

# 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](http://www.OPN187.org).

# Nyc Danielson Framework 2014 2015

**Joseph O. Rodgers**



## **Nyc Danielson Framework 2014 2015:**

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

*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 Mes sages p 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

**The Hidden Role of Software in Educational Research** Tom Liam Lynch, 2015-05-22 Educational research often discounts the uniqueness and ubiquity of software and the hidden political economic and epistemological ways it impacts teaching and learning in K 12 settings Drawing on theories and methodologies from English education critical discourse analysis multimodal semiotics and digital humanities this volume exposes the problems of technology in schools and refocuses the conversation on software This shifting of focus invites more nuanced

questions concerning the role of software in school reform and classroom instruction and takes a critical stance on software's role in education. This volume explores the ontology of software and the ways it is construed within educational policy discussions. It is beneficial to schools, companies, policy makers, and practitioners seeking a more theoretical framework for technology in education.

**Rubric Nation** Michelle Tenam-Zemach, Joseph E. Flynn, 2015-04-01 What is a rubric and how are they being used in teacher education and evaluation? When did rubrics become ubiquitous in the field of education? What impact do rubrics have on students, teachers, teacher educators, and the educational enterprise? This book is an edited volume of essays that critically examine the phenomenon of rubrics in teacher education, evaluation, and education more broadly. Rubrics have seen a dramatic rise in use and presence over the past twenty-five years in colleges of education and districts across the country. Although there is a wealth of literature about how to make rubrics, there is scant literature that explores the strengths and weaknesses of rubrics and the impact the rubric phenomenon is having in reshaping education. The chapters included in this edited volume will critically reflect on the contemporary contexts of rubrics and the uses and impact of rubrics in education. Since rubrics have become indelible in education, it is necessary for a fuller nuanced discussion of the phenomenon. Creating a book that explores these aspects of rubrics is timely and fundamental to expanding the discourse on this ubiquitous evaluation tool. This book is not meant to be a series of chapters dedicated to best practices for creating rubrics, nor is this text meant to present all sides of the rubric discussion. Rather, this text intends to offer critical polemics about rubrics that can spur greater critical discussion about a phenomenon in education that has largely been unquestioned in the literature.

Successful School Staffing Strategies Michael Pregot, 2016-09-23 Concepts in this book constitute a framework for developing efficient school staff practices. The underlying premise addressed in this basic topic is built upon forming a responsive educational community of constituents in which all staff members focus on student learning as a priority. The first two chapters define human resource function as contrast them with the ideology of developing human capital. Chapters 3 through 5 cite specific suggested activities in the actual hiring process from the school building leader as well as district leadership. Chapters 6 through 8 deal with generic staffing practices such as basic supervision working with the non-professional staff and evaluating staff members. In Chapter 9, the topic of training, improving, and retaining school staff is mentioned. The last chapter highlights the most essential principles that surround building human capital.

**Equity & Cultural Responsiveness in the Middle Grades** Kathleen M. Brinegar, Lisa M. Harrison, Ellis Hurd, 2019-04-01 While developmental responsiveness is a deservedly key emphasis of middle grades education, this emphasis has often been to the detriment of focusing on the cultural needs of young adolescents. This Handbook volume explores research relating to equity and culturally responsive practices when working with young adolescents. Middle school philosophy largely centers on young adolescents as a collective group. This lack of focus has great implications for young adolescents of marginalized identities, including but not limited to those with culturally and linguistically diverse backgrounds, LGBTQ youth, and those living in

poverty If middle level educators claim to advocate for young adolescents we need to mainstream conversations about supporting all young adolescents of marginalized identities It empowers researchers educators and even young adolescents to critically examine and understand the intersectionality of identities that historically influenced and continue to affect young adolescents and why educators might perceive marginalized youth in certain ways It is for these reasons that researchers teachers and other key constituents involved in the education of young adolescents must devote themselves to the critical examination and understanding of the historical and current socio cultural factors affecting all young adolescents The chapters in this volume serve as a means to open an intentional and explicit space for providing a critical lens on early adolescence a lens that understands that both developmental and cultural needs of young adolescents need to be emphasized to create a learning environment that supports every young adolescent learner      **Acts of Resistance** Jeanne

