

# 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 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).

# Danielson Framework 2014 2015

**Carol A. Mullen**



## **Danielson Framework 2014 2015:**

*Advancing Learning Within and Beyond the Classroom* Bradley Lightbody, 2021-11-29 This insightful book sets out five core elements of good practice that will lead to great teaching and learning both within and beyond the classroom It looks in detail at the learning process and how teachers can support this through a rich mix of teacher led direct instruction and collaborative and online learning both flipped and blended Covering five major themes to reset our pedagogy *Advancing Learning Within and Beyond the Classroom* presents the key evidence about what works alongside practical activities to adopt or adapt to enhance your own practice The chapters cover the application of precise curricular knowledge the presentation of key questions to guide check and deepen learning elaboration to build deep understanding personalised feedback to accelerate progress the introduction of regular challenges to drive high learning outcomes and relevant commercial and world class standards Including a comprehensive overview of evidence based practice and a wealth of practical strategies to drive engagement and productive learning this is essential reading for all teachers working in secondary schools or further education

*Building Capacity for Teaching Engineering in K-12 Education* National Academies of Sciences, Engineering, and Medicine, National Academy of Engineering, Division of Behavioral and Social Sciences and Education, Board on Science Education, Committee on Educator Capacity Building in K-12 Engineering Education, 2020-03-13 Engineering education is emerging as an important component of US K 12 education Across the country students in classrooms and after and out of school programs are participating in hands on problem focused learning activities using the engineering design process These experiences can be engaging support learning in other areas such as science and mathematics and provide a window into the important role of engineering in society As the landscape of K 12 engineering education continues to grow and evolve educators administrators and policy makers should consider the capacity of the US education system to meet current and anticipated needs for K 12 teachers of engineering *Building Capacity for Teaching Engineering in K 12 Education* reviews existing curricula and programs as well as related research to understand current and anticipated future needs for engineering literate K 12 educators in the United States and determine how these needs might be addressed Key topics in this report include the preparation of K 12 engineering educators professional pathways for K 12 engineering educators and the role of higher education in preparing engineering educators This report proposes steps that stakeholders including professional development providers postsecondary preservice education programs postsecondary engineering and engineering technology programs formal and informal educator credentialing organizations and the education and learning sciences research communities might take to increase the number skill level and confidence of K 12 teachers of engineering in the United States

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

**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

**The Oxford Handbook of Assessment Policy and Practice in Music Education, Volume 1** Timothy S. Brophy, 2019-01-02 In the music classroom instructors who hope to receive aid are required to provide data on their classroom programs Due to the lack of reliable valid large scale assessments of student achievement in music however music educators in schools that accept funds face a considerable challenge in finding a way to measure student learning in their classrooms From Australia to Taiwan to the Netherlands music teachers experience similar struggles in the quest for a definitive assessment resource that can be used by both music educators and researchers In this two volume Handbook contributors from across the globe come together to provide an authority on the assessment measurement and evaluation of student learning in music The Handbook's first volume emphasizes international and theoretical perspectives on music education assessment in the major world

regions This volume also looks at technical aspects of measurement in music and outlines situations where theoretical foundations can be applied to the development of tests in music The Handbook's second volume offers a series of practical and US focused approaches to music education assessment Chapters address assessment in different types of US classrooms how to assess specific skills or requirements and how assessment can be used in tertiary and music teacher education classrooms Together both volumes of The Oxford Handbook of Assessment in Music Education pave the way forward for music educators and researchers in the field

**Handbook of Research on Field-Based Teacher Education** Hodges, Thomas E., Baum, Angela C., 2018-10-26 Teacher education is an evolving field with multiple pathways towards teacher certification Due to an increasing emphasis on the benefits of field based learning teachers can now take alternative certification pathways to become teachers The Handbook of Research on Field Based Teacher Education is a pivotal reference source that combines field based components with traditional programs creating clinical experiences and on the job learning opportunities to further enrich teacher education While highlighting topics such as certification design preparation programs and residency models this publication explores theories of teaching and learning through collaborative efforts in pre Kindergarten through grade 12 settings This book is ideally designed for teacher education practitioners and researchers invested in the policies and practices of educational design

