New York City Department of Education
RICHMOND HILL HIGH SCHOOL
89-30 114th Street
Richmond Hill, NY 11418
(718) 846-3335
Tarek Alamarie, Principal IA

Danielson Crosswalk

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

Departmental Instructional Priorities

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

New York City Department of Education
RICHMOND HILL HIGH SCHOOL
89-30 114th Street
Richmond Hill, NY 11418
(718) 846-3335
Tarek Alamarie, Principal IA

Visual Arts Standards at a Glance

ELA:

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

Social Studies:
Social Studies Instructional PlanningResources 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

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**

Bloom's Level	Key Verbs (keywords)	Example Learning Outcome
Create	design, formulate, build, invent, create, compose, generate, derive, modify, develop.	*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.*
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.	*By the end of this lesson, the student will be able to* differentiate between potential and kinetic energy.
Apply	calculate, predict, apply, solve, illustrate, use, demonstrate, determine, model, perform, present.	*By the end of this lesson, the student will be able to* calculate the kinetic energy of a projectile.
Understand	describe, explain, paraphrase, restate, give original examples of, summarize, contrast, interpret, discuss.	*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
Remember	list, recite, outline, define, name, match, quote, recall, identify, label, recognize.	*By the end of this lesson, the student will be able to* recite Newton's three laws of motion.

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

New York City Department of Education
RICHMOND HILL HIGH SCHOOL
89-30 114th Street
Richmond Hill, NY 11418
(718) 846-3335
Tarek Alamarie, Principal IA