Dyches,Brandon Sams,Ashley S. Boyd,2020-02-06 In 1969 Neil Postman and Charles Weingartner published Teaching as a Subversive Activity Subversive teaching today however looks very different than it did in 1969 Teachers today must deliver their instruction in an era of formidable challenges related to curriculum educational policy and cultural and political ideology Students learn in an environment that includes active shooter drills and increasingly violent public policy that assaults immigrants people of Color women and the LGBTQIA community A robust public education is needed now more than ever though the resources to provide it dwindle daily Acts of Resistance Subversive Teaching in the English Language Arts ELA Classroom showcases examples of subversive pedagogy to instruct and inspire teachers and to contextualize subversive ELA pedagogy in the contemporary educational moment Chapter authors in service teachers and teacher educators alike draw from case studies narrative inquiry and other qualitative methodologies to explain how they have variously taken up subversive pedagogy in the ELA classroom Because teachers and other stakeholders resist oppressive structures including disciplinary confinements when they teach from subversive viewpoints each chapter describes a disciplinary act of resistance that illuminates possibilities for countering uncritical traditional handling of ELA experiences Perfect for courses such as ELA Methods Literacy Methods Social Justice Critical Literacy Writing Literature Disciplinary Literacy Curriculum Theory Pedagogy ELA Professional Development Inservice Teachers      **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      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 **Behavioral Science & Policy: Volume 2, Issue 1**

Craig Fox, Sim B. Sitkin, 2016-11-22 The success of nearly all public and private sector policies hinges on the behavior of individuals groups and organizations Today such behaviors are better understood than ever thanks to a growing body of practical behavioral science research However policymakers often are unaware of behavioral science findings that may help them craft and execute more effective and efficient policies The pages of this new journal will become a meeting ground a place where scientists and non scientists can encounter clearly described behavioral research that can be put into action By design the scope of BSP is broad with topics spanning health care financial decisionmaking energy and the environment education and culture justice and ethics and work place practices Contributions will be made by researchers with expertise in psychology sociology law behavioral economics organization science decision science and marketing The journal is a key offering of the Behavioral Science Policy Association in partnership with the Brookings Institution The mission of BSPA is to foster dialog between social scientists policymakers and other practitioners in order to promote the application of rigorous empirical behavioral science in ways that serve the public interest BSPA does not advance a particular agenda or political perspective The first issue s contents follow Behavioral Science Policy vol 2 no 1 Table of Contents Editors Note Spotlight Pre Kindergarten Interventions American Policy on Early Childhood Education Development Many Programs Great Hopes Modest Prospects Ron Haskins Evidence for the Benefits of State Prekindergarten Programs Myth Misrepresentation Dale C Farran Mark W Lipsey Reforming Head Start for the 21st Century A Policy Prescription Sara Mead Ashley LiBetti Mitchel Home Visiting Programs Four Evidence Based Lessons for Policymakers Cynthia Osborne Launching Preschool 20 A Road Map to High Quality Public Programs at Scale Christina Weiland A 10 Year Strategy of Increased Coordination Comprehensive Investments in Early Child Development Ajay Chaudry Jane Waldfogel Reimagining Accountability in K 12 Education Brian P Gill Jennifer S Lerner Paul Meosky Featured Topic Healthy Through Habit Interventions for Initiating Maintaining Health Behavioral Change Wendy Wood David Neal Making the Truth Stick the Myths Fade Lessons from Cognitive Psychology Norbert Schwarz Eryn Newman William Leach Editorial Policy Collaboration and the Future of Education Gordon Andrews, Wilson J. Warren, James Cousins, 2015-10-08 Current educational reforms have given rise to various types of educational Taylorism which encourage the creation of efficiency models in pursuit of a unified way to teach In history education curricula this has been introduced through scripted textbook based programs such as Teacher Curriculum Institute s History Alive and completely online curricula They include the jargon of authentic methods such as

primary sources cooperative learning differentiated instruction and access to technology yet the craft of teaching is removed and an experience that should be marked by discovery and reflection is replaced with comparatively empty processes This volume provides systematic models and examples of ways that history teachers can compete with and effectively halt this transformation The alternatives the authors present are based on collaborative models that address the art of teaching for pre service and practicing secondary history teachers as well as collegiate history educators Relying on original research and a maturing body of secondary literature on historical thinking this book illuminates how collaboration can create real historical learning      **University Partnerships for Community and School System Development** Patrick

