

# Academic and Personal Behaviors Resources

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## 1. **Academic and Personal Behaviors: Examples of Practice for Students, Teachers, and Schools Worksheet with 2013 Danielson *Framework for Teaching* Components:**

This worksheet about “academic and personal behaviors,” one of the four domains of the DOE’s College and Career Readiness benchmarks, explores the meaning of the five academic and personal behavior categories: persistence, engagement, work habits/organizational skills, communication/collaboration skills, and self-regulation. It provides examples of what academic and personal behaviors can look like for students, teachers, and schools, though the list of examples is not exhaustive. The document has a column identifying potential points of alignment between the behaviors listed and the 2013 Danielson *Framework for Teaching* to support practitioners in making connections between the two.

## 2. **Academic and Personal Behaviors for College and Career Readiness and the 2013 Danielson *Framework for Teaching* Crosswalk:**

This crosswalk highlights connections between the “academic and personal behaviors,” one of the four domains of the DOE’s College and Career Readiness benchmarks, and the 2013 Danielson *Framework for Teaching*. The document can be used in conjunction with the **Academic and Personal Behaviors: Examples of Practice for Students, Teachers, and Schools Worksheet** to support practitioners in understanding the behaviors and their connection to the *Framework for Teaching*. Please note that neither document provides an exhaustive list of examples of the connections between the academic and personal behaviors and the *Framework for Teaching*; rather, each document is meant to highlight some of the stronger connections and serve as a foundation for further exploration.

For more information on the DOE’s College and Career Readiness benchmarks and resources, visit <http://schools.nyc.gov/Academics/CommonCoreLibrary/About/CCR/default.htm>.

