**Crosswalk of LDC Teacher Competencies with** 

**Danielson Framework and NYC Quality Review Indicators**

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| [**LDC Teacher Competency**](https://ldc.org/sites/default/files/ldc-resource-library-files/LDC%20Teacher%20Competencies%202016_2_4-21-16.pdf) | [**LDC Indicators**](https://ldc.org/sites/default/files/ldc-resource-library-files/LDC%20Teacher%20Competencies%202016_2_4-21-16.pdf) | [**Danielson Framework Components**](https://www.danielsongroup.org/framework/) | [**NYC School Quality Review**](http://schools.nyc.gov/NR/rdonlyres/8C11A001-7E78-469D-996F-B0C3703CEA81/0/QualityReviewRubric1516.pdf) |
| **Competency 1:** **Analyze Assignments Aligned to Standards and Student Learning Goals** | A. Identify short- and/or long-term student learning goals (or SLOs) for an assignment that meets the expectations stated in external benchmarks (CCR and content standards).  | 1c: Setting Instructional Outcomes1e: Designing Coherent Instruction | 1.1 Ensure engaging, rigorous, and coherent curricula in all subjects, accessible for a variety of learners and aligned to Common Core Learning Standards and/or content standards  |
| B. Recognize how the skills and/or subskills required to complete an assignment are the expectations of the prompt and the focus standards and/or student learning goals. | 1a: Knowledge of content and structure of discipline1c: Setting Instructional Outcomes1e: Designing Coherent Instruction | 1.1 Ensure engaging, rigorous, and coherent curricula in all subjects, accessible for a variety of learners and aligned to Common Core Learning Standards and/or content standards. |
| C. Recognize how an assignment or sequence ofassignments (in modules, units, or courses) aligns to focus CCR and content standards and/or student learning goals. | 1a: Knowledge of content and structure of discipline, Knowledge of prerequisite relationships1c: Setting Instructional Outcomes1e: Designing Coherent Instruction3c: Engaging Students in Learning | 1.3 Make strategic organizational decisions to support the school’s instructional goals and meet student learning needs, as evidenced by meaningful student work products |
| **Competency 2:** **Construct a Quality Assignment Prompt**  | A. Select a focus set of short- and/or long-term student learning goals (or SLOs) to drive an assignment that meets the expectations stated in external benchmarks (CCR and content standards). | 1c: Setting Instructional Outcomes1e: Designing Coherent Instruction | 1.1 Ensure engaging, rigorous, and coherent curricula in all subjects, accessible for a variety of learners and aligned to Common Core Learning Standards and/or content standards  |
| B. Select an appropriate cognitive demand that requires students to (1.) think deeply about content central to the discipline and (2.) apply literacy skills to meet the expectations of specific focus standards and/or student learning goals. | 1c: Setting Instructional Outcomes1e: Designing Coherent Instruction3c: Engaging Students in Learning | 1.1 Ensure engaging, rigorous, and coherent curricula in all subjects, accessible for a variety of learners and aligned to Common Core Learning Standards and/or content standards  |
| C. Select complex texts rich in ideas and content that align to, and allow students to engage in, a specific set of focus standards and/or learning goals. | 1a: Knowledge of content and structure of discipline1c: Setting Instructional Outcomes1e: Designing Coherent Instruction | 1.3 Make strategic organizational decisions to support the school’s instructional goals and meet student learning needs, as evidenced by meaningful student work products |
| D. Choose a student work product that is relevant to the purpose, audience, rhetorical mode, discipline, focus standards, and/or student learning goals of the assignment.  | 1a: Knowledge of content and structure of discipline1c: Setting Instructional Outcomes1e: Designing Coherent Instruction | 1.3 Make strategic organizational decisions to support the school’s instructional goals and meet student learning needs, as evidenced by meaningful student work products |
| E. Choose content central to the discipline and aligned to the purpose of the assignment and the focus standards and/or student learning goals. | 1a: Knowledge of content and structure of discipline1c: Setting Instructional Outcomes1e: Designing Coherent Instruction3a: Communicating with Students3c: Engaging Students in Learning | 1.1 Ensure engaging, rigorous, and coherent curricula in all subjects, accessible for a variety of learners and aligned to Common Core Learning Standards and/or content standards.  |
| F. Design a prompt that allows for multiple responses and points of view. | 1a: Knowledge of content and structure of discipline1c: Setting Instructional Outcomes1e: Designing Coherent Instruction | 1.1 Ensure engaging, rigorous, and coherent curricula in all subjects, accessible for a variety of learners and aligned to Common Core Learning Standards and/or content standards. 1.2 Develop teacher pedagogy from a coherent set of beliefs about how students learn best that is informed by the instructional shifts and Danielson Framework for Teaching , aligned to the curricula, engaging, and meets the needs of all learners so that all students produce meaningful work products.1.3 Make strategic organizational decisions to support the school’s instructional goals and meet student learning needs, as evidenced by meaningful student work products |
| G. Select a research-based student work rubric that aligns to the mode of writing, disciplinary purpose, and focus standards and/or student learning goals of the assignment. | 1f: Designing Student Assessments3d: Using Assessment in Instruction | 1.1 Ensure engaging, rigorous, and coherent curricula in all subjects, accessible for a variety of learners and aligned to Common Core Learning Standards and/or content standards  |
