INTRODUCTION TO THE FRAMEWORK FOR TEACHING
A Training Program for Teachers

Facilitation Guide
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ABOUT THIS GUIDE

This Facilitation Guide is designed to support your planning and delivery of the Introduction to the Framework for Teaching training program for teachers and all eight of its modules.

This guide:

• Explains how the training program is designed.
• Describes the training materials and resources.
• Offers general facilitation guidelines.
• Provides detailed facilitation notes for each module and all of the activities and discussions.

We recommend that you read this guide before beginning the training program and read the appropriate section before delivering each module.
ABOUT THIS TRAINING PROGRAM

This training program includes all of the resources you will need to conduct in-person training sessions that introduce teachers to the Framework for Teaching.

There are eight modules in the program, as follows:

- **Module 1** Orientation to the Framework for Teaching
- **Module 2** The Structure of the Framework
- **Module 3** Levels of Performance
- **Module 4** Domain 2: The Classroom Environment
- **Module 5** Component 3c: Engaging Students in Learning
- **Module 6** Domain 3: Instruction
- **Module 7** Domain 1: Planning and Preparation
- **Module 8** Domain 4: Professional Responsibilities and Training Conclusion

Each module is designed to be completed within an hour-long face-to-face training session and to be completed in sequence; however, you may determine the best pace for your group. You may complete one per day, per week, or per month (for example, as the content of a monthly faculty meeting). It may be helpful to introduce each module with a brief review of what has been covered in previous sessions, especially if significant time has elapsed between sessions.

Each module includes a video presentation of Charlotte Danielson and notes on how to facilitate the module’s activities and discussions. In the video presentations, which will guide the flow of each session, Charlotte discusses the Framework for Teaching, introduces each activity, and provides a debrief after each activity. The activities and discussions are key parts of each module. Participants will spend at least half of their time completing activities during a training session. These interactive portions of the sessions, as in any workshop, are essential for developing an understanding of the Framework for Teaching.

As the facilitator, you will start the video to begin the training and you will pause the presentation at specified times to facilitate the module activities and discussions. After a discussion or activity is completed, you will restart the presentation.

**Learning Outcomes**

After completing this training program, participants will:

- Understand the structure and the language of the Framework for Teaching.
- Know the domains and components of the Framework for Teaching.
- Identify the essential characteristics of each of the Framework’s levels of performance.
- Identify examples of practice that illustrate the domains and components of the Framework for Teaching.
FACILITATION GUIDELINES

Copyright Notice

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Expertise Required

In order to deliver this program, you do not have to be an expert in the Framework for Teaching. Framework expertise is provided by Charlotte Danielson via video presentations. While deep understanding of the Framework is not required of facilitators, familiarity with it and its connections to your group is important. You should be able to lead discussions and answer questions about how the Framework is used in your setting.

Scheduling Sessions

• Determine the pace at which you will deliver the training modules. (For example, you may decide to deliver all modules in one or two days or deliver one module per week or per month.)
• Schedule the session(s) accordingly, allowing at least one hour per module.
• Convene the group (PLC, department or grade-level group, entire faculty). The sessions may be for any size participant group. However, modifications to some activities would have to be made for very small groups (fewer than 10) or very large groups (more than 40).
• Arrange for refreshments, if possible.

Technology Requirements

The following are required to show the video presentations of Charlotte Danielson that are essential for each module:

• Internet Connection  If possible, choose a location for each training session that has a reliable Internet connection so that you may play the videos. (A wired connection is preferable to a wireless connection.) Or, be sure to download the module video presentation(s) to the computer you will be using prior to the start of the training session.
• Recommended Browsers
  o On a PC: Internet Explorer 8.0 or later, Firefox 10.0 or later, or Chrome 18 or later
  o On a Macintosh: Safari 5.0 or later, Firefox 10.0 or later, or Chrome 18 or later
• Projector and Speakers  Connect your computer to a projector and speakers so that the participants can clearly see and hear the video presentations during the training session.

Room Setup

• The activities in this program are designed to be conducted in groups of teachers seated at tables. Consider using the school library.
• You will need a screen or a blank white wall on which to project the video presentations.
Session Preparation

- Before the training session, read the facilitator notes and watch the video presentation(s) for the module(s) you will be delivering. This will enable you to become familiar with the content and how it is organized. Knowing the content will help you anticipate questions and consider the interests and needs of your group.
- Photocopy and assemble the materials required for you and for participants, making sure to have items such as chart paper and markers on hand for particular activities.
- If you are likely to have a slow or unreliable Internet connection during the session, we recommend that you download ahead of time the module video presentations required to facilitate the session.

Downloading Videos

- Make sure the video is completely downloaded before attempting to move or play the video files.
- For optimum download speed, use a wired connection and turn off your wireless connection.

Participant Materials

For All Modules
Participants should have the materials listed below for all modules. Make these materials available to participants for the first session and ask them to bring these back to each subsequent session.
- Smart Card
- Domain descriptions

You may download the Framework for Teaching Evaluation Instrument, 2013 Edition, and photocopy it for participants for use during this training program. If you would like, you may also purchase bound color copies of the Instrument. A link to purchase bound copies of the Instrument can be found on The Danielson Group website (http://www.danielsongroup.org).

If possible, we recommend that you photocopy the domain descriptions on the back of the Smart Card and laminate the double-sided resource for participants.

For Each Module
There are specific handouts and worksheets for each module. You should download and photocopy these module-specific materials for participants before each session.

During the Session

- Distribute participant materials to the tables before the start of the session.
- At the beginning of the session, provide any necessary housekeeping information and review content from prior sessions, as appropriate, and then begin the video presentation.
- In the module video presentation, you will be prompted to pause the video to allow participants to complete activities and engage in whole-group discussions. After the activities are completed, you will start the video again.
- If you use the times provided in the facilitation notes for activities, discussions, and reflection, each module can be completed within an hour-long session. If you can dedicate more than one hour to a module, consider allowing additional time for participants to complete activities and engage in productive discussions and reflection.
• The facilitation notes offer suggestions for grouping participants for activities. For some activities, you may need to determine a different grouping method based on the number of participants in the session, their needs, and/or your room setup.