Blessinger, Barbara Cozza, 2015-12-07 This volume examines the diverse ways in which universities and colleges around the world are partnering and collaborating with other institutions to fulfil their missions and visions      **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      **Enhancing Teacher Education,**

**Development, and Evaluation** Alyson L. Lavigne, Thomas L. Good, 2019-03-26 Enhancing Teacher Education Development and Evaluation examines the complex role that recent educational reforms have played in the teaching profession The failure of programs like Race to the Top to benefit teaching and learning outcomes has yielded many questions about what went wrong and how a research based plan for true systemic progress could actually work Covering inaccurate narratives about schools and student achievement evidence for teacher effectiveness and the history and repercussions of Race to the Top this book culminates with a proposal for future research and policy initiatives that more accurately and more equitably prioritize the measurement and improvement of teaching and learning Five concise yet comprehensive chapters invite teacher and principal educators teachers and school leaders in training district administrators policymakers and other stakeholders to better understand the implications of and possible paths beyond misguided reform efforts An overview of the recent past and an inspiration for the immediate future this definitive analysis offers insights into how more reasonable empirically derived strategies will ultimately foster more successful schools      *Metacognition in Learning* Nosisi Feza, 2019-12-11

Metacognition skills have been proven to have a positive relationship with learning. The strength of metacognition relies heavily on self-efficacy where a student understands his/her learning style and the ability to use information gathered and align it with his/her learning style. In addition, knowing what you know and how you know it as a student plays a huge role in knowing what you do not know and linking it with what is close or relevant to it that you know. It is about having skills and knowledge that empowers you to be an independent learner. Literature on classroom practices shows a number of shortcomings in diverse areas such as poor teacher knowledge, overcrowded classrooms, and lack of resources for learning. An independent student will thrive under such an environment by studying independently, searching for resources, and finding multimodal ways of learning. It is also important to note that naturally human beings are curious and want to learn in order to conquer their world. Hence, Piaget's work of intellectual autonomy cannot be ignored when exploring metacognition. If learning experiences were ideal and developmental, there would be no need to nurture metacognition. Unfortunately, the education systems remove students' curiosity by bringing fake environments into learning that impede creation and imagination. This book emphasises the power of metacognition at different levels of learning. It can be seen as a parallel intervention approach with expanded knowledge on how to extend existing skills for young children, which is a pre-intervention. Authors in this book bring diverse viewpoints from diverse fields on how to nurture metacognition, thus giving the reader an opportunity to borrow strategies from other fields. This contribution is a mixture of empirical contributions and opinion pieces informed by review of literature.

**The Wiley Handbook of Educational Supervision** Sally J.

Zepeda, Judith A. Ponticelli, 2018-11-20. An authoritative guide to educational supervision in today's complex environment. The Wiley Handbook of Educational Supervision offers a comprehensive resource that explores the evolution of supervision through contributions from a panel of noted experts. The text explores a wealth of topics including recent and dramatic changes in the complex context of today's schools. This important resource describes supervision in a historical context. Includes a review of adult learning and professional community. Reviews new teacher preparation and comprehensive induction systems. Contains perspectives on administrative feedback, peer coaching, and collaboration. Presents information on professional development and job embedding learning. Examines policy and implementation challenges in teacher evaluation. Written for researchers, policy analysts, school administrators, and supervisors. The Wiley Handbook of Educational Supervision draws on concepts, theories, and research from other closely related fields of study to enhance and challenge our understanding of educational supervision.