| H. Assess the quality of an assignment prompt based on an accepted curriculum rubric (e.g. SCALE, EQuIP) and make relevant edits or changes to improve the assignment. | 3d: Using Assessment in Instruction | 2.2 Align assessments to curricula, use on-going assessment and grading practices, and analyze information on student learning outcomes to adjust instructional decisions at the team and classroom levels |
| **Competency 3: Develop a Quality Instructional Plan** | A. Backwards-design a sequence of skills and/or subskills from a prompt aligned to specific focus standards and/or student learning goals. | 1a: Knowledge of content-related pedagogy3a: Communicating with Students3b: Using Questioning and Discussion Techniques3c: Engaging Students in Learning | 1.2 Develop teacher pedagogy from a coherent set of beliefs about how students learn best that is informed by the instructional shifts and Danielson Framework for Teaching , aligned to the curricula, engaging, and meets the needs of all learners so that all students produce meaningful work products1.3 Make strategic organizational decisions to support the school’s instructional goals and meet student learning needs, as evidenced by meaningful student work products |
| B. Select instruction that allows for ongoing checks for understanding and progress monitoring of student skill development by explicitly asking students to demonstrate each of the skills needed to meet the expectations of the prompt, the focus standards, and/or student learning goals. | 1c: Setting Instructional Outcomes1f: Designing Student Assessments3d: Using Assessment in Instruction | 1.2 Develop teacher pedagogy from a coherent set of beliefs about how students learn best that is informed by the instructional shifts and Danielson Framework for Teaching , aligned to the curricula, engaging, and meets the needs of all learners so that all students produce meaningful work products |
| C. Use knowledge of students (skill levels, interests, learning styles, etc.) to differentiate instruction that supports all students in completing the assignment and demonstrating the focus standards and/or student learning goals. | 1c: Setting Instructional Outcomes1b: Demonstrating Knowledge of Students3d: Using Assessment in Instruction3e: Demonstrating Flexibility and Responsiveness4a: Reflecting on Teaching | 1.2 Develop teacher pedagogy from a coherent set of beliefs about how students learn best that is informed by the instructional shifts and Danielson Framework for Teaching , aligned to the curricula, engaging, and meets the needs of all learners so that all students produce meaningful work products |
| D. Assess the quality of an assignment’s sequence of instruction based on an accepted curriculum rubric (e.g. SCALE, EQuIP) and make relevant edits or changes to improve that sequence. | 3d: Using Assessment in Instruction | 2.2 Align assessments to curricula, use on-going assessment and grading practices, and analyze information on student learning outcomes to adjust instructional decisions at the team and classroom levels |
|  | E. Sequence multiple assignments into units or courses to ensure students receive instruction organized and aligned toward focus standards and/or student learning goals across content areas and/or grade levels. | 1a: Knowledge of content-related pedagogy1b: Demonstrating Knowledge of Students1c: Setting Instructional Outcomes | 2.2 Align assessments to curricula, use on-going assessment and grading practices, and analyze information on student learning outcomes to adjust instructional decisions at the team and classroom levels |
| **Competency 4:** **Assess Outcomes & Iterate Instruction** | A. Score and give feedback on student work products utilizing a research-based student work rubric.  | 3d: Using Assessment in Instruction | 2.2 Align assessments to curricula, use on-going assessment and grading practices, and analyze information on student learning outcomes to adjust instructional decisions at the team and classroom levels |
| B. Derive data from student work products by recognizing common patterns (such as conceptions, preconceptions, misconceptions) in student thinking and skill development. | 1c: Setting Instructional Outcomes1b: Demonstrating Knowledge of Students4a: Reflecting on Teaching | 1.3 Make strategic organizational decisions to support the school’s instructional goals and meet student learning needs, as evidenced by meaningful student work products |
| C. Use data and feedback from student work and common patterns in student thinking and skill development to plan new or future assignments and/or to revise an assignment for re-teaching or publication. | 1c: Setting Instructional Outcomes1b: Demonstrating Knowledge of Students3d: Using Assessment in Instruction3e: Demonstrating Flexibility and Responsiveness4a: Reflecting on Teaching | 1.2 Develop teacher pedagogy from a coherent set of beliefs about how students learn best that is informed by the instructional shifts and Danielson Framework for Teaching , aligned to the curricula, engaging, and meets the needs of all learners so that all students produce meaningful work products1.3 Make strategic organizational decisions to support the school’s instructional goals and meet student learning needs, as evidenced by meaningful student work products |
| D. Use data to revise a sequence of assignments (in a unit or course) to ensure students receive instruction organized and aligned toward focus standards and/or student learning goals across content areas and/or grade levels. | 1a: Knowledge of content-related pedagogy1b: Demonstrating Knowledge of Students1c: Setting Instructional Outcomes3d: Using Assessment in Instruction | 1.1 Ensure engaging, rigorous, and coherent curricula in all subjects, accessible for a variety of learners and aligned to Common Core Learning Standards and/or content standards. |