After the Session

This training should be considered a first step in building a common language around the Framework for use in meaningful, professional conversations. We encourage you to continue studying the Framework after the introduction concludes. Focused and ongoing dialogue, the development of exemplars for specialist positions, observer training, and plans focused on further learning—individually and as a community of educators—will extend these modules. Ultimately, a collaborative and purposeful model of inquiry that looks closely at teaching and student learning experiences will benefit all stakeholders. Charlotte Danielson’s book *Enhancing Professional Practice: A Framework for Teaching* (ASCD, 2007), presents the underpinnings of the Framework and may be a useful resource. Overall, we recognize the complexity and demands of teaching and want to support your passion for such important work.

Please visit our websites for additional training and support:

• The Danielson Group: [http://www.danielsongroup.org](http://www.danielsongroup.org)
• Teachscape: [http://www.teachscape.com](http://www.teachscape.com)
MODULE 1
Orientation to the Framework for Teaching

Module Facilitation Notes
MODULE 1 OVERVIEW

Learning Outcomes

Upon completion of this module, participants will:

- Understand the value of the Framework for Teaching for enhancing professional practice.
- Begin to see how the Framework organizes what teachers already know about teaching.
- Become familiar with the domains in the Framework.

Time Estimates

If you use the times provided here for activities, discussions, and reflection, this entire module will be completed within an hour-long session. If you can dedicate more than one hour to this module, consider allowing additional time for participants to complete activities and engage in productive discussions and reflection.

**Note:** The video presentation will not be played in its entirety from start to finish. You will pause and restart the video at the appropriate points during the session to facilitate activities and discussions.

<table>
<thead>
<tr>
<th>Total Video Presentation Run Time</th>
<th>22:09 minutes</th>
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<tbody>
<tr>
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<td></td>
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<tr>
<td>Wisdom of Practice, Part 1</td>
<td>15 minutes</td>
</tr>
<tr>
<td>Activity</td>
<td></td>
</tr>
<tr>
<td>Wisdom of Practice, Part 2</td>
<td>10 minutes</td>
</tr>
<tr>
<td>Whole-Group Discussion</td>
<td>5 minutes</td>
</tr>
<tr>
<td>Reflection</td>
<td>5 minutes</td>
</tr>
</tbody>
</table>

Required Materials

Here is a list of all the materials you will need to facilitate this module:

- Module 1 video presentation
- 3” x 3” sticky notes (at least 10 notes per participant)
- Chart paper (at least 1 piece per table)
- Markers in a range of colors (1 for each participant or 1 pack per table)
- Participant materials:
  - Smart Card
  - Domain descriptions
  - Reflection: Module 1
ACTIVITY: WISDOM OF PRACTICE, PART 1

<table>
<thead>
<tr>
<th>TIME</th>
<th>MATERIALS</th>
</tr>
</thead>
<tbody>
<tr>
<td>15 minutes</td>
<td>• Sticky notes</td>
</tr>
<tr>
<td></td>
<td>• Markers</td>
</tr>
</tbody>
</table>

Activity Directions

Here are the activity directions as they appear in the video presentation:

What might you see or hear in a classroom (from the students as well as the teacher) that would cause you to think that you were in the presence of an expert?

What might you see or hear that would make you think, “Oh, this is good; if I had a child this age, I would want my child in this class”?

• Using one sticky note per idea, write 4–6 things you might see or hear in the classroom of an “expert” teacher.
• Discuss your notes with the others at your table. Which ideas did you have in common and which differed?

Facilitation Notes

• Pause Video Presentation After Charlotte presents the activity instructions, pause the video so that the instructions are projected while participants complete the activity. You will see a flashing “PAUSE VIDEO NOW” reminder at this point in the presentation.
• Ask the participants to sit in small groups, preferably at tables.
• Step 1 (5 minutes)
  o Participants work individually.
  o Have participants record their answers to the questions on sticky notes.
• Step 2 (5 minutes)
  o Participants work in table groups.
  o Once participants have generated their own examples of what constitutes good teaching, instruct them to compare notes at their table to determine how similar (or different) their ideas are.
• Step 3 (5 minutes)
  o Bring all participants together for a whole-group debrief.
  o Invite participants to share with the whole group the “big ideas” from their table discussion with the aim of discovering the extent to which their ideas are similar.
  o Instruct participants to keep their sticky notes because they will use them in Part 2 of this activity.
• Restart Video Presentation Restart the video presentation after the participants have completed the activity. Charlotte will provide a debrief of the activity.
ACTIVITY: WISDOM OF PRACTICE, PART 2

<table>
<thead>
<tr>
<th>TIME</th>
<th>MATERIALS</th>
</tr>
</thead>
<tbody>
<tr>
<td>10 minutes</td>
<td>• Participants’ sticky notes with their ideas from Part 1</td>
</tr>
<tr>
<td></td>
<td>• Chart paper</td>
</tr>
<tr>
<td></td>
<td>• Markers</td>
</tr>
<tr>
<td></td>
<td>• Smart Card</td>
</tr>
</tbody>
</table>

Activity Directions

Here are the activity directions as they appear in the video presentation:

- At each table, use your chart paper to create a Domain Chart.
- Place your sticky notes from Part 1 of the activity in the relevant domain.
  - Use your Smart Card as a reference to help you decide where to place your sticky notes.
  - If an item is relevant for more than one domain, place it on the line between them.

Facilitation Notes

- **Pause Video Presentation** After Charlotte presents the activity instructions, pause the video so that the instructions are projected while participants complete the activity. You will see a flashing “PAUSE VIDEO NOW” reminder at this point in the presentation.
- Ask the participants to sit in small groups, preferably at tables. These will probably be the same groups they worked with during Part 1 of the activity.
- **Activity** (10 minutes)
  - Participants work together in their table groups to decide where to place their sticky notes.
- **Restart Video Presentation** Restart the video presentation after the participants have completed the activity. Charlotte will provide a debrief of the activity.