**Acts of Resistance** Jeanne Dyches, Brandon Sams, Ashley S. Boyd, 2023-12-13 The first edition of Acts of Resistance Subversive Teaching in the English Language Arts ELA Classroom won the 2021 Society of Professors of Education's Outstanding Book Award and garnered other nominations The second edition includes a foreword by Ashley Hope Perez author of the young adult literature novel Out of Darkness one of the most frequently banned books across U S classrooms Four new chapters reflect sociopolitical changes since the book's publication including a widespread coordinated uptick in the banning of books centering authors and characters from marginalized communities the COVID 19 pandemic and with it increased acts of violence against folks identifying as Asian Asian American and Pacific Islander the murders of George Floyd Breonna Taylor and countless other victims of police brutality the January 6th insurrection the closing of the Trump era the passing of anti CRT and anti LGBTQIA legislation and a school choice movement that defunds public schools deprofessionalizes educators and places democracy in peril Chapters specifically illustrate the storied practices of subversive teachers across the 6-12 ELA context They provide educators with instructional ideas on how to do anti oppressive work while also meeting traditional ELA disciplinary elements

**Research Handbook on Classroom Observation** Sean Kelly, 2025-03-12 This comprehensive Research Handbook offers cutting edge insights into classroom observation systems for teacher evaluation and professional development with an emphasis on both applied and discovery oriented inquiry

**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

**The Oxford Handbook of Assessment Policy and Practice in Music Education, Volume 2** Timothy Brophy, 2019-01-02 In the music classroom instructors who hope to receive aid are required to provide data on their classroom programs Due to the lack of reliable valid large scale assessments of student achievement in music however music educators in schools that accept funds face a considerable challenge in finding a way to measure student learning in their classrooms From Australia to Taiwan to the Netherlands music teachers experience similar struggles in the quest for a definitive assessment resource that can be used by both music educators and researchers In this two volume Handbook contributors from across the globe come together to provide an authority on the assessment measurement and evaluation of student learning in music The Handbook s first volume emphasizes international and theoretical perspectives on music education assessment in the major world regions This volume also looks at technical aspects of measurement in music and outlines situations where theoretical foundations can be applied to the development of tests in music The Handbook s second volume offers a series of practical and US focused approaches to music education assessment Chapters address assessment in different types of US classrooms how to assess specific skills or requirements and how assessment can be used in tertiary and music teacher education classrooms Together both volumes of The Oxford Handbook of Assessment in Music Education pave the way forward for music educators and researchers in the field

[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 *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

**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

Advancing Supervision in Clinically Based Teacher Education Rebecca West Burns, Laura Baecher, Jennifer K. McCorvey, 2022-02-01 Supervision in teacher education is entering an exciting time In the last decade national reports calling for the transformation of teacher preparation have advocated for greater school university collaboration and increased clinical preparation of teachers AACTE 2018 NCATE 2010 Thus institutions with teacher preparation should be increasingly concerned with the clinical component of their teacher certification programs AACTE 2010 2018 NCATE 2001 NEA 2014 However supervision in teacher preparation has historically been held in low regard Beck Feiman Nemser 2001 The Holmes Group 1986 Hoover O Shea Soder Burns Jacobs Darling Hammond 2014 Gimbert Lee 2011 In fact university supervisors may be the most undervalued actors in the entire teacher preparation equation when one considers the knowledge skills and dispositions they must have to teach about teaching in the field Burns NCATE 2010 Slick 1998 Zeichner 1992 2005 These practices are incredibly problematic for actualizing clinically based teacher education Thus the road to transforming teacher education must involve addressing such long standing misperceptions about what supervision is what purpose it serves and how it can be renewed from an afterthought to become the driving engine of high quality teacher preparation Advancing Supervision in Clinically Based Teacher Education Advances Opportunities and Explorations aims to elevate supervision and supervisors as undervalued actors by disseminating high quality manuscripts on this critical area of study The chapters in this book tackle the persistent issue of devaluing and marginalizing supervision in some institutions of higher education by sharing current research illuminating challenges of supervising in the current high stakes accountability climate and offering innovative ideas that can improve supervision in clinically based teacher education

