



Danielson Crosswalk

<i>3b: Using Questioning and Discussion Techniques</i>	<i>3c: Engaging Students in Learning</i>	<i>3d: Using Assessment in Instruction</i>
<p>Turn and Talk</p> <p>Placemat Protocol <input type="checkbox"/> Placemat Protocol Sample</p> <p>Socratic Seminar/ Fishbowl/ Spider Web Discussion <input type="checkbox"/> Graded Spider Web Discu...</p> <p>Open-ended discussion questions and prompts <input type="checkbox"/> Quality Questioning/Pro...</p> <p>Effective Questioning (see video on page)</p> <p>Vocabulary development <input type="checkbox"/> 9/6/23 VOCAB: Foster... <input type="checkbox"/> 9/19/23 Provide Frequ... <input type="checkbox"/> 10/3/23 Teach Individu... <input type="checkbox"/> 10/10/23 Teaching Wor...</p> <p>Teaching Word Learning Strategies Folder Teaching Individual Word Strategies Folder</p>	<p>Purposeful grouping: whole class, small groups, or pairs</p> <p>GIST <input type="checkbox"/> GIST- Ecological Succes...</p> <p>Culturally-responsive pedagogy</p> <p>Making thinking visible (Notice & Note) <input type="checkbox"/> Notice & Note: A Close R... <input type="checkbox"/> 12.5.22_NYC DOE Teach...</p> <p>Tasks with multiple correct answers or multiple approaches/solutions <input type="checkbox"/> Final - QSHSTASKSTUD...</p> <p>Noticing Routines <input type="checkbox"/> Noticing Routine Sample</p> <p>Talk-Read-Talk-Write <input type="checkbox"/> Sample TRTW Enduring I...</p>	<p>Authentic Assessment Tasks <input type="checkbox"/> ASSESSMENT EXAMP... <input type="checkbox"/> _GRASPS template.docx <input type="checkbox"/> RAFT template.docx <input type="checkbox"/> RHHS Checkpoints Asses... <input type="checkbox"/> RHHS Fixed:Flex templat...</p> <p>Self-assessment checklists and rubrics</p> <p>Peer-assessment checklists and rubrics</p> <p>Differentiated teacher feedback with actionable next steps</p> <p>Portfolios and opportunities for revision</p> <p>Skill Development Tracker</p>

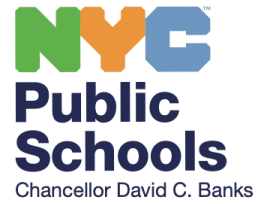
Departmental Instructional Priorities

<p>Art</p> <p>Questioning Strategies Self + Peer Assessment + Student Driven Rubric Design Formative Assessment in the Arts (Professor Andrade Workshop Slideshow) Special Considerations for the Arts (Danielson)</p>



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[Visual Arts Standards at a Glance](#)

ELA:

- Rigorous Texts
- Extended Writing
- **Productive Discussion**

Social Studies:

[Social Studies Instructional Planning Resources in our Dept Google Classroom](#)

[Effective Questioning \(see video on page\)](#)

📅 2023-24 Social Studies Department Look Fors + Instructional Initiatives

📅 Sample TRTW Enduring Issues Lesson

[Word Walls in Social Studies](#)

📅 Social Studies Model Learning Objectives 10/17/22

[Social Studies Historical Thinking Queens South Roadmap](#)

[Passport to Social Studies Text Sets + Teacher Guides](#)

[New Visions Resources](#)

[3 Big Questions Social Studies Example](#) (see sample task accompanying excerpt from [The Chinese and the Iron Road](#))

[Teaching sourcing skills: audience, purpose, point of view, bias \(Coach Drayss PD resources\)](#)

[Discussion: Fishbowl Discussion in Social Studies \(Facing History Resource\)](#)

[Fishbowl outer circle graphic organizer example](#)

[Small Group/breakout group strategies \(HMH Resource\)](#)

Science:

- Rigorous Texts
 - Annotation
 - Chunking/GIST 📅 GIST- Ecological Succession: Case Study #1
 - 📅 Reading in Science
- Experiential Learning
 - 📅 Noticing Routine Sample
- Productive Discussion
 - 📅 Think-Talk-Open Exchange (3B Strategy)
 - 📅 Placemat Protocol Sample
 - 📅 Noticing Routine Sample
 - 📅 Rumors, Discussion Protocol (3B)
- Writing
 - 📅 Writing in Science, Claim-Evidence-Reasoning



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Math:

- **Productive Discussion** through [Math Language Routines](#)
- Modeling and language development through [Instructional Routines](#)
- Tiered Tasks using [Core Instruction](#)

Music/Art/Foreign Language:

- **Productive Discussion**
- **Peer collaboration**
- **Peer critique**

PE/Health:

- Skill modeling
- Formative Assessment
- **Productive Discussion**

ENL:

- Language Development
- Informed Differentiation
- Reading Strategies

ISS:

- Informed Differentiation
- Supporting Content

Look Fors: Rigor

(https://bwsdcurriculum.weebly.com/uploads/1/4/5/6/14561828/rigor_meter_dok.pdf)

1. Text complexity: Lexile complexity
2. Syntax
3. Questioning (Bloom's taxonomy/Depth of knowledge)
4. Reference to prior knowledge
 - a. Synthesize



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Bloom's Level	Key Verbs (keywords)	Example Learning Outcome
Create	design, formulate, build, invent, create, compose, generate, derive, modify, develop.	<i>By the end of this lesson, the student will be able to design an original homework problem dealing with the principle of conservation of energy.</i>
Evaluate	choose, support, relate, determine, defend, judge, grade, compare, contrast, argue, justify, support, convince, select, evaluate.	By the end of this lesson, the student will be able to determine whether using conservation of energy or conservation of momentum would be more appropriate for solving a dynamics problem.
Analyze	classify, break down, categorize, analyze, diagram, illustrate, criticize, simplify, associate.	<i>By the end of this lesson, the student will be able to differentiate between potential and kinetic energy.</i>
Apply	calculate, predict, apply, solve, illustrate, use, demonstrate, determine, model, perform, present.	<i>By the end of this lesson, the student will be able to calculate the kinetic energy of a projectile.</i>
Understand	describe, explain, paraphrase, restate, give original examples of, summarize, contrast, interpret, discuss.	<i>By the end of this lesson, the student will be able to describe Newton's three laws of motion to in her/his own words</i>
Remember	list, recite, outline, define, name, match, quote, recall, identify, label, recognize.	<i>By the end of this lesson, the student will be able to recite Newton's three laws of motion.</i>

Learning outcome examples adapted from, Nelson Baker at Georgia Tech: nelson.baker@pe.gatech.edu



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