WHOLE-GROUP DISCUSSION

<table>
<thead>
<tr>
<th>TIME</th>
<th>GUIDING QUESTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>5 minutes</td>
<td>In your school, are some components more important than others? Why?</td>
</tr>
</tbody>
</table>

Facilitation Notes

- **Pause Video Presentation** After Charlotte presents the discussion topic, pause the video so that the discussion question is projected. You will see a flashing “PAUSE VIDEO NOW” reminder at this point in the presentation.
• **Discussion** (5 minutes)
  o Lead a discussion with participants regarding your local implementation of the Framework for Teaching.
  o You may choose to discuss how the points Charlotte Danielson makes during the video presentation relate to the participants’ own experiences.
• **Restart Video Presentation** Restart the video presentation after the discussion.

### REFLECTION: MODULE 1

<table>
<thead>
<tr>
<th>TIME</th>
<th>GUIDING QUESTIONS</th>
</tr>
</thead>
</table>
| 5 minutes | • To what extent were your ideas about what you might see or hear in the classroom of an expert teacher reflected in the components of the Framework for Teaching? Were there any surprises?  
• What might you expect to see or hear from experts in the faculty lounge as opposed to in the classroom?  
• What questions are you still considering as you leave today? |

### Facilitation Notes

• **Pause Video Presentation** Pause the video so that the reflection questions are projected. You will see a flashing “PAUSE VIDEO NOW” reminder at this point in the presentation.
• **Reflection** Consider how you would like to conduct this reflection. For example:
  o Participants respond to the reflection questions individually, during or after the session.
  o Participants respond to the reflection questions in a group discussion, during or after the session.
  o Participants respond to the reflection questions individually and then discuss as a group.
• **Module Conclusion** The reflection concludes the video presentation for this module. You will NOT need to restart the video presentation after the participants have completed the reflection.
MODULE 2

The Structure of the Framework

Module Facilitation Notes
MODULE 2 OVERVIEW

Learning Outcomes
Upon completion of this module, participants will:

• Know the domains of the Framework for Teaching.
• Identify examples of the four domains of the Framework for Teaching.

Time Estimates
If you use the times provided here for activities, discussions, and reflection, this entire module will be completed within an hour-long session. If you can dedicate more than one hour to this module, consider allowing additional time for participants to complete activities and engage in productive discussions and reflection.

Note: The video presentation will not be played in its entirety from start to finish. You will pause and restart the video at the appropriate points during the session to facilitate activities and discussions.

<table>
<thead>
<tr>
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<th>Time Estimate</th>
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<tr>
<td>Total Video Presentation Run Time</td>
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<tr>
<td>Activity Domain Jigsaw</td>
<td>25 minutes</td>
</tr>
<tr>
<td>Activity Domain Quiz</td>
<td>20 minutes</td>
</tr>
<tr>
<td>Reflection</td>
<td>5 minutes</td>
</tr>
</tbody>
</table>

Required Materials
Here is a list of all the materials you will need to facilitate this module:

• Module 2 video presentation
• Highlighters (1 for each participant)
• Pens (1 for each participant)
• Participant materials:
  o Smart Card
  o Domain descriptions
  o Activity worksheet: Domain Jigsaw
  o Domain Quiz
  o Reflection: Module 2
ACTIVITY: DOMAIN JIGSAW

<table>
<thead>
<tr>
<th>TIME</th>
<th>ACTIVITY MATERIALS</th>
</tr>
</thead>
<tbody>
<tr>
<td>25 minutes</td>
<td>• Domain descriptions</td>
</tr>
<tr>
<td></td>
<td>• Activity worksheet</td>
</tr>
<tr>
<td></td>
<td>• Highlighters</td>
</tr>
<tr>
<td></td>
<td>• Pens</td>
</tr>
</tbody>
</table>

Activity Directions

Here are the activity directions as they appear in the video presentation:

• Number off by four.
  o If you are a 1, you are assigned domain 1. If you are a 2, you are assigned domain 2, etc.
• In a group with others assigned your domain, read the description for your domain.
  o Mark up the domain description as needed. Highlight, underline, write in the margins, etc.
  o Complete the activity worksheet to help you summarize the important points of the domain.
• Go back to your original table as an expert and share with others the important points of your domain and its components.

Facilitation Notes

• Pause Video Presentation After Charlotte presents the activity instructions, pause the video so that the instructions are projected while participants complete the activity. You will see a flashing “PAUSE VIDEO NOW” at this point in the presentation.
• Step 1 (10 minutes)
  o At the start of the activity, have participants at each table number off by four. All participants who have the same number will form an “expert group” for that domain. (All 1s form the expert group for domain 1, all 2s form the expert group for domain 2, etc.)
  o Each domain “expert group” gathers at a table.
  o All members of an expert group read their group’s assigned domain description.
  o When everyone has finished reading, the members of a group discuss and determine the important points of the domain.
  o Each group completes the activity worksheet together, writing down the important points.
• Step 2 (10 minutes)
  o Participants leave their expert groups and return to their original table groups. In the table groups, it is important to have at least one member from each of the domain expert groups.
  o Participants share the important points of each domain with their group.
  o Instruct other members of the group to take notes on their activity worksheet as information from each domain is shared.
• Step 3 (5 minutes)
  o Bring all participants together for a whole-group debrief.
• Restart Video Presentation Restart the video presentation after the participants have completed the activity. Charlotte will provide a debrief of the activity.
ACTIVITY: DOMAIN QUIZ

<table>
<thead>
<tr>
<th>TIME</th>
<th>ACTIVITY MATERIALS</th>
</tr>
</thead>
<tbody>
<tr>
<td>20 minutes</td>
<td>Domain Quiz</td>
</tr>
</tbody>
</table>

Activity Directions

Here are the activity directions as they appear in the video presentation:

- With others at your table, identify the domain represented by each of the statements.

Facilitation Notes

- **Pause Video Presentation** After Charlotte presents the activity instructions, pause the video so that the instructions are projected while participants complete the activity. You will see a flashing “PAUSE VIDEO NOW” reminder at this point in the presentation.

- **Step 1** (20 minutes)
  - Participants may work in table groups for this activity.
  - Table groups identify the domain represented by each of the statements. Participants share their initial thoughts, which each group discusses to arrive at consensus.
  - Have each participant write his or her answers on the handout.
  - Point out to participants that not all of the statements in the quiz reflect good practice.

