

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 on students' learning of the content. The teacher displays little concern and interest in the ways of pedagogy that a particular content is made an learning of the content.	The teacher is familiar with the important concepts in the discipline, but displays a lack of awareness of how these concepts relate to past events. 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 pedagogy that a particular content is made an learning of the content.	The teacher displays solid knowledge of the important concepts in the discipline and how these relate to past events. The teacher displays some awareness and understanding of how specific knowledge impacts on learning. The teacher's plans and practice reflect familiarity with a wider range of effective pedagogy that a particular content is made an learning of the content.	The teacher displays extensive knowledge of the important concepts in the discipline and how these relate to past events and to other disciplines. The teacher demonstrates wide understanding of how specific knowledge impacts and connects to other areas of the curriculum, including connections to other subjects. The teacher's plans and practice reflect familiarity with a wide range of effective pedagogy that a particular content is made an learning of the content and the ability to anticipate student misconceptions.
1.2C The teacher understands instructional practices.	Learning activities are poorly aligned with the instructional purposes, do not follow a logical progression, are not designed to engage students in learning, intellectual activity and have a monotone, low effectiveness, unvarying nature or contribute little to the activities and offer little variety.	Some of the learning activities and tasks are aligned with instructional purposes and represent meaningful learning challenges, but with no different student benefits or outcomes. Instructional groups generally support the activities, with some variety. The teacher or unit has a strong visible structure, but the progression of tasks is unvarying, with only minor variations in the activities.	Most of the learning activities are aligned with the instructional purposes and follow a logical progression suitable to groups of students. The learning activities have some visible structure, they represent a challenge to students, with some differentiation for different groups of students and varied use of instructional groups.	The sequence of learning activities follows a robust 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 teachers and students and among students, are generally negative, unproductive, or leave little to be said and/or, cultural learning needs, and if made good there is. Student interactions are characterized by negative, put-down, or conflict. The teacher does not deal with all inappropriate behavior.	Relationships between interactions, both between teachers and students and among students, are generally appropriate but may reflect occasional inappropriate, disruptive, or damaged the student's respect, culture, and development and there is. Student rarely demonstrates appropriate behavior. The teacher attempts to respond to all inappropriate behavior with some results. The overall effect of the learning is neutral, unvarying, neither positive nor negative.	Relationships between interactions are friendly and the students go on learning and respect. Such learning is appropriate to the age, culture, and development needs of the students, with positive among students are generally polite and respectful, and students exhibit respect for the teacher. The teacher responds successfully to all inappropriate behavior among students. The overall effect of the learning is positive, respectful and inclusive for, through students may be aware when students who are taking informal roles.	Classroom interactions between the teacher and students and among students are highly respectful, reflecting positive warmth, caring, and sensitivity to students' individuality. Students exhibit respect for the teacher and contribute to high level of a fully a strong self-respect and respect for the teacher and students. The overall effect of the learning is positive and a respectful 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' learning or of students' behavior in comparison and some potential 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 conduct are generally appropriate. The teacher monitors student behavior against established standards of conduct. Teacher responds consistently to behavior in a consistent, appropriate, and respectful to students and is effective.	Standards of conduct are consistently appropriate. Students take an active role in monitoring their own behavior and for their behavior. Students appear to understand and accept it. Teacher monitoring of student behavior is subtle and persistent. The teacher's response to student misbehavior is sensitive to individual student needs and respects students' dignity.

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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

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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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