

Danielson 2014-15 Rubric

Adapted to New York Department of Education Framework for Teaching Components

Although the rubric language in this copy remains the same as the NYC "Official" copy, it includes the introduction to how the rubric has changed since its original publication. The margins and font sizes have been changed to save paper. Color/Shading was added to help the user navigate between the sections.

At the end of the document, there are two strategically placed "cheat sheets." One is for quickly identifying the components by Domains 1 & 4 and the other for Domains 2 & 3. Danielson's key elements for the components are included. This is provides a more summative and accurate description of the components than others using performance indicators.

Digital copies of this reformatted rubric and the DOE released one are available on our website, www.OPN187.org.

Danielson Framework 2014 2015

Zhi Quan Chen,C.Q. He,Y.C. Wu,N. Qi

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The ^AOxford Handbook of Assessment Policy and Practice in Music Education, Volume 1 Timothy S. Brophy, 2019-01-02 In this two volume Handbook contributors from across the globe provide expert perspectives on the assessment measurement and evaluation of student learning in music A Pedagogical Design for Human Flourishing

Cynthia McCallister, 2022-03-28 In A Pedagogical Design for Human Flourishing Transforming Schools with the McCallister Model Cynthia McCallister presents a revolutionary paradigm for education that is practical conceptually convincing and grounded in contemporary behavioral science theory Beginning with the assertion that equality of educational opportunity depends on access to experiences that are sufficiently appropriate and rich to enable the achievement of diverse human potentials she provides a comprehensive school design for intervention that demonstrates how to achieve it Grounded in recent advances in learning science McCallister asserts three necessary conditions for learning the need for learners to have access to diverse rich environmental experiences the need for them to enjoy fundamental freedom and autonomy to direct their own learning and access to full and free forms of association In her model these conditions provide what is necessary for learners to coordinate their minds with others to develop their identities personalities and talents These conditions are animated in concrete procedures that can be adapted to a wide variety of populations in formal informal and remote educational settings The procedures take the form of rules that learners comply with in the exercise of their freedom When they are followed the rules provide a grammar for the social norms that govern the moral worlds of learners and compel them to flourish Tested over two decades in her work as a teacher scholar and school reformer in more than 20 NYC public schools the McCallister Method has delivered an innovative and disruptive approach to schooling that has proven successful in finally transforming low performing industrial schools into 21st century learning organizations Online support material includes assessments records surveys and more to be used in school design and classroom settings *Pre-Service and In-Service Teacher Education: Concepts, Methodologies, Tools, and Applications* Management Association, Information Resources, 2018-11-02 As with any industry the education sector goes through frequent changes due to modern technological advancements It is every educator s duty to keep up with these shifting requirements and alter their teaching style to best fit the needs of their classroom Pre Service and In Service Teacher Education Concepts Methodologies Tools and Applications explores the current state of pre service teacher programs as well as continuing education initiatives for in service educators It also emphasizes the growing role of technology in teacher skill development and training as well as key pedagogical developments and methods Highlighting a range of topics such as teacher preparation programs teaching standards and fieldwork and practicum experiences this multi volume book is designed for pre service teachers teacher educators researchers professionals and academics in the education field Evaluating Teacher Education Programs through Performance-Based Assessments Polly, Drew, 2016-02-10 Performance based assessments have become a critical component

of every teacher education program Such assessments allow teacher candidates to demonstrate their content and pedagogical knowledge skills and dispositions in an authentic setting Evaluating Teacher Education Programs through Performance Based Assessments analyzes and discusses the theory and concepts behind teacher education program evaluation using assessment tools such as lesson plans classroom artifacts student work examples and video recordings of lessons Emphasizing critical real world examples and empirically based studies this research based publication is an ideal reference source for university administrators teacher educators K 12 leaders and graduate students in the field of education

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

Equity and Inclusivity for Multilingual Learners in Teacher Education Huili Hong, Ana Christina da Silva Iddings, 2025-08-01 This textbook equips pre service educators with the tools they need to empower multilingual learners their families and communities promote educational equity and advocate for the rights of multilingual learners in increasingly complex sociopolitical settings Featuring contributions from researchers in service teachers pre service teachers and community leaders the book offers expansive and diverse perspectives on the challenges and solutions related to multilingual learners in a myriad of educational contexts and environments The book goes beyond traditional classroom strategies to cultivate all participants active agency and incorporate advocacy for both teachers and multilingual learner students exploring the intricate connections between praxis and community engagement in a comprehensive way Addressing a wide array of increasingly common challenges this thoughtful resource is ideal for undergraduate and graduate students in teacher education and educational leadership preparation programs as well as teacher researchers and school administrators

Planning & Changing , 2017 **Educational Research Quarterly** , 2015 Positron Annihilation - ICPA-17 Zhi Quan Chen, C.Q. He, Y.C. Wu, N. Qi, 2017-03-24 Selected peer reviewed papers from the 17th International Conference on Positron Annihilation ICPA 17 September 20 25 Wuhan China Maxcy-Rosenau-Last Public Health and Preventive Medicine: Sixteenth Edition Matthew L. Boulton, Robert H. Wallace, 2021-06-05 Now in full color the 1 text spanning the fields of public health and preventive medicine brings you fully up to date on the issues and topics you need to know A Doody's Core Title for 2024 2023 Maxcy Rosenau Last Public Health and Preventive Medicine has been updated and revised for the first time in more than a decade This highly anticipated and extensive edition provides the most current information and insights