Academic and Personal Behaviors: Examples of Practice for Students, Teachers, and Schools					
ACADEMIC & PERSONAL BEHAVIORS		Students	Teachers	Schools	Component Alignment <sup>1</sup>
Persistence	<b>Persistence is needed to support long-term commitment to educational goals through a positive mindset and self-efficacy.</b>	<ul style="list-style-type: none"> <li>show commitment to school.</li> <li>set and strive for appropriate goals.</li> <li>persist through task completion despite setbacks.</li> <li>know their personal strengths, are aware of and use available supports, and are able to self-advocate.</li> </ul>	<ul style="list-style-type: none"> <li>establish a culture for learning that motivates students.</li> <li>talk to students about growing their intellect through effort, help from others, and improved learning strategies.</li> <li>provide students with opportunities to set long- and short-term goals, as appropriate to grade level.</li> <li>create opportunities for students to take initiative and revise work.</li> </ul>	<ul style="list-style-type: none"> <li>make transparent a value system that supports students' commitment to their educational goals.</li> <li>provide regular opportunities to recognize students.</li> </ul>	1b, 1f, 2b, 3c, 3e
Engagement	<b>Engagement supports achievement in school by increasing students' social-emotional connection to the environment and their social confidence.</b>	<ul style="list-style-type: none"> <li>demonstrate a feeling of connection to school.</li> <li>are involved in school activities.</li> <li>form healthy relationships with teachers/adults in the school.</li> <li>form healthy connections with peers.</li> </ul>	<ul style="list-style-type: none"> <li>demonstrate knowledge of their students.</li> <li>are culturally competent and adept at communicating with families.</li> <li>show that they value effort and academic engagement.</li> <li>create opportunities to hear student voices, as appropriate to grade level.</li> </ul>	<ul style="list-style-type: none"> <li>provide a safe learning environment.</li> <li>provide a robust and diverse array of activities.</li> <li>offer opportunities for regular and meaningful family engagement.</li> <li>have a support system in place for students experiencing social or personal distress, interpersonal conflict, depression, or isolation.</li> <li>provide professional development for teachers and staff to build cultural competence.</li> </ul>	1b, 1c, 1e, 2b, 3a, 3b, 3c, 3d, 4c
Work Habits/Organizational Skills	<b>Strong work habits and organizational skills support successful navigation of college and careers.</b>	<ul style="list-style-type: none"> <li>are able to work independently.</li> <li>acquire time-management skills.</li> <li>organize their time and effort effectively.</li> <li>attend to accuracy and precision in their work.</li> </ul>	<ul style="list-style-type: none"> <li>design assessments that value work habits.</li> <li>explicitly teach time management by providing a daily and weekly calendar of activities, instructions on use of planners, etc.</li> <li>curriculum and instructional activities provide direction for note-taking from texts and instruction on how to organize important information.</li> </ul>	<ul style="list-style-type: none"> <li>provide professional development for teachers in areas of classroom organization and assessment, including instruction on paying close attention to and building students' work habits and organizational skills.</li> <li>provide a planner and calendar as appropriate to age levels; communicate and support expectations for school-wide use.</li> </ul>	1b, 1f, 2b, 2c, 3d, 4b
Communication/Collaboration Skills	<b>Communication and collaboration are essential skills in successful education and employment transitions.</b>	<ul style="list-style-type: none"> <li>are able to work collaboratively.</li> <li>are able to express and understand information and ideas.</li> <li>ask for help appropriately.</li> <li>can communicate in multiple formats (speaking/listening, writing, technology).</li> <li>make strategic use of digital literacy skills.</li> <li>understand the role of, and can effectively use, social skills to develop connections to career and educational pathways.</li> </ul>	<ul style="list-style-type: none"> <li>create opportunities for collaboration and communication; teach techniques for success in these areas, as appropriate to grade level and content.</li> <li>provide opportunities for students to revise work and present it with precision and polish, and include multiple formats for presentation (such as: written, digital, oral, individual, group).</li> <li>provide opportunities for 'office hours,' tutoring, or individual consultation.</li> <li>integrate digital media into instruction to optimize sharing of ideas and information.</li> </ul>	<ul style="list-style-type: none"> <li>provide professional development for teachers in areas of classroom organization and assessment that includes a focus on communication and collaboration skills.</li> <li>provide a school-wide learning management system and appropriate access to digital resources for teacher teams and classes for communication and production.</li> </ul>	1a, 1b, 1c, 1d, 1e, 1f, 2a, 2b, 2c, 2e, 3a, 3b, 3c, 3d
Self-Regulation	<b>Self-regulation is key to resiliency. Students must develop coping skills, self-control, and confidence to work through challenges.</b>	<ul style="list-style-type: none"> <li>seek out appropriate challenges rather than avoid them.</li> <li>solve problems as needed while working.</li> <li>demonstrate self-control when dealing with others.</li> <li>develop self-reflection skills.</li> <li>conduct themselves appropriately.</li> <li>use metacognitive strategies to monitor and regulate their own learning.</li> </ul>	<ul style="list-style-type: none"> <li>create an environment of respect and rapport.</li> <li>manage student behavior effectively.</li> <li>utilize a positive behavior reinforcement system and teach students to manage feelings appropriately.</li> <li>instill confidence and respect.</li> <li>provide opportunities to teach/develop problem-solving skills.</li> <li>are aware of students' IEPs and teach specific behaviors.</li> <li>know ELL students' language proficiency levels and plan accordingly.</li> </ul>	<ul style="list-style-type: none"> <li>provide opportunities for student voice.</li> <li>have a school-wide reinforcement system for positive behavior.</li> <li>have a strength-based youth development approach.</li> <li>value professional conduct among students.</li> </ul>	1b, 1e, 1f, 2a, 2b, 2c, 2d, 3b, 3c, 3d

<sup>1</sup> Component alignment offers teachers the opportunity to self-assess and reflect by examining Effective and Highly Effective practices, as described by the 2013 Danielson *Framework for Teaching*, through connections to the Academic and Personal Behaviors.