- **Restart Video Presentation** Restart the video presentation after the participants have completed the activity.
  - Participants check their answers as Charlotte discusses the quiz.

- **Optional Step 2** (This step may be added if you can dedicate more time to this activity.)
  - After all answers are revealed, pause the video presentation.
  - Encourage participants to discuss as a whole group any questions they might have about the answers to the quiz.

- **Restart Video Presentation** Restart the video presentation after the participants have completed the discussion.
Domain Quiz Answer Key

**Domain 2**

A. The desks in Mr. T’s 2nd grade classroom are arranged in groups of four. A couch and beanbag chairs are provided for students in the reading corner.

**Domain 4**

B. Ms. A was unable to locate her list of which students had returned their permission slips for the field trip.

**Domain 3**

C. Ms. C has her class watch a clip of Martin Luther King’s “I Have a Dream” speech, using a video guide containing questions that are factual, interpretive, and analytic in nature. After the film clip, students work in pairs to respond to the questions.

**Domain 4**

D. After his first-hour geography class, Mr. M concluded that the lesson was successful because everyone received an A on the quiz.

**Domain 1**

E. Mr. B has designed a rubric for student presentations. It identifies key elements of a good presentation and three levels of performance for each of the elements.

**Domain 2**

F. When students enter the classroom, they begin work on a brief assignment that is written on the board while Ms. L takes attendance.

**Domain 3**

G. Students in Mr. H’s math class are looking puzzled after he provides an explanation of “slope” in algebra. Instead of assigning a worksheet as he had planned, he tries a different approach to clarifying the concept.

**Domain 1**

H. Mr. E plans to give the students a website to explore as an extended learning activity on understanding the judicial system.

**Domain 1**

I. For one of her flexible grouping assignments, Ms. R plans to create cooperative groups that will each include two English language learners.
## REFLECTION: MODULE 2

<table>
<thead>
<tr>
<th>TIME</th>
<th>GUIDING QUESTIONS</th>
</tr>
</thead>
</table>
| 5 minutes | • In your school and/or classroom setting, which domain is the most important? Why?  
• Which domain would you consider your greatest strength? Why?  
• Do you think it’s possible to be highly skilled in one domain without being skilled in all of them?  
• In which domains do you think high levels of expertise might lead to expertise in others? |

### Facilitation Notes

- **Pause Video Presentation** Pause the video so that the reflection questions are projected. You will see a flashing “PAUSE VIDEO NOW” reminder at this point in the presentation.
- **Reflection** Consider how you would like to conduct this reflection. For example:
  - Participants respond to the reflection questions individually, during or after the session.
  - Participants respond to the reflection questions in a group discussion, during or after the session.
  - Participants respond to the reflection questions individually and then discuss as a group.
- **Module Conclusion** The reflection concludes the video presentation for this module. You will NOT need to restart the video presentation after the participants have completed the reflection.
MODULE 3
Levels of Performance

Module Facilitation Notes
MODULE 3 OVERVIEW

Learning Outcome

Upon completion of this module, participants will:

- Identify the essential characteristics of each of the levels of performance in the Framework.

Time Estimates

If you use the times provided here for activities, discussions, and reflection, this entire module will be completed within an hour-long session. If you can dedicate more than one hour to this module, consider allowing additional time for participants to complete activities and engage in productive discussions and reflection.

*Note:* The video presentation will not be played in its entirety from start to finish. You will pause and restart the video at the appropriate points during the session to facilitate activities and discussions.

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<td>Presentation</td>
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<td>Activity</td>
<td>40 minutes</td>
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<td>Levels of</td>
<td></td>
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<tr>
<td>Performance</td>
<td></td>
</tr>
<tr>
<td>Reflection</td>
<td>5 minutes</td>
</tr>
</tbody>
</table>

Required Materials

Here is a list of all the materials you will need to facilitate this module:

- Module 3 video presentation
- Highlighters (1 for each participant)
- Chart paper (at least 1 piece per table)
- Markers in a range of colors (2 or 3 per table)
- Tape (for mounting chart paper on wall)
- Participant materials:
  - Smart Card
  - Domain descriptions
  - Activity worksheet: Levels of Performance
  - Reflection: Module 3
**ACTIVITY: LEVELS OF PERFORMANCE**

<table>
<thead>
<tr>
<th>TIME</th>
<th>ACTIVITY MATERIALS</th>
</tr>
</thead>
<tbody>
<tr>
<td>40 minutes</td>
<td>• Rubrics for The Framework for Teaching Evaluation Instrument, 2013 Edition</td>
</tr>
<tr>
<td></td>
<td>• Highlighters</td>
</tr>
<tr>
<td></td>
<td>• Activity worksheet</td>
</tr>
<tr>
<td></td>
<td>• Chart paper</td>
</tr>
<tr>
<td></td>
<td>• Markers</td>
</tr>
</tbody>
</table>

**Activity Directions**

Here are the activity directions as they appear in the video presentation:

- Read your assigned level of performance for all components in the Framework. In each component, highlight key words and phrases that capture the essence of the level of performance.
- Review what you highlighted in all components in all domains to identify some patterns for your level. On the activity worksheet, list descriptive words that reflect those patterns.
- Next, with the other participants who were assigned your level of performance, compare what you highlighted in the rubrics and the patterns you identified.
- With your group, discuss what each of you found for your level and develop a shared list of descriptive words that reflect the pattern of performance for your level. Write those words on chart paper.
- Choose a spokesperson to report to the full group.

**Facilitation Notes**

- **Pause Video Presentation** After Charlotte presents the activity instructions, pause the video so that the instructions are projected while participants complete the activity. You will see a flashing “PAUSE VIDEO NOW” reminder at this point in the presentation.
- Prior to the activity, number participants off by four. All 1s will read the unsatisfactory level of performance, all 2s will read the basic level of performance, all 3s will read the proficient level of performance, and all 4s will read the distinguished level of performance.
  - **Note:** When you assign levels of performance to the participants, it’s not critical that each level have exactly the same number of individuals. Participants will be working in a group and reporting out as a group.
- **Step 1** (15 minutes)
  - Participants work individually.
  - As participants read their assigned level of performance in the Evaluation Instrument for all components, they highlight key words and phrases that capture the essence of that level.
  - Have participants review the words they highlighted in the descriptions to identify patterns for their level of performance (e.g., inconsistency in performance for basic level).
  - On the activity worksheet, ask participants list four or five descriptive words that reflect the patterns they find.
- **Step 2** (15 minutes)
  - Participants work in groups with others assigned the same level of performance.
Designate a location in the room for each level of performance (corner of the room or table) and have participants go to the location designated for their level.