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We Were Not Built to Break Beverly-Jean M. Daniel, 2025-12-16 We Were Not Built to Break Racially Affirming Care for Black Children Families and Communities offers social service and education providers who work with Black children youth and families a critical understanding of the ways in which race and racism influence the experiences and outcomes of Black children youth and families This book addresses the documented disproportionate representation of Black families in child welfare systems where they often face excessive surveillance family separations and systemic pathologization This project seeks to disrupt these problematic narratives by intentionally focusing on the strengths capacities and capabilities of Black communities which have been foundational to their survival for generations Most workers who are involved in the lives of Black children ECEs CYCs social workers teachers or healthcare providers are seldom members of Black communities and are trained using perspectives and curriculum that remain culturally and racially irrelevant Recognizing these challenges this book seeks to provide current and future practitioners with concise easily accessible detailed information that can enhance their engagement with Black families Dr Daniel explores the role of race as a socially constructed marker in Canada examines the impact of racism on Black communities and introduces alternative frameworks that highlight resilience cultural identity and community strengths We Were Not Built to Break is intended for Child and Youth Care Social Work ECE Teacher Education and Psychology programs within universities and colleges in Canada

Learning Science: Theory, Research, and Practice Robert S. Feldman, 2019-08-09 Cutting edge insights and perspectives from today s leading minds in the field of learning science The discipline of learning science is fast becoming a primary approach for answering one of the most important questions of our time How do we most effectively educate students to reach their full potential Spanning the disciplines of psychology data science cognitive science sociology and anthropology Learning Science offers solutions to our most urgent educational challenges Composed of insightful essays from top figures in their respective fields the book also shows how a thorough understanding of this critical discipline all but ensures better decision making when it comes to education Chapters include Exploring Student Interactions in Collaborative Problem Solving with a Multimodal Approach Learning Science Research Through a Social Science Lens Semantic Representation Analysis and its Application in Conversation based Intelligent Tutoring Systems Advancing the Relationship Between Learning Sciences and Teaching Practice Advancing the State of Online Learning Stay Integrated Stay Accessible Stay Curious Designing Immersive Authentic Simulations that Enhance

Motivation and Learning High School OER STEM Lessons Leading to Deep Learning For Students and Teachers How to Increase Learning While Not Decreasing the Fun in Educational Games Whether you re creating curricula developing policies or educating students in a classroom setting Learning Science delivers the knowledge insight and inspiration you need to do your part to ensure every student meets his or her full potential *Credibility in Information Retrieval* Alexandru L. Ginsca, Adrian Popescu, Mihai Lupu, 2015 A detailed analysis of existing credibility models from different information seeking research areas with a focus on the Web and its pervasive social component Defines the limits of credibility with respect to digital information access systems providing the reader with an organized and comprehensive reference guide to the state of the art Perry's Chemical Engineers' Handbook, 9th Edition Don W. Green, Marylee Z. Southard, 2018-07-13 Up to Date Coverage of All Chemical Engineering Topics from the Fundamentals to the State of the Art Now in its 85th Anniversary Edition this industry standard resource has equipped generations of engineers and chemists with vital information data and insights Thoroughly revised to reflect the latest technological advances and processes Perry s Chemical Engineers Handbook Ninth Edition provides unsurpassed coverage of every aspect of chemical engineering You will get comprehensive details on chemical processes reactor modeling biological processes biochemical and membrane separation process and chemical plant safety and much more This fully updated edition covers Unit Conversion Factors and Symbols Physical and Chemical Data including Prediction and Correlation of Physical Properties Mathematics including Differential and Integral Calculus Statistics Optimization Thermodynamics Heat and Mass Transfer Fluid and Particle Dynamics Reaction Kinetics Process Control and Instrumentation Process Economics Transport and Storage of Fluids Heat Transfer Operations and Equipment Psychrometry Evaporative Cooling and Solids Drying Distillation Gas Absorption and Gas Liquid System Design Liquid Liquid Extraction Operations and Equipment Adsorption and Ion Exchange Gas Solid Operations and Equipment Liquid Solid Operations and Equipment Solid Solid Operations and Equipment Chemical Reactors Bio based Reactions and Processing Waste Management including Air Wastewater and Solid Waste Management Process Safety including Inherently Safer Design Energy Resources Conversion and Utilization Materials of Construction **Literacy Content and Core Practices** Katie A. Danielson, 2016 Abstract Mary Kennedy 1999 introduced the problem of enactment to describe how novice teachers often struggle to put what they have learned in coursework into practice in the field One approach to this problem is to put practice at the center of teacher education by specifying core practices of teaching around which to structure novices learning opportunities A core practices approach includes addressing the content and the pedagogy in preparing teachers While research has been conducted on the use of core practices in mathematics science history and secondary English Language Arts there is currently a gap in the research in elementary literacy In addition most research available on elementary literacy methods courses includes information about the content of the courses but little literature is available on the teacher educator pedagogy in those courses The literacy community has a large body of research on how children read

