

Race to the Top Overview

Focus on: APPR

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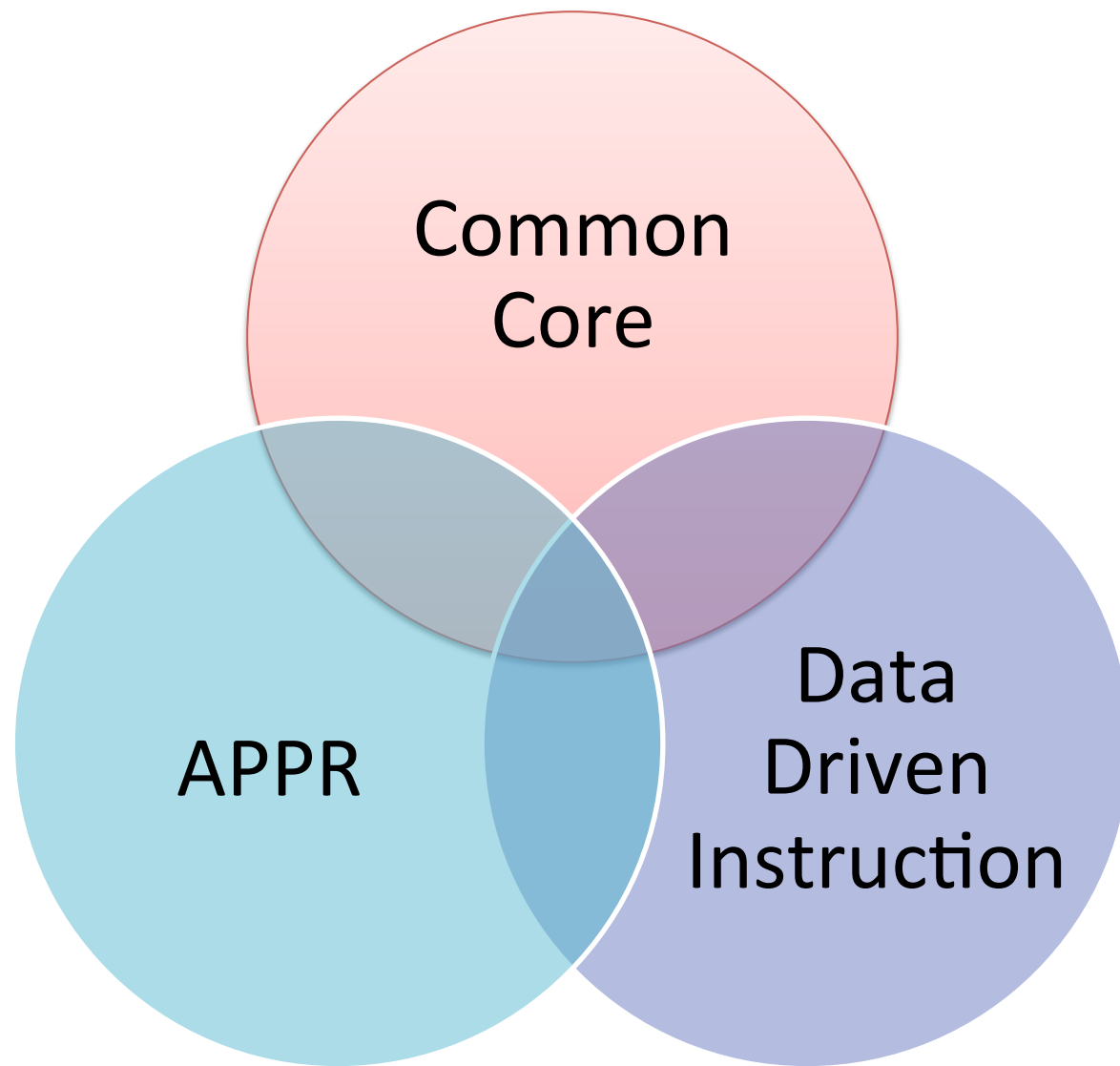
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Audience: Team Leaders

RTTT Implementation is like...