- Ask the participants to share with others in their group the words they have determined to be descriptive of their level of performance.
- Participants should discuss and reach consensus on patterns for their level and write the descriptive words that reflect those patterns on chart paper.
- Have the groups post their charts.

**Step 3 (10 minutes)**
- Bring participants together as a whole group.
- A spokesperson from each group reports to the whole group, referring to the group’s chart.
- As needed, you can initiate discussion about or clarify the information that is being shared.

**Restart Video Presentation** Restart the video presentation after the participants have completed the activity. Charlotte will provide a debrief of the activity.

### Reflection: Module 3

<table>
<thead>
<tr>
<th>TIME</th>
<th>GUIDING QUESTIONS</th>
</tr>
</thead>
</table>
| 5 minutes| • Which of the following do you believe to be the most powerful use of the levels of performance: teacher self-assessment, teacher preparation, recruitment and hiring, mentoring and induction, professional development, or teacher evaluation? Why?  
  • How are the levels of performance being used in your setting? What have been the results?  
  • In your experience, how many years does it take for a teacher to attain the level of performance described in the statements at the proficient level? What affects this timing?  
  • Do you think there are some settings in which it is easier, or more difficult, for teachers to attain the distinguished level of teaching? Explain. |

**Facilitation Notes**

- **Pause Video Presentation** Pause the video so that the reflection questions are projected. You will see a flashing “PAUSE VIDEO NOW” reminder at this point in the presentation.
- **Reflection** Consider how you would like to conduct this reflection. For example:
  - Participants respond to the reflection questions individually, during or after the session.
  - Participants respond to the reflection questions in a group discussion, during or after the session.
  - Participants respond to the reflection questions individually and then discuss as a group.
- **Module Conclusion** The reflection concludes the video presentation for this module. You will NOT need to restart the video presentation after the participants have completed the reflection.
MODULE 4

Domain 2: The Classroom Environment

Module Facilitation Notes
MODULE 4 OVERVIEW

Learning Outcomes

Upon completion of this module, participants will:

- Explore a domain and its components in depth.
- Identify examples of practice that illustrate the components of this domain.

Time Estimates

If you use the times provided here for activities, discussions, and reflection, this entire module will be completed within an hour-long session. If you can dedicate more than one hour to this module, consider allowing additional time for participants to complete activities and engage in productive discussions and reflection.

Note: The video presentation will not be played in its entirety from start to finish. You will pause and restart the video at the appropriate points during the session to facilitate activities and discussions.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Video Presentation Run Time</td>
<td>12:42 min</td>
</tr>
<tr>
<td>Activity</td>
<td>15 min</td>
</tr>
<tr>
<td>Personal Memories</td>
<td></td>
</tr>
<tr>
<td>Activity</td>
<td>15 min</td>
</tr>
<tr>
<td>Domain 2 Components, Part 1</td>
<td></td>
</tr>
<tr>
<td>Activity</td>
<td>20 min</td>
</tr>
<tr>
<td>Domain 2 Components, Part 2</td>
<td></td>
</tr>
<tr>
<td>Reflection</td>
<td>5 min</td>
</tr>
</tbody>
</table>

Required Materials

Here is a list of all the materials you will need to facilitate this module:

- Module 4 video presentation
- Domain 2 classroom video (Download this video before the session when you download the video presentation for Module 4.)
- Chart paper (at least 1 piece per table)
- Markers in a range of colors (2 or 3 per table)
- Tape (for mounting chart paper on wall)
- Participant materials:
  - Smart Card
  - Domain descriptions
  - Reflection: Module 4
ACTIVITY: PERSONAL MEMORIES

<table>
<thead>
<tr>
<th>TIME</th>
<th>ACTIVITY MATERIALS</th>
</tr>
</thead>
<tbody>
<tr>
<td>15 minutes</td>
<td>N/A</td>
</tr>
</tbody>
</table>

Activity Directions

Here are the activity directions as they appear in the video presentation:

- Consider your life as a student. Recall an occasion or series of occasions (positive or negative) involving a teacher. What makes this so memorable?
- Share your memory with others at your table.

Facilitation Notes

- **Pause Video Presentation** After Charlotte presents the activity instructions, pause the video so that the instructions are projected while participants complete the activity. You will see a flashing “PAUSE VIDEO NOW” reminder at this point in the presentation.
- This activity is done in table groups. If there are a large number of people at each table, you may want to ask that they form groups of 3 or 4 for telling their stories.
- **Activity** (15 minutes)
  - Have participants tell their memory to other people at their table. Ask them to tell their stories quickly, in no more than 2 minutes each.
  - It is challenging, with some groups, to cut off these discussions, since most teachers really get “into” it.
  - Bring participants together as a whole group.
- **Restart Video Presentation** Restart the video presentation after the participants have completed the activity. Charlotte will provide a debrief of the activity.

ACTIVITY: DOMAIN 2 COMPONENTS, PART 1

<table>
<thead>
<tr>
<th>TIME</th>
<th>ACTIVITY MATERIALS</th>
</tr>
</thead>
<tbody>
<tr>
<td>15 minutes</td>
<td>• The Framework for Teaching Evaluation Instrument, 2013 Edition</td>
</tr>
<tr>
<td></td>
<td>• Domain descriptions</td>
</tr>
<tr>
<td></td>
<td>• Chart paper</td>
</tr>
<tr>
<td></td>
<td>• Markers</td>
</tr>
</tbody>
</table>
Activity Directions

Here are the activity directions as they appear in the video presentation:

Individually:
• Review the domain 2 description.
• Read your assigned component.