*Improving Instructional Practice* Wafa Hozien, 2017-06-07. This book constitutes a collection of case studies that explore issues faced by school principals as is related to instructional leadership. The scenarios presented here allow students to gain a more thorough understanding of the Professional Standards for Educational Leaders (PSEL) 2015 and their performance competencies. These scenarios are designed to develop new school leaders. These cases provide opportunities to create meaningful learning experiences for courses professional development.



programs and the mentoring of new school principals giving them exposure to the kinds of dilemmas they will encounter as they take on their leadership roles or start out on supervisory positions The cases are based on real life dilemmas reflect contemporary issues in our school buildings and are designed to be easily used or adapted across all school types The cases are taken from many years of experience as an educator administrator consultant and researcher in rural suburban and urban school districts

*The Routledge Handbook of the Economics of Education* Brian P. McCall, 2021-12-30 The economics of education is a burgeoning area of study employing increasingly sophisticated analytical tools to answer questions with high societal impact Thus the aim of this handbook is to provide readers with an up to date overview of the current state of the field of the economics of education and its main areas of research This comprehensive handbook provides an authoritative overview of key theoretical and policy areas covering topics like econometric methods for education economics returns to education competition in education provision education and economic growth and education and inequality It reviews the current state of research from early childhood through postgraduate education as well as adult education and life long learning Offering a truly international perspective the handbook benefits from a global group of contributors and attention to both developed and developing country contexts The Routledge Handbook of the Economics of Education will be a valuable resource for advanced students researchers and policymakers across economics education and public policy

**Teacher Evaluation as Cultural Practice** María del Carmen Salazar, Jessica Lerner, 2019-01-21 Moving beyond the expectations and processes of conventional teacher evaluation this book provides a framework for teacher evaluation that better prepares educators to serve culturally and linguistically diverse CLD learners Covering theory research and practice Mar a del Carmen Salazar and Jessica Lerner showcase a model to aid prospective and practicing teachers who are concerned with issues of equity excellence and evaluation Introducing a comprehensive five tenet model the book demonstrates how to place the needs of CLD learners at the center and offers concrete approaches to assess and promote cultural responsiveness thereby providing critical insight into the role of teacher evaluation in confronting inequity This book is intended to serve as a resource for those who are committed to the reconceptualization of teacher evaluation in order to better support CLD learners and their communities while promoting cultural competence and critical consciousness for all learners

Teacher Voice Russell J. Quaglia, Lisa L. Lande, 2016-07-20 Help teachers listen learn and lead for powerful school reform Teacher insight and experience is a powerful yet underutilized resource in education especially in these days of the new ESSA Help teachers find their voice and positively influence their school s learning environment with this inspiring guide Student aspirations pioneer Russell Quaglia helps you expertly facilitate the process Using the author s three part School Voice Model you ll discover in depth action steps to help you incorporate teacher voice that has to be heard to sustain change With Quaglia and Lande s clear step by step guidance teacher interviews reflections and expert research you ll help teachers Work collaboratively for school change Inspire and positively affect education stakeholders Effectively

express themselves Build self worth and realize their potential Increase engagement and define a sense of purpose Amplify their voice via technology Bolster teacher leadership and improve retention innovation professional development and student achievement with this breakthrough guide In this innovative book Russell Quaglia and Lisa Lande sets out how we can change that and how the voice of teachers can serve to systematically advance the knowledge base of the profession and establish opportunities for exchange collaboration and support In today s world even the best Minister of Education can no longer solve the challenges of millions of teachers But if we can capitalise on the expertise of millions of teachers we can create the world s best school system Andreas Schleicher OECD Quaglia and Lande have produced a treasure trove of new and high leverage ideas Teachers Voice contains two powerful messages One is that teacher voice contains the seeds of widespread transformation of learning The other main message alas is that teacher voice is vastly under utilized and teachers know it This book is a call and guide to action to leverage a resource that is under our noses Read it and act Michael Fullan Professor Emeritus University of Toronto Teaching and fishing Only a couple very imaginative educators would pair these two topics in a book But that is just what Russell Quaglia and Lisa Lande have done and that is just what they are imaginative optimistic and deep thinking educators Their triadic epigram Listen Learn Lead would have saved many a frustrated school administrator who thought they should start with lead This book is chock full of sound advice practical ideas and voices of teachers all describing how teachers work together and communicate with each other with students and with parents Who other than teachers deserves a more prominent yes central role in any discussion of how schools improve This is a delightful read that makes a less imaginative educator want to get up in the morning and go to work Or go fishing Dr Sam Redding Executive Director Academic Development Institute

