

NYC DOE Framework for Teaching: Danielson Rubric

	INEFFECTIVE	DEVELOPING	EFFECTIVE	HIGHLY EFFECTIVE
1.1C The teacher displays knowledge of content in the discipline.	In planning and practice, the teacher makes use of content knowledge but seems to view content as a static body of facts. The teacher displays little understanding of how specific knowledge impacts or informs on learning of the students. The teacher displays little concern and interest in the ways of pedagogical approaches or ability to relate on learning of the content.	The teacher is familiar with the important concepts in the discipline, but displays a lack of a systematic of how these concepts relate to each other. The teacher understands content as a static body of facts, although such knowledge may be used well in practice. The teacher's plans and practice reflect a limited range of pedagogical approaches to the discipline or to the students.	The teacher displays solid knowledge of the important concepts in the discipline and how these relate to one another. The teacher displays some concern with understanding of how specific knowledge impacts or informs on learning of the students. The teacher's plans and practice reflect familiarity with a wider range of effective pedagogical approaches in the discipline and the ability to anticipate student misconceptions.	The teacher displays extensive knowledge of the important concepts in the discipline and how these relate to one another and to other disciplines. The teacher demonstrates wide understanding of how specific knowledge impacts and informs practical understanding of the links to learning objectives, structures their lesson plans and practice well. The teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline and the ability to anticipate student misconceptions.
1.2C The teacher understands instructional practices.	Learning activities are poorly aligned with the instructional objectives, do not follow a sequential progression, are not designed to engage students in active intellectual activity and have a monotone, low effectiveness in motivating students to the activities and offer little variety.	Some of the learning activities and materials are aligned with instructional objectives and represent meaningful cognitive challenge, but with no different student level or an effective instructional group partially appropriate activities, with some variety. The lesson or unit has a meaningful structure, but the progression of activities is uneven, with only some meaningful time allocations.	Most of the learning activities are aligned with the instructional objectives and follow a sequential progression suitable to groups of students. The learning activities have some with time allocations, they represent significant cognitive challenge, with some differentiation for different groups of students and varied use of instructional groups.	The sequence of learning activities follows a coherent argument, is aligned to instructional goals, and is designed to engage students in high-level cognitive activity. There are appropriate differentiation for individual learners. Instructional groups are varied appropriately with some opportunity for students to lead.
2.1C Creating an environment of respect and support.	Relationships between interactions, both between a teacher and students and among students, are mostly negative, inappropriate, or less than the best one might expect, cultural learning needs, and if needs are met there is. Student interactions are characterized by teasing, put downs, or conflict. The teacher does not deal with all inappropriate behavior.	Relationships between interactions, both between a teacher and students and among students, are generally appropriate but may reflect occasional inappropriate, disrespectful, or flawed for student ages, cultures, and development level. Students rarely demonstrate disagreement or conflict. The teacher attempts to respond to all inappropriate behavior with some results. The majority of the interactions is neutral, occupying neither positive nor conflict.	Relationships between interactions are friendly and the students go on teasing and respect. Such behaviors are appropriate to the ages, cultures, and development needs of the students, with students among students are generally polite and respectful, and students exhibit respect for the teacher. The teacher responds successfully to disrespectful behavior among students. The majority of the interactions is polite, respectful and harmonious, though students may be aware when conflict arises or taking informal roles.	Classroom interactions between the teacher and students and among students are highly respectful, reflecting genuine warmth, caring, and sensitivity to students' individuality. Students exhibit respect for the teacher and contribute to high level of civility among all members of the class. The unit is well run in a manner where all students feel valued and a comfortable learning environment.
2.2C Managing student behavior.	There appears to be inconsistent standards of conduct, or students in the classroom. There is little or no time for monitoring of students for having a self-regulation to students' behavior in comparison and some partial of students dignity.	Standards of conduct appear to have been established, but their implementation is inconsistent. The teacher tries, with some results, to monitor students' behavior and respond to students' misbehavior.	Standards of behavior are mostly appropriate. The teacher monitors student behavior against established standards of conduct. Teacher response to student misbehavior is consistent, proportionate, and respectful to students and is effective.	Standards of behavior are mostly appropriate. Students take an active role in monitoring their own behavior and for their efforts. Students appear to understand and act on it. Teacher monitoring of student behavior is subtle and prevention. The teacher's response to student misbehavior is sensitive to individual student needs and respects students' dignity.

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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 is 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 pp pp 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 draws attention to supervision as a function that is often misunderstood under appreciated 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 Replicable 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 complex 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 HEART Cardiology 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

Road & Track ,1960 *Minneapolis City Directory* ,1937 **The Farmer** ,1955 **Arts & Humanities Citation Index** ,1994

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