**Teachers, Teaching, and Reform** Ralph P. Ferretti, James Hiebert, 2017-12-14 Comprised of contributions from distinguished education scholars Teachers Teaching and Reform takes a critical look at



evidence about systemic efforts to identify excellent teachers and promote excellent teaching practices Organized to include diverse and often contrasting perspectives on the topic this book provides insight into some of the most vexing historical issues affecting the policies that shape current reform initiatives focused on teachers teaching and educational outcomes Educational scholars policy makers instructors and graduate students will come away with a keen understanding of different perspectives about the assessment of teachers teaching and teacher education programs as well as strategies for improving educational outcomes for students

**Equity in School Mentoring and Induction** Carol A. Mullen, 2024-12-27 This book provides an original mentoring induction framework that spotlights equity in schools In it support accessibility collaboration equity SACE is presented as a powerful structure for re imagining mentoring induction especially for busy practitioners Current mentoring models refer to the three pillars of support accessibility and collaboration SAC This book introduces an additional perspective that is the aspect of equity justice in regard to career entry and socialization The SACE framework extends the SAC model and fills a gap in the literature Schools that integrate equity in mentoring induction can anticipate the equitable support of new teachers among other benefits This research informed work offers accessible theory on an important issue in the world of practice The focus is on equity a much neglected area in mentoring induction knowledge Additionally practical activities and case studies bring theory to life in everyday professional practice This reader friendly book appeals to a wide global audience and is useful for early career teachers mentors teacher educators and policymakers It is of particular interest to those with a passion for social justice and equity in professional contexts Practitioners seeking ways to improve their program design and delivery from an equity perspective can draw on this resource for their own purposes University teachers and students in educational leadership and teacher education programs and mentoring induction researchers can explore the book s social justice ideas to enrich theory and practice

**Where Teachers Thrive** Susan Moore Johnson, 2020-07-29 2020 PROSE Award Winner Education Theory Category 2019 Outstanding Academic Title Choice In Where Teachers Thrive Susan Moore Johnson outlines a powerful argument about the importance of the school as an organization in nurturing high quality teaching Based on case studies conducted in fourteen high poverty urban schools the book examines why some schools failed to make progress while others achieved remarkable results It explores the challenges that administrators and teachers faced and describes what worked what didn t work and why Johnson draws on vivid portraits of schools to highlight an array of school based systems and practices that support teachers professional growth and effectiveness These include a rich and interactive hiring process team based curriculum planning and assessment and informative feedback and ongoing professional learning Critical to all of these is the role of the principal as an essential agent in a school s success Although these elements may vary from school to school Johnson argues that together these systems provide a comprehensive mutually reinforcing set of well orchestrated strategies that can help schools deliver results that exceed the sum of teachers individual efforts Since 2000 policy makers and education officials have diligently

sought to improve schools by improving the quality of individual teachers However even if those teachers are skilled and committed the schools where they work are all too often disjointed dysfunctional organizations that serve no one well Where Teachers Thrive explains clearly how educators within a school can join together to adopt systems of practice that ensure growth and success by all teachers and their students     *Electronic Participation* Efthimios Tambouris, Panos Panagiotopoulos, Øystein Sæbø, Maria A. Wimmer, Theresa A. Pardo, Yannis Charalabidis, Delfina Sá Soares, Tomasz Janowski, 2016-08-10 This book constitutes the refereed proceedings of the 8th IFIP WG 8.5 International Conference on Electronic Participation ePart 2016 held in Guimarães Portugal in September 5-8 2016 The 14 revised full papers presented were carefully reviewed and selected from 31 submissions The papers reflect completed multi disciplinary research ranging from policy analysis and conceptual modeling to programming and visualization of simulation models They are organized in four topical threads theoretical foundations critical reflections implementations policy formulation and modeling

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