NYC DOE Framework for Teaching: Danielson Rubric

	INEFFECTIVE	DEVELOPING	EFFECTIVE	HIGHLY EFFECTIVE
1.B Demonstrating Knowledge of Students & Students	In planning and practice, the teacher makes content errors or does not correct errors made by students. The teacher displays little understanding of prerequisite knowledge important to students for learning of the content. The teacher displays little or no understanding of the range of pedagogical approaches suitable to student 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 one another. The teacher demonstrates some knowledge of prerequisite learning, although such knowledge may be inaccurate or incomplete. 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 demonstrates accurate understanding of prerequisite relationships among topics. The teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the subject.	The teacher displays extensive knowledge of the important concepts in the discipline and how these relate both to one another and to other disciplines. The teacher demonstrates understanding of prerequisite relationships among topics and concepts and anticipates likely misconceptions. The teacher's plans and practice reflect flexibility with a wide range of effective pedagogical approaches in the discipline and the ability to anticipate student misconceptions.
3.C Engaging Students in Learning	Learning activities are poorly aligned with the instructional outcomes, do not follow an organized progression, are inappropriate to many students, or require only rote responses. The groups are not managed, and students are not working productively. There is little or no differentiation, and those students who finish early have little to do. Materials and resources are not suitable to the activities or do not engage students' interest.	Some of the learning activities and materials are aligned with instructional outcomes and represent moderate cognitive challenge, but with no differentiation for different students. Instructional groups partially support the activities, with some variety. The lesson or unit has a recognizable structure, but the progression of activities is uneven, with only some reasonable time allocations.	Most of the learning activities are aligned with the instructional outcomes and follow an organized progression to suitable challenges for groups of students. The learning activities have reasonable 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 progression, aligned to instructional goals and is designed to engage students in high-level cognitive activity. There are appropriate opportunities for individual learners. Instructional groups are used appropriately with ample opportunity for student initiation.
3.B Establishing a Culture for Learning	Interactions between teacher and students are negative, inappropriate, or insensitive to students' ages, cultural backgrounds, and developmental levels. Student interactions are characterized by sarcasm, put-downs, or conflict. The teacher does not intervene when inappropriate behavior occurs.	Some of the interactions between teacher and students are appropriate but may reflect inconsistent sensitivity to students' backgrounds. Interactions are generally appropriate for students' ages, cultures, and developmental levels. Students rarely demonstrate disrespect for one another. The teacher sometimes responds to inappropriate behavior, with uneven results. The environment is neutral, conveying neither warmth nor conflict.	Teacher-student interactions are friendly and demonstrate general caring and respect. Such interactions are appropriate to the ages, cultures, and developmental levels of the students. Interactions among students are generally polite and respectful, and students exhibit respect for the teacher. The teacher responds successfully to inappropriate behavior among students. The net result of the interactions is a polite, respectful, and businesslike tone, though students may be seen rather than heard during intellectual risks.	Classroom interactions between the teacher and students and among students are highly respectful, reflecting genuine warmth, caring, and sensitivity to students as individuals. Students exhibit respect for the teacher as a result of the high level of skill shown by all members of the class. The environment is one in which all students feel safe and are comfortable taking intellectual risks.
2.E Managing Student Behavior	There appears to be no established standards of conduct, or students have little regard for them. There is little or no teacher monitoring of student behavior, and response to students' misbehavior is inconsistent, inappropriate, or ineffective or students display disrespect.	Standards of conduct appear to have been established, but their implementation is inconsistent. The teacher tries, with uneven results, to monitor student behavior and respond to student misbehavior.	Student behavior is generally appropriate. The teacher monitors student behavior against established standards of conduct. Teacher response to student misbehavior is consistent, proportionate, and respectful to students and effective.	Student behavior is entirely appropriate. Students take an active role in maintaining this in some instances and/or there is evidence of student understanding of standards of conduct. Teacher monitoring of student behavior is subtle and preventive. The teacher's response to student misbehavior is sensitive to individual students' needs and respects students' dignity.

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