Framework for Teaching component	Language from 2013 Danielson <i>Framework for Teaching</i> , Component Overviews and Effective/Highly Effective Descriptors	Academic & Personal Behavior
1b: Demonstrating knowledge of students	(from Overview): Teachers don't teach content in the abstract; they teach it to students. In order to ensure student learning, therefore, teachers must know not only their content and its related pedagogy but also the students to whom they wish to teach that content. In ensuring student learning, teachers must appreciate what recent research in cognitive psychology has confirmed, namely, that students learn through active intellectual engagement with content.	Persistence; Engagement; Work habits/organization skills; Communication/collaboration skills; Self-regulation
1c: Setting instructional outcomes	(from Overview): Learning outcomes may be of a number of different types: factual and procedural knowledge, conceptual understanding, thinking and reasoning skills, and collaborative and communication strategies. In addition, some learning outcomes refer to dispositions; it's important not only that students learn to read but also, educators hope, that they will like to read.	Engagement; Communication/collaboration skills
1e: Designing coherent instruction	(from Overview): Instruction is designed to engage students and advance them through the content.  Teachers intentionally organize instructional groups to support student learning.	Engagement; Communication/collaboration skills
1f: Designing student assessments	(from Highly Effective): All the instructional outcomes may be assessed by the proposed assessment plan, with clear criteria for assessing student work. The plan contains evidence of student contribution to its development. Assessment methodologies have been adapted for individual students as the need has arisen. The approach to using formative assessment is well designed and includes student as well as teacher use of the assessment information.	Work habits/organization skills (designing assessments that value work habits); Communication/collaboration skills (when they are an instructional outcome - see 1c); Self-regulation
2a: Creating an environment of respect and rapport	(from Highly Effective): Classroom interactions between the teacher and students and among students are highly respectful, reflecting genuine warmth, caring, and sensitivity to students as individuals. Students exhibit respect for the teacher and contribute to high levels of civility among all members of the class.	Communication/collaboration skills; Self-regulation; 2b supports development of academic mindsets of belonging and self-efficacy
2b: Establishing a culture for learning	(from Overview): A culture for learning...describes...the value of hard work and perseverance...  (from Highly Effective): The classroom culture is a cognitively busy place, characterized by a shared belief in the importance of learning. The teacher conveys high expectations for learning for all students and insists on hard work; students assume responsibility for high quality by initiating improvements, making revisions, adding detail, and/or assisting peers in their precise use of language.	Persistence; Engagement; Work habits/organization skills; Communication/collaboration skills; Self-regulation <b>Note:</b> 2b supports development of academic mindsets: belonging, self-efficacy, seeing the value of work, and a "growth mindset," the belief that ability improves with effort; these mindsets lead to increased APBs
2c: Managing classroom procedures	(from Overview): A smoothly functioning classroom is a prerequisite to good instruction and high levels of student engagement.  The elements of component 2c are: • Management of instructional groups: <i>Teachers help students to develop the skills to work purposefully and cooperatively in groups... with little supervision from the teacher.</i>  (from Highly Effective): Students take initiative in the management of instructional groups and transitions, and/or the handling of materials and supplies. Routines are well understood and may be initiated by students.	Work habits/organization skills; Communication/collaboration skills; Self-regulation
2d: Managing student behavior	(from Overview): In order for students to be able to engage deeply with content, the classroom environment must be orderly;...Skilled teachers regard positive student behavior not as an end in itself, but as a prerequisite to high levels of engagement in content.  (from Highly Effective): Student behavior is entirely appropriate. Students take an active role in monitoring their own behavior and/or that of other students against standards of conduct.	Engagement; Self-regulation
3a: Communicating with students	(from Overview):...teachers' use of language is vivid, rich, and error free, affording the opportunity for students to hear language used well and to extend their own vocabularies.  (from Highly Effective): Students contribute to extending the content by explaining concepts to their classmates and suggesting strategies that might be used. The teacher's spoken and written language is expressive, and the teacher finds opportunities to extend students' vocabularies, both within the discipline and for more general use. Students contribute to the correct use of academic vocabulary.	Engagement; Communication/collaboration skills