As a table group:
• Draw a horizontal line across the chart paper.
• Discuss the following questions:
  o What would this component look like at the proficient level?
  o How is it different at the distinguished level?
  o When done well, what impact does this component have on student learning?
• Write your ideas from the discussion above the line on the chart paper.

Facilitation Notes

• **Pause Video Presentation** After Charlotte presents the activity instructions, pause the video so that
the instructions are projected while participants complete the activity. You will see a flashing “PAUSE VIDEO NOW” reminder at this point in the presentation.
• Assign 1 component to each table. It’s best if there are at least 5 tables. If there are more than 5 tables, then more than one table group will work on the same component.
• **Step 1** (5 minutes)
  o Participants work individually.
  o Each participant reads the domain 2 description and his or her group’s assigned component.
• **Step 2** (10 minutes)
  o Participants work in their assigned component groups.
  o Have participants discuss the ideas gathered during the individual reading and follow the activity instructions posted.
• **Optional Step 3** (This step may be added if you can dedicate more time to this activity.)
  o Mount the charts on the wall and invite everyone to circulate around the room to view all the charts.
  o As participants are circulating among the charts, ask them to gather the following information:
    – What are some generalizations you can make about the difference between the proficient and distinguished levels of performance?
    – Which domain 2 components would be most difficult for beginning teachers?
• **Restart Video Presentation** Restart the video presentation after the participants have completed the activity. Charlotte will provide a debrief of the activity.
ACTIVITY: DOMAIN 2 COMPONENTS, PART 2

<table>
<thead>
<tr>
<th>TIME</th>
<th>ACTIVITY MATERIALS</th>
</tr>
</thead>
<tbody>
<tr>
<td>20 minutes</td>
<td>• Domain 2 classroom video (6:26)</td>
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<tr>
<td></td>
<td>• Chart paper from Part 1</td>
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<tr>
<td></td>
<td>• Markers</td>
</tr>
<tr>
<td></td>
<td>• Tape</td>
</tr>
</tbody>
</table>

Activity Directions

Here are the activity directions as they appear in the video presentation:

- As you watch the classroom video, look for examples of your component.
- Note the examples you find on the bottom half of the chart paper.
- Mount your chart paper on the wall.
- Circulate around the room to review all of the charts.

Facilitation Notes

- **Pause Video Presentation** After Charlotte presents the activity instructions, pause the video. You will see a flashing “PAUSE VIDEO NOW” reminder at this point in the presentation.
- **Step 1** (7 minutes—the approximate length of the classroom video)
  - Participants sit at tables with their assigned component group from Part 1 of this activity, but they work individually during this step.
  - Play the classroom video in a new window. For optimal viewing, download this video before the session and have it already opened and ready to view at the appropriate time during the session. You will simply need to switch to the classroom video window and play the video.
  - Have participants watch the classroom video and note examples individually as they watch.
  - After the classroom video has ended, switch back to the module video presentation.
  - For your reference, review the domain 2 evidence found in the classroom video (provided below).
- **Step 2** (5 minutes)
  - Participants now work together with their assigned component group at their table.
  - After the video, allow participants some time to share their examples and write them as a group on their chart.
- **Step 3** (5 minutes)
  - Participants individually walk around to review other groups’ charts.
- **Optional Step 4** (You may choose to add this step if you have more time to dedicate to this activity.)
  - Bring participants together as a whole group.
  - Debrief the gallery walk.
- **Restart Video Presentation** Restart the video presentation after the participants have completed the activity. Charlotte will provide a debrief of the activity.
Domain 2 Evidence in Classroom Video

Component 2a: Creating an Environment of Respect and Rapport

- Teacher: “You can spill out your heart.”
- Teacher repeats a student’s comment, then says, “I couldn’t have said it better myself. [Student Name], very good.”
- Several students smile in response to above interaction.
- Teacher to students: “You’re there!”
- Standing at poster, students take turns speaking openly to each other, listening, and encouraging: “How would you feel?” They make eye contact.
- Students laugh collegially together.
- Teacher: “OK, OK” (in background).
- Teacher opens eyes wide, smiles as student shares.
- Students spontaneously clap after first student shares her writing.
- Teacher and students laugh together.

Component 2b: Establishing a Culture for Learning

- Teacher: “Hopefully, you’ll see something in here that stimulates your creativity.”
- After teacher gives directions, one student asks, “Like placing yourself in the picture?”
- Teacher: “Take your time. Walk around….”
- Teacher: “Of course you can!” to a student about whether students can do the assignment a particular way.
- Teacher: “We'll share voluntarily,” and students volunteer willingly.
- Student volunteers to share her work, even though she says she is not convinced hers has as much merit as the first student’s piece.
- Student: “I didn’t get too creative. I just blobbed it out.”
- Teacher: “I still heard some ideas in there that could be cultivated.”
- Student: “I added that in the end ’cuz you said to get a simile or metaphor in there.”
- Teacher: “Very good, very good.”

Component 2c: Managing Classroom Procedures

- Students take notes without prompting.
- Teacher: “Take your time.”
- Teacher: “Walk around; look around; pick one item.”
- Students manage their own productivity. Volume in classroom allows all to be heard.
- Teacher looks around and, without loss of instructional time, students volunteer.
- Desks are moved from rows into circle.
Component 2d: Managing Student Behavior

- Students monitor own behavior with no/minimal disruption.
- Students laugh together but continue to stay on track, even in unsupervised small groups.

