**Integrating School Based Initiatives**

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| **Rubric Language (Danielson 2011)** | **Common Core Lens** | **Data Driven Instruction Lens** |
| **1a. Demonstrating Knowledge of Content and Pedagogy** | ***In SS/Science 6-8 classroom:**** Examples of the two types of writing: informative and argument (S)
* Explicit instruction in the two types of writing (T)
* Students would be reading discipline specific text that is appropriately complex
* Teacher attends professional development around teaching reading and writing with a discipline specific focus
 | ***In SS/Science 6-8 classroom:**** Teacher demonstrates deep knowledge of the discipline and requisite skills to adjust instruction based upon data from formative and interim assessments
* T is able to provide specific feedback to students around their strengths/weaknesses in order to develop a student action plan
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| **1b. Demonstrating Knowledge of Students** | ***In SS/Science 6-8 classroom:**** T has knowledge of student reading levels and uses that knowledge when selecting texts
* T provides readings that relate to the cultural background of students
 | ***In SS/Science 6-8 classroom:**** Using data from interim assessments to differentiate instruction and instructional materials
* Action plans accurately identify subgroups based upon the data
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| **1c. Setting Instructional Outcomes** | ***In SS/Science 6-8 classroom:**** Teacher objectives for lessons/units clearly address the CCLS for ELA/Literacy
* Curriculum maps are aligned CCLS in ELA/Literacy
 | ***In SS/Science 6-8 classroom:**** Alignment of instructional objectives and assessments (interim and classroom)
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| **1d. Demonstrating Knowledge of Resources** | ***In SS/Science 6-8 classroom:**** T has copy of CCLS in ELA/Literacy and consistently uses it as a reference
* T has EngageNY bookmarked on computer and linked from class website
* T has access to and uses texts that are of sufficient text complexity, including different media (text, webpages,etc.)
 | ***In SS/Science 6-8 classroom:**** Teachers have immediate access to data from interim assessments (ideally 48 hours)
* Teachers utilize Inquiry Team members and/or colleagues for suggestions on what to do with data from interim assessments
* Teachers are aware of resources to assist in instruction in target areas surfaced by interim assessments (“build by borrowing”)
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| **1e. Designing Coherent Instruction** | ***In SS/Science 6-8 classroom:**** T practices close reads with students around discipline specific text with appropriate level of text complexity
* T introduces, explicitly instructs and uses academic vocabulary to challenge students
* T creates writing groups based on student developmental needs in writing informative and argument pieces
* T provides opportunities for students to engage in research opportunities based upon student interest that furthers the content instruction
* S acquire content knowledge through reading and writing about complex text, not solely from teacher centered instruction
 | ***In SS/Science 6-8 classroom:**** Common Interim assessments reflect the instructional sequence of clearly defined content/grade level expectations
* Lessons have clear alignment to instructional objectives and include assessment of “next skills”
* Differentiation of instruction based upon assessments is clear (ie. Students grouped by skill level, students are provided leveled questions/assessments)
* Homework targets specific skills from interim assessments
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| **1f. Designing Student Assessments** | ***In SS/Science 6-8 classroom:**** T creates assessments that have a clear literacy element with direct reference to the CCLS in ELA/Literacy (ex. Students need to utilize extended primary source reading to write a conclusion in SS; Students write comprehensive lab reports in Science)
* T uses rubrics with dimensions aligned to CCLS expectations to provide feedback on student writing as well as to score writing assessments; Student writing samples exhibiting expectations of the CCLS
* T uses formative assessments to adjust instruction around student writing
 | ***In SS/Science 6-8 classroom:**** T uses common interim assessments to assess not only content but CCLS in Literacy, which are aligned to NYS assessments or district summative assessments
* T develops action plans based upon data from interim assessments and shares assessment results with students
* Students knows learning goals, where they are in relation to the goal and actions to improve
* Varies formative assessments during instructional cycle, utilizes the data to make adjustments to instruction
* T designs assessments before lessons
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