and best practices to teach children to read However we don't have knowledge on the best ways to prepare teachers to do this work In order to ensure all students are reading we need to better understand how to prepare teachers for this complex work This dissertation begins to address this gap by investigating an elementary literacy methods course that includes core practices Importantly this dissertation introduces a framework for understanding the types of decomposition in teacher education This framework emerged in the interplay between concepts from sociocultural theory and data analysis Sociocultural theory directed the attention to the relationship between knowing and doing and extended that concept considering the context in which learning takes place Using a sociocultural lens to analyze data patterns emerged within decomposition illustrating nuanced complexities that led to the development of the framework This dissertation addressed the broad questions How does an elementary literacy teacher educator learn the work of teaching core practices in a teacher education program What pedagogical practices does one teacher educator use when preparing teacher candidates to teach reading How do teacher candidates enact literacy practices when working with children Does a literacy methods course that includes core practices produce changes in candidate knowledge on reading and the teaching of reading I answered these questions through a mixed methods study at State University a larger research focused university in California This study draws on data collected from October 2014 February 2015 the first quarter of the program and part of the second Drawing from interviews of five faculty members interviews of eight candidates ten course observations and six field observations data was analyzed to understand how the course instructor began using core practices the relationship between content and core practices in the course teacher educator pedagogy and the ways in which candidates enacted practice When analyzing these data I looked across sources for triangulation In this dissertation I first present findings related to decomposition a specific pedagogy used by the teacher educator The study develops a framework of decomposition in teacher education that highlights the different dimensions where complex practice is unpacked into integral parts when preparing teachers Based on concepts from sociocultural theory this framework highlights conceptual and practical ideas that are decomposed and how practices of varying grain size are unpacked for candidates Conceptual ideas are the larger ideas and principles behind literacy instruction and practical tools are those that can be used in the classroom with children when teaching them to read This framework provided an analytical frame to understand the teacher educator pedagogy of decomposition in the course A second theme was around enactment historically viewed as a one shot deal where candidates sink or swim This study revealed enactment is much more complex I introduce a continuum of enactment In order to support candidates in enacting practice the teacher educator made thoughtful decisions to ensure all candidates had an opportunity to teach children what they were learning in the methods course The teacher educator did this by including enactment at a lab school within the course The teacher educator made intentional decisions to provide candidates with supports in this initial enactment Grounded in sociocultural theory the enactment continuum begins with highly designed settings on the left end and the

traditional sink or swim on the right My analysis indicates that a core practices approach engages teacher educator pedagogy that can serve as a bridge between knowing and doing in different contexts in a literacy methods course Teacher educator pedagogy as a bridge supports candidates in understanding how they can put what they have learned in their methods course into action in the field with children This dissertation makes several contributions to theory and practice First it illustrates the importance of teacher educator pedagogy The framework for decomposition in teacher education and enactment continuum can both be used as a guide by teacher educators and as an analytical tool for researchers This dissertation highlights how the inclusion of core practices can work towards ameliorating the problem of enactment While this dissertation advances research on the use of core practices in an elementary literacy methods course it recognizes that there is much more to learn and understand about high quality literacy teacher education

Professional Practice, Student Surveys, and Value-Added Duncan Chaplin, Brian Gill, Allison Thompkins, Hannah Miller, 2014 Responding to federal and state prompting school districts across the country are implementing new teacher evaluation systems that aim to increase the rigor of evaluation ratings better differentiate effective teaching and support personnel and staff development initiatives that promote teacher effectiveness and ultimately improve student achievement Pittsburgh Public Schools PPS has been working for the last several years to develop richer and more comprehensive measures of teacher effectiveness in support of a larger effort to promote effective teaching In partnership with PPS REL Mid Atlantic collected data from Pittsburgh on three different types of teacher performance measures professional practice measures derived from the Danielson Framework for Teaching Tripod student survey measures and value added measures designed to assess each teacher's contribution to student achievement growth The study found that each of the three types of measures has the potential to differentiate the performance levels of different teachers Moreover the three types of measures are positively but modestly correlated with each other suggesting that they are valid and complementary measures of teacher effectiveness and that they can be combined to produce a measure that is more comprehensive than any single measure School level variation in the ratings on the professional practice measure however suggests that different principals may have different standards in assigning ratings which in turn suggests that the measure might be improved by using more than one rater of professional practice for each teacher Five appendices present 1 Descriptions of the three teacher evaluation measures 2 Detailed tables 3 Principal components analyses 4 Correlating the Research based Inclusive System of Evaluation and 7Cs ratings with partly concurrent value added measure estimates and 5 Checking Research based Inclusive System of Evaluation ratings within and between schools This report was prepared for the Institute of Education Sciences IES by Regional Educational Laboratory Mid Atlantic administered by ICF International

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