Component 2e: Organizing Physical Space

- Teacher encourages students to look around entire room and even tells them to look outside classroom (at snow, yellow school bus, etc.) to find a point of interest.
- Posters around room are easily accessible.
- Desks are in rows when teacher speaks to large group and in a circle for sharing.
- Teacher puts himself in group for sharing segment.
### REFLECTION: MODULE 4

<table>
<thead>
<tr>
<th>TIME</th>
<th>GUIDING QUESTIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>5 minutes</td>
<td>• Think about one of your recent lessons. What examples can you identify from that lesson to illustrate the component you focused on in your group?</td>
</tr>
<tr>
<td></td>
<td>• What circumstances might make it difficult to achieve a high level of performance in the components in domain 2? What would allow you to achieve a high level of performance despite those circumstances?</td>
</tr>
<tr>
<td></td>
<td>• How might performance in the components of domain 2 affect performance in the components of domain 3, which is focused on instruction?</td>
</tr>
<tr>
<td></td>
<td>o Do you think performance at a high level in one or more of the components of domain 2 is required for a high performance in the components of domain 3?</td>
</tr>
</tbody>
</table>

### Facilitation Notes

- **Pause Video Presentation** Pause the video so that the reflection questions are projected. You will see a flashing “PAUSE VIDEO NOW” reminder at this point in the presentation.
- **Reflection** Consider how you would like to conduct this reflection. For example:
  o Participants respond to the reflection questions individually, during or after the session.
  o Participants respond to the reflection questions in a group discussion, during or after the session.
  o Participants respond to the reflection questions individually and then discuss as a group.
- **Module Conclusion** The reflection concludes the video presentation for this module. You will NOT need to restart the video presentation after the participants have completed the reflection.
MODULE 5
Component 3c: Engaging Students in Learning

Module Facilitation Notes
MODULE 5 OVERVIEW

Learning Outcomes

Upon completion of this module, participants will:

- Understand the characteristics of learning experiences that promote student engagement.
- Differentiate between engagement and time on task.

Time Estimates

If you use the times provided here for activities, discussions, and reflection, this entire module will be completed within an hour-long session. If you can dedicate more than one hour to this module, consider allowing additional time for participants to complete activities and engage in productive discussions and reflection.

Note: The video presentation will not be played in its entirety from start to finish. You will pause and restart the video at the appropriate points during the session to facilitate activities and discussions.

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<tr>
<th>Total Video Presentation Run Time</th>
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<tbody>
<tr>
<td>Activity</td>
<td></td>
</tr>
<tr>
<td>Defining Engagement, Part 1</td>
<td>15 minutes</td>
</tr>
<tr>
<td>Activity</td>
<td></td>
</tr>
<tr>
<td>Defining Engagement, Part 2</td>
<td>20 minutes</td>
</tr>
<tr>
<td>Whole-Group Discussion</td>
<td>5 minutes</td>
</tr>
<tr>
<td>Reflection</td>
<td>5 minutes</td>
</tr>
</tbody>
</table>

Required Materials

Here is a list of all the materials you will need to facilitate this module:

- Module 5 video presentation
- 3" x 3" sticky notes (at least 10 notes per participant)
- Chart paper (at least 1 piece per table)
- Markers in a range of colors (1 marker for each participant or 1 pack per table)
- Tape (for mounting chart paper on wall)
- Participant materials:
  - Smart Card
  - Domain descriptions
  - Reflection: Module 5
Activity Directions

Here are the activity directions as they appear in the video presentation:

- Read the introduction to component 3c in the Evaluation Instrument.
- Write key ideas of student engagement on sticky notes.
  - Consider how student engagement is different from busy.
  - Write one idea per sticky note.
- Discuss key ideas of engagement with others at your table.

Facilitation Notes

- **Pause Video Presentation** After Charlotte presents the activity instructions, pause the video so that the instructions are projected while participants complete the activity. You will see a flashing “PAUSE VIDEO NOW” reminder at this point in the presentation.
- This activity may be done by groups of 2 or 3 participants or by all participants at a table, with no more than 6 people per table. Based upon the table setup, determine the best method to use with your participants.
- **Step 1** (5 minutes)
  - Participants work individually.
  - Each participant reads the introduction to component 3c in the Evaluation Instrument and writes key ideas on sticky notes—one idea per note.
  - Instruct participants to keep their ideas sticky notes. They will use these in Part 2 of this activity.
- **Step 2** (5 minutes)
  - Participants should work in small groups of 2 or 3. Or, all participants at a table may work together, if there are no more than 6 per group.
  - Participants conduct a brief discussion at their tables to share and confirm thinking about the reading on engagement.
  - Encourage participants to create additional sticky notes on the ideas of student engagement during the discussion, as needed.
  - During the small-group discussion, walk around and listen to comments from different tables and share out some common themes that you hear.
- **Step 3** (5 minutes)
  - Debrief the activity as a whole group.
  - Ask a participant from each of the small groups to share with the whole group a key idea from their discussion.
  - Ideas frequently shared include:
“Engagement” in the Framework for Teaching refers to *intellectual* engagement.

Active learning requires students to be doing challenging but achievable work.

Focus upon minds-on learning, not just hands-on learning.

- Remind participants to keep their sticky notes with their ideas about engagement to use in the next activity.
- **Restart Video Presentation** Restart the video presentation after the participants have completed the activity. Charlotte will provide a debrief of the activity.

## ACTIVITY: DEFINING ENGAGEMENT, PART 2

### TIME

<table>
<thead>
<tr>
<th>TIME</th>
<th>ACTIVITY MATERIALS</th>
</tr>
</thead>
<tbody>
<tr>
<td>20 minutes</td>
<td>• Chart paper</td>
</tr>
<tr>
<td></td>
<td>• Markers</td>
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<tr>
<td></td>
<td>• Tape</td>
</tr>
<tr>
<td></td>
<td>• Sticky notes from Part 1</td>
</tr>
</tbody>
</table>

### Activity Directions

Here are the activity directions as they appear in the video presentation:

- As a group at your table, choose an activity that one of you has done in your class that students have found to be highly engaging.
- Describe your chosen activity on a piece of chart paper. Include:
  - The topic (e.g., mathematics: the relationship between area and perimeter)
  - The learning outcomes (e.g., “Students will be able to explain how area and perimeter are related.”)
  - The sequence of steps in the activity (Include what the students do and what the teacher does.)
  - The products created by students, if any
- Walk around and read the other groups’ activities. Place your sticky notes from Part 1 on the other activities.

