materials are aligned with the instructional outcomes and follow a sequential progression with the challenges of students. The learning activities have mixed results of outcomes, they represent a wider range of challenges, and can be difficult for all students. Students and make use of instructional strategies.</p>	<p>The sequence of learning activities follows a systematic approach, is aligned to instructional goals, and is designed to engage students in high-level cognitive activity. There are appropriate opportunities for students to demonstrate their knowledge and skills, with minor support by the teacher or others.</p>
2.01 Creating an environment that promotes student growth	<p>Relationships between teacher and student, both between a teacher and students and among students, are generally unproductive, lack personalization, or have no clear goals and purpose, and lack accountability, and if made past initial levels, students' personal growth is often limited. By contrast, just the opposite, the teacher has a personal relationship with every student.</p>	<p>Relationships between teacher and student, both between a teacher and students and among students, are generally unproductive, lack personalization, or have no clear goals and purpose, and lack accountability, and if made past initial levels, students' personal growth is often limited. By contrast, just the opposite, the teacher has a personal relationship with every student.</p>	<p>Relationships between teacher and student and the environment promote and support teaching and learning, reflecting personal interests, caring, and accountability to students. The teacher's personal growth is often limited, but the teacher has a clear commitment to high-level self-efficacy among all students in the class. The teacher is able to use a variety of strategies to demonstrate their knowledge and a commitment to teaching with accountability.</p>	<p>Relationships between teacher and student and the environment promote and support teaching and learning, reflecting personal interests, caring, and accountability to students. The teacher's personal growth is often limited, but the teacher has a clear commitment to high-level self-efficacy among all students in the class. The teacher is able to use a variety of strategies to demonstrate their knowledge and a commitment to teaching with accountability.</p>
2.02 managing student behavior	<p>The teacher is to be expected to maintain order and control, but students have no opportunities. There is little or no time for monitoring of student behavior and no power to make changes in behavior to promote and maintain that control.</p>	<p>Students are often not expected to have been controlled, but the teacher's behavior is unproductive. The teacher is strict, with strict rules, no opportunity to be flexible and respond to students or circumstances.</p>	<p>Students are to be expected to maintain order and control. The teacher's behavior is unproductive, but the teacher's responses to students are behaviorally appropriate, predictable, and responsive. The teacher is able to use a variety of strategies to maintain order and control and respond to students' dignity.</p>	<p>Students are to be expected to maintain order and control. The teacher's behavior is unproductive, but the teacher's behavior is appropriate, predictable, and responsive. The teacher's responses to students are behaviorally appropriate, predictable, and responsive. The teacher is able to use a variety of strategies to maintain order and control and respond to students' dignity.</p>

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JE Gale

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Race, Equity, and Education Pedro Noguera, Jill Pierce, Roey Ahram, 2015-11-14 This powerful and timely analysis takes stock of race and education sixty years after the historic Brown vs Board of Education decision. This volume examines education as one of the most visible markers for racial disparities in the US as well as one of its most visible frontiers for racial justice. Featuring original research, educators' insights and perspectives from communities of color, it documents the complex impact of social educational policy on social progress. Chapters on charter schools, curriculum, content, performance measurement and disproportionalities in special education referrals shed light on entrenched inequities that must be confronted. The book also makes it clear that leveling the playing field calls for not only better schools but also addressing pervasive social problems such as poverty and housing segregation. Included in the coverage: School Policy, Housing Policy, Deconcentrating Disadvantage to Address the Achievement Gap, Charter Schooling, Race Politics and an Appeal to History, The Data Quality Movement for the Asian American and Pacific Islander community, an unresolved civil rights issue, Critical Ethnic Studies in High School Classrooms, Academic Achievement via Social Action, Mexican American Educational Stagnation, The Role of Generational Status, Parental Narratives and Educator Messages. Pinpointing crucial issues and opportunities for solutions, Race, Equity, and Education has immediate salience for educators and researchers studying the intersection of race and education.

Supervision Jeffrey Glanz, Sally J. Zepeda, 2015-10-30 Supervision: New Perspectives for Theory and Practice, co-edited by two prominent scholars in the field. Jeffrey Glanz and Sally Zepeda draw attention to supervision as a function that is often misunderstood, underappreciated, and frequently controversial. Much has changed in the last two decades in the education world. These changes have inevitably influenced the theory and practice of supervision. This text includes some of the top scholars in the field in the USA to offer their insights to important topics and issues in supervision. To strike a balance, the editors also included award-winning practitioners who share their insights about supervision. We hope that this volume raises awareness to several critical issues that affect teachers, administrators, and policy makers. With the range of topics associated with supervision, we believe that the authors offer an informed and lively discussion of supervision in the present and future contexts of schools. Through our efforts, we believe that the multiple contexts in which supervision unfolds are examined alongside trends including high stakes testing, the uses of data, the work superintendents do to supervise principals, and the type of supervision that builds a just and caring school culture that is culturally relevant and respectful for teachers and leaders.