## Decoding **Nyc Danielson Framework 2014 2015**: Revealing the Captivating Potential of Verbal Expression

In a period characterized by interconnectedness and an insatiable thirst for knowledge, the captivating potential of verbal expression has emerged as a formidable force. Its ability to evoke sentiments, stimulate introspection, and incite profound transformations is genuinely awe-inspiring. Within the pages of "**Nyc Danielson Framework 2014 2015**," a mesmerizing literary creation penned by way of a celebrated wordsmith, readers embark on an enlightening odyssey, unraveling the intricate significance of language and its enduring affect our lives. In this appraisal, we shall explore the book is central themes, evaluate its distinctive writing style, and gauge its pervasive influence on the hearts and minds of its readership.

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### **Table of Contents Nyc Danielson Framework 2014 2015**

1. Understanding the eBook Nyc Danielson Framework 2014 2015
  - The Rise of Digital Reading Nyc Danielson Framework 2014 2015
  - Advantages of eBooks Over Traditional Books
2. Identifying Nyc Danielson Framework 2014 2015
  - Exploring Different Genres
  - Considering Fiction vs. Non-Fiction
  - Determining Your Reading Goals
3. Choosing the Right eBook Platform
  - Popular eBook Platforms
  - Features to Look for in an Nyc Danielson Framework 2014 2015
  - User-Friendly Interface
4. Exploring eBook Recommendations from Nyc Danielson Framework 2014 2015
  - Personalized Recommendations
  - Nyc Danielson Framework 2014 2015 User Reviews and Ratings

- Nyc Danielson Framework 2014 2015 and Bestseller Lists
- 5. Accessing Nyc Danielson Framework 2014 2015 Free and Paid eBooks
  - Nyc Danielson Framework 2014 2015 Public Domain eBooks
  - Nyc Danielson Framework 2014 2015 eBook Subscription Services
  - Nyc Danielson Framework 2014 2015 Budget-Friendly Options
- 6. Navigating Nyc Danielson Framework 2014 2015 eBook Formats
  - ePub, PDF, MOBI, and More
  - Nyc Danielson Framework 2014 2015 Compatibility with Devices
  - Nyc Danielson Framework 2014 2015 Enhanced eBook Features
- 7. Enhancing Your Reading Experience
  - Adjustable Fonts and Text Sizes of Nyc Danielson Framework 2014 2015
  - Highlighting and Note-Taking Nyc Danielson Framework 2014 2015
  - Interactive Elements Nyc Danielson Framework 2014 2015
- 8. Staying Engaged with Nyc Danielson Framework 2014 2015
  - Joining Online Reading Communities
  - Participating in Virtual Book Clubs
  - Following Authors and Publishers Nyc Danielson Framework 2014 2015
- 9. Balancing eBooks and Physical Books Nyc Danielson Framework 2014 2015
  - Benefits of a Digital Library
  - Creating a Diverse Reading Collection Nyc Danielson Framework 2014 2015
- 10. Overcoming Reading Challenges
  - Dealing with Digital Eye Strain
  - Minimizing Distractions
  - Managing Screen Time
- 11. Cultivating a Reading Routine Nyc Danielson Framework 2014 2015
  - Setting Reading Goals Nyc Danielson Framework 2014 2015
  - Carving Out Dedicated Reading Time
- 12. Sourcing Reliable Information of Nyc Danielson Framework 2014 2015
  - Fact-Checking eBook Content of Nyc Danielson Framework 2014 2015
  - Distinguishing Credible Sources

13. Promoting Lifelong Learning
  - Utilizing eBooks for Skill Development
  - Exploring Educational eBooks
14. Embracing eBook Trends
  - Integration of Multimedia Elements
  - Interactive and Gamified eBooks

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