### Facilitation Notes

- **Pause Video Presentation** After Charlotte presents the activity instructions, pause the video so that the instructions are projected while participants complete the activity. You will see a flashing “PAUSE VIDEO NOW” reminder at this point in the presentation.
- Participants stay in the same small groups that they worked in during Part 1 of the Defining Engagement activity.
- **Step 1** (5 minutes)
  - Small groups at tables briefly discuss different engaging activities that each group member has done in the classroom and then select one of those activities to describe on chart paper in Step 2.
  - If participants have trouble coming up with an activity, prompt them with the examples of student engagement activities provided below.
• **Step 2** (10 minutes)
  - Each small group works together to describe the selected activity on chart paper, including the information requested in the instructions: topic, learning outcomes, sequence of steps, and student products (if any).
  - If any of the groups are struggling to describe an activity, you may provide a model activity chart using one of the examples provided below.
  - Stress that neat printing is appreciated and that additional drawings are not necessary. The content of the activity is what is important.
  - After the groups have completed their activity charts, ask them to mount the charts on the wall, leaving plenty of space between the different activity posters.

• **Step 3** (5 minutes)
  - Ask 1 member of each group to stay at their group’s chart to explain the activity while the rest of the group strays.
  - Ask the stray members to take with them the key ideas of engagement sticky notes they created in Part 1 of the Defining Engagement activity.
  - Instruct the groups to place sticky notes on each activity chart to indicate the characteristics of engagement (design/delivery) reflected in the activity.
  - Groups should place at least one sticky note on each activity, if possible.
  - After each group has reviewed all the other activities, ask the group members to return to their chart to review the sticky notes given to their activity and then return to their table.

• **Restart Video Presentation** Restart the video presentation after the participants have completed the activity. Charlotte will provide a debrief of the activity.

**Examples of Student Engagement Activity Charts**

**Chart 1: Pre-Kindergarten**

**Activity Description**

- **Topic:** House Construction/Housing Across Cultures (integrating science, social studies, and math)
- **Outcomes:** Explain process of construction and compare housing
- **Steps:** 1) Research building materials, safety, process. 2) Visit architect’s office. 3) Make materials list and collect materials. 4) Begin building.
- **Product:** Finished house and house “tours”

**Feedback from Participants**

- Student choice evident
- Higher-level thinking clear
- Creating a personal product (house)

**Chart 2: Grades 2–5**

**Activity Description**

- **Topic:** Making a Birdhouse (integrating science/language arts/math)
- **Outcomes:** 1) I can work and problem solve as a positive team member. 2) I can create a safe and livable birdhouse. 3) I will be able to present and explain why prairie habitats are important and how birdhouses will support the prairie.
• **Steps:** 1) Prairie research (teacher and students). 2) Teacher gives students the expectations and models. 3) Students develop their plan and assign roles. 4) Teacher provides basic materials (wood only) and simple directions. 5) Students explore the materials, plan their design, and then explain their plan and rationale. 6) Teacher gives students more tools, materials, and support as they build their birdhouses. 7) Students use all their resources to create a functional birdhouse. 8) Teacher assists students as needed; scaffolds support as needed.

• **Product:** Birdhouse

**Feedback from Participants**

- Higher-order thinking with evidence-based argument in making the students struggle through plan
- How do you level questions? Do some students get differentiated materials?
- Student choice, problem solving, rationale
- How did you ensure that every student was involved?

**Chart 3: Middle School**

**Activity Description**

- **Topic:** Plotting on a Coordinate Plane
- **Outcomes:** Students can find a point on the plane, identify quadrants and point relationships, and explain practical uses of the plane.
- **Steps:** 1) Teacher and students establish a coordinate plane within the classroom through conversation, establishing needs (x-axis, origin), and rules. 2) Students determine their current location on the plane (“I’m at 3, 2”). 3) Teacher questions/prompts students: “Stand up if you’re…” (Teacher creates visual on board as students demonstrate knowledge.) Teacher questions students in conversation: “Johnny, stand. Susie, what’s Johnny’s location? If we reflect that point over the x-axis, who would he be?” and so on…
- **Product:** Visual representation of coordinate plane in classroom

**Feedback from Participants**

- Mentally engaging learning activity
- Involves thinking through the making of a plane
- Constructed own coordinate plane (to create understanding) and good series of questions to check for understanding
- Reflection through visual representation

**Chart 4: Middle School**

**Activity Description**

- **Topic:** What is the relationship between fiction and nonfiction?
- **Outcome:** Students will understand how nonfiction information affects fiction writing.
- **Steps:** 1) Students self-select novels to read. 2) Students choose an element of nonfiction to further research. 3) Students use chosen nonfiction text to practice informational text reading strategies.
- **Product:** Create a graphic organizer of main ideas/details to share with other students; discuss how the nonfiction in their fictional novel affects the plot.

**Feedback from Participants**

- Lots of student choice
- Students discern patterns from sharing of graphic organizer
Chart 5: High School

Activity Description

- **Topic:** Algebra 1—Transformations of Parabolas “U”
- **Outcome:** Students will explain how to change the equation to achieve the desired transformation.
- **Steps:**
  1) Students graph the equation by hand.
  2) Students use trial and error with the graphing calculator to make different transformations happen.
  3) Students discuss with each other and create rules.
  4) Students make connections between their rules and the equation of parabolas.
- **Product:** Individual summary packet

Feedback from Participants

- Trial-and-error student discussions/connections
- Good opportunities for student inquiry and conversation
- Student-to-student discussions and making rules intellectually important
- Student choice in rule creation
- Discussion and reflection
- Student choice involved in summarizing products

WHOLE-GROUP DISCUSSION

<table>
<thead>
<tr>
<th>TIME</th>
<th>GUIDING QUESTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>5 minutes</td>
<td>Which of these characteristics describe the activities on your charts?</td>
</tr>
<tr>
<td></td>
<td>- The activity asks students to solve a problem or answer a question.</td>
</tr>
<tr>
<td></td>
<td>- The activity permits student choice and initiative.</td>
</tr>
<tr>
<td></td>
<td>- The activity encourages depth rather than breadth.</td>
</tr>
<tr>
<td></td>
<td>- The activity requires student thinking.</td>
</tr>
<tr>
<td></td>
<td>- The activity offers multiple levels of challenge.</td>
</tr>
</tbody>
</table>

Facilitation Notes

- **Pause Video Presentation** After Charlotte presents the activity instructions, pause the video so that the instructions are projected while participants complete the activity. You will see a flashing “PAUSE VIDEO NOW” reminder at this point in the presentation.
- **Guiding Questions** You may consider other guiding questions for this discussion. For example:
  - Which of these characteristics