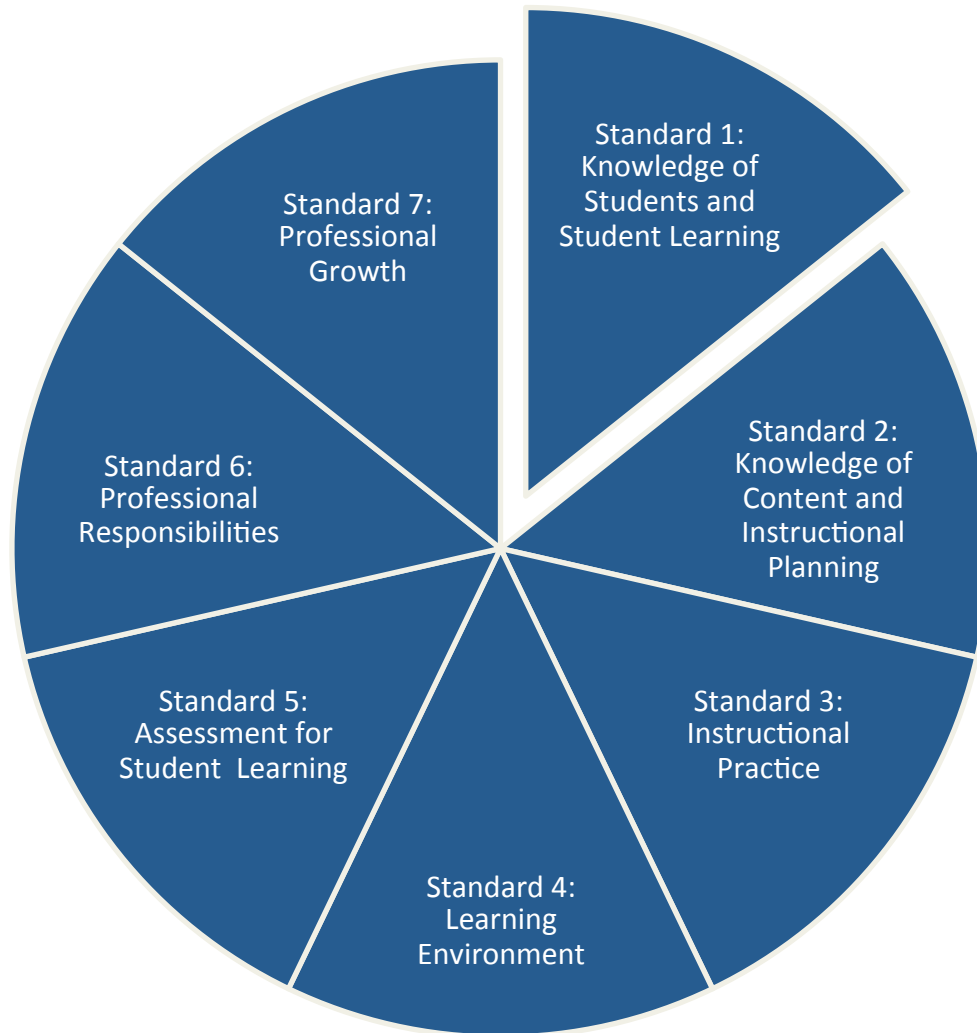
Race to the Top Deliverables for 2011-2012 School Year



Don't let this happen to you or your students...



New York State Teaching Standards



The Domains

Domain 1: Planning and Preparation

Domain 2: The Classroom Environment

Domain 3: Instruction

Domain 4: Professional Responsibilities

The Framework for Teaching

2nd Edition

Domain 1: Planning and Preparation

- Demonstrating Knowledge of Content and Pedagogy
- Demonstrating Knowledge of Students
- Setting Instructional Outcomes
- Demonstrating Knowledge of Resources
- Designing Coherent Instruction
- Designing Student Assessments

Domain 3: Instruction

- Communicating With Students
- Using Questioning and Discussion Techniques
- Engaging Students in Learning
- Using Assessment in Instruction
- Demonstrating Flexibility and Responsiveness

Domain 2: The Classroom Environment

- Creating an Environment of Respect and Rapport
- Establishing a Culture for Learning
- Managing Classroom Procedures
- Managing Student Behavior
- Organizing Physical Space

Domain 4: Professional Responsibilities

- Reflecting on Teaching
- Maintaining Accurate Records
- Communicating with Families
- Participating in a Professional Community
- Growing and Developing Professionally
- Demonstrating Professionalism

Common Themes

- Equity
- Cultural sensitivity
- High expectations
- Developmental appropriateness
- Accommodating individual needs
- Appropriate use of technology
- Student Assumption of responsibility

Priorities Found Within Teaching Rubrics

- Cognitive Engagement
- Constructivist Learning
- 21st Century Skills

*The **LEARNING** is done by the **WORKER!***

Priorities continued...

- Cognitive Engagement
 - “Effective” = students must be *cognitively* engaged
 - “Highly Effective” = cognition, meta-cognition, and student ownership of their learning
- Constructivist Learning
 - Effective and Highly Effective practice must have evidence of learning experiences designed to facilitate students’ construction of knowledge
- 21st Century Skills
 - Effective and Highly Effective practice must plan for and have evidence of application of college career-readiness skills and dispositions

Levels of Performance

- **Unsatisfactory/Ineffective**- Teaching shows evidence of not understanding the concepts underlying the component- may represent practice that is harmful-requires intervention
- **Basic/Developing**-Teaching shows evidence of knowledge and skills related to teaching- but inconsistent performance



Levels of Performance

- **Proficient/Effective**-Teaching shows evidence of thorough knowledge of all aspects of the profession. Students are engaged in learning. This is successful, accomplished, professional, and effective teaching.
- **Distinguished/Highly Effective**- Classroom functions as a community of learners with student assumption of responsibility for learning.



Language Used to Differentiate Levels of Performance

- Ineffective vs. Developing
- Developing vs. Effective
- Effective vs. Highly Effective

“Highly effective is a nice place to visit, but most people won’t live there.”