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<p>3b: Using questioning and discussion techniques</p>	<p><b>(from Overview):</b> <i>Class discussions are animated, engaging all students...and promoting the use of precise language to deepen and extend their understanding.</i></p> <p>The elements of component 3b are:</p> <ul style="list-style-type: none"> <li>• <b>Student participation:</b> <i>The skilled teacher uses a range of techniques to encourage all students to contribute to the discussion and enlists the assistance of students to ensure this outcome.</i></li> </ul> <p><b>(from Highly Effective):</b> The teacher uses a variety or series of questions or prompts to challenge students cognitively,...and <b>promote metacognition... Students themselves ensure that all voices are heard in the discussion.</b></p>	<p><b>Engagement; Communication/collaboration skills; Self-regulation:</b> (taking turns in discussions, metacognition as part of self-regulated learning)</p>
<p>3c: Engaging students in learning</p>	<p><b>(from Overview):</b> <i>Student engagement in learning is the centerpiece of the FFT; all other components contribute to it.</i></p> <p><i>...students are developing their understanding through what they do.</i></p> <p><i>...students are encouraged to reflect on what they have done and what they have learned.</i></p> <p>The best evidence for student engagement is what students are saying and doing as a consequence of what the teacher does, or has done, or has planned.</p> <p>The elements of component 3c are:</p> <ul style="list-style-type: none"> <li>• <b>Activities and assignments</b> <i>The activities and assignments are the centerpiece of student engagement...</i></li> </ul> <p><i>...Activities and assignments that promote learning require student thinking that emphasizes depth over breadth and encourage students to explain their thinking.</i></p> <ul style="list-style-type: none"> <li>• <b>Structure and pacing:</b> <i>...And since much of student learning results from their reflection on what they have done, a well-designed lesson includes time for reflection and closure.</i></li> </ul> <p><b>(from Highly Effective):</b> Virtually all students are intellectually engaged in challenging content through well-designed learning tasks and activities that require complex thinking by students.</p>	<p><b>Engagement; Communication/collaboration skills; Self-regulation</b></p>
<p>3d: Using assessment in instruction</p>	<p><b>(from Overview):</b> The elements of component 3d are:</p> <ul style="list-style-type: none"> <li>• <b>Student self-assessment and monitoring of progress</b> <i>The culmination of students' assumption of responsibility for their learning is when they monitor their own learning and take appropriate action.</i></li> </ul> <p><b>(from Highly Effective):</b> A variety of forms of <b>feedback, from both teacher and peers</b>, is accurate and specific and advances learning. <b>Students self-assess and monitor their own progress.</b></p>	<p><b>Engagement; Self-regulation</b></p>
<p>3e: Demonstrating flexibility and responsiveness</p>	<p><b>(from Overview):</b> <b>Teachers who are committed to the learning of all students persist in their attempts to engage them in learning, even when confronted with initial setbacks.</b></p>	<p><b>Persistence</b></p>

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<p>4b: Maintaining accurate records</p>	<p><b>(from Overview): An essential responsibility of professional educators is keeping accurate records of both instructional and noninstructional events. These include student completion of assignments, student progress in learning, and noninstructional activities that are part of the day-to-day functions in a school setting, such as the return of signed permission slips for a field trip and money for school pictures. Proficiency in this component is vital because these records inform interactions with students and parents and allow teachers to monitor learning and adjust instruction accordingly. The methods of keeping records vary as much as the type of information being recorded. For example, teachers may keep records of formal assessments electronically, using spreadsheets and databases, which allow for item analysis and individualized instruction. A less formal means of keeping track of student progress may include anecdotal notes that are kept in student folders.</b></p> <p><b>The elements of component 4b are:</b></p> <ul style="list-style-type: none"> <li>• <b>Student completion of assignments</b></li> </ul> <p><b>Most teachers, particularly at the secondary level, need to keep track of student completion of assignments, including not only whether the assignments were actually completed but also students' success in completing them.</b></p>	<p>Work habits/organization</p>
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## Appendix

Danielson's 2013 *Framework for Teaching (FfT)* provides teachers and school leaders with a common language to describe and discuss effective teaching in order to achieve continuous growth in teacher practice and student learning. The *FfT* was created as an overarching framework that describes the commonalities in every classroom — those aspects of teaching that are common across grades, disciplines, and students' backgrounds.

Many school leaders and teachers have requested additional support in using the *FfT* and understanding the academic and personal behaviors. In response, these documents offer specific examples of practices that support the development of students' academic and personal behaviors and how these practices align with the *FfT*. These documents can be used by teachers and school leaders to guide their thinking as they plan and reflect on their instructional practices and how they promote students' academic and personal behaviors; they are not to be used for evaluating teacher practice.

These documents are not a separate rubric for teachers regarding academic and personal behaviors or to be used as a checklist in classroom observations. These documents only seek to present elements of practice to consider, keeping in mind that not every example will be applicable depending upon the students' needs and context. Embedded in these documents are good instructional practices regarding the academic and personal behaviors; these documents are not, however, an exhaustive guide of those instructional practices.

The Office of Postsecondary Readiness created these documents. The examples in each document align with the work of the Office of Postsecondary Readiness to support college and career readiness for all students.