Feedback to Feed Forward Amy Tepper, Patrick Flynn, 2018-06-13 Feedback that works for leadership that makes a difference. Leaders know that feedback is essential to teacher development. Crafting the right feedback, however, can be daunting. This how-to book introduces a dynamic yet practical leadership model that helps leaders in all roles and at all experience levels conduct comprehensive observations, analyze lessons for effectiveness, and develop high leverage action steps that change practices and outcomes. Features:

include Comprehensive explanations of standards and discrete core skills Explicit think alouds ready to use strategies and field tested lesson examples Evidence collection notes with templates from live observations Feedback samples across grade levels and content areas Rebllicable case studies for professional learning [A Guide to Impactful Teacher Evaluations](#) Joseph O. Rodgers,2021-03-10 What if everything we thought we knew about effective teacher evaluations was wrong A Guide to Impactful Teacher Evaluations walks educators through an important shift in thinking about how to evaluate teachers from systems focused on individuals and results to solutions focused on collectives and processes Disregarding older ineffective models that rely on faulty assumptions this book embraces new approaches for measuring teacher competency that achieve valid assessment of effective teaching teacher professional growth and student learning Chapters explore teacher evaluation systems based on professional learning community principles confront the current system of teacher evaluation that has led to frustration criticism and disrespect provide strategies for delivering new skills and supporting teachers growth and include Tips and Talking Points for schools and districts Outlining best practice and sharing actionable tools grounded in collaboration and teamwork this book helps K 12 school leaders explore teacher evaluation that has a real and lasting impact on the profession and student learning *Thinking and Acting Systemically* Alan Daly,Kara

Finnigan,2016-05-19 This volume argues that districts are important as a lever for change given the limited success of school by school efforts Policies that focus on skill development recognize and support performance create opportunities for collaboration build leader capacity and create networks of knowledge sharing hold great potential for improving districts but it will require a paradigm shift in the way we view our public school system and those who work within it away from blame and toward complext systems change *United States Civil Aircraft Register ,1972* **Cardiology Board Review and**

Self-Assessment: A Companion Guide to Hurst's the Heart Mark Eisenberg,Jonathan Afilalo,Jacqueline Joza,Ravi Karra,Patrick Lawler,2018-08-22 GAIN A GREATER UNDERSTANDING OF CARDIOVASCULAR MEDICINE AND SHARPEN YOUR BOARD PREPARATION SKILLS WITH THE ONLY REVIEW BASED ON THE CONTENT OF HURST S THE

HEARTCardiology Board Review and Self Assessment is an all inclusive study guide and learning tool written to complement the Fourteenth Edition of Hurst s the Heart the field s cornerstone text and the resource considered by many to be the pinnacle of cardiovascular knowledge Cardiology Board Review and Self Assessment contains more than 1 100 carefully selected questions and answers presented in multiple choice format Each of the 112 chapters of Hurst s the Heart is represented in this unique review with ten multiple choice questions Detailed answers are provided for each question including not only an explanation of why the correct answer is correct but also why the incorrect answers are incorrect HERE S WHY THIS IS THE ULTIMATE BOARD REVIEW AND CARDIOLOGY LEARNING TOOL Questions and answers correspond to appropriate sections of Hurst s the Heart and include valuable tables figures images and references The more than 1 100 Q A span the depth and breadth of the entire field of cardiovascular medicine High yield material is specifically

selected for Board relevance Includes content based on ACC AHA and ESC guidelines Cardiology Board Review and Self Assessment A Companion Guide to Hurst's the Heart is essential reading for anyone preparing to take the Subspecialty Examination in Cardiovascular Disease given by the Board of Internal Medicine as well as practicing cardiologists preparing for recertification It is also of value to medical students residents fellows practicing physicians and other healthcare professionals who wish to expand their knowledge of cardiovascular medicine **New England Homestead** ,1943

MacRae's Blue Book and Hendricks' Commercial Register ,1927 *Journal of Heat Transfer* ,2005 **Road and Track** ,1960 *Standard & Poor's Stock Reports* ,1999-02 **Comprehensive Dissertation Index** ,1989 **Nonviral Vectors for Gene Therapy** ,2015-01-08 The field of genetics is rapidly evolving and new medical breakthroughs are occurring as a result of advances in our knowledge of genetics Advances in Genetics continually publishes important reviews of the broadest interest to geneticists and their colleagues in affiliated disciplines **The United States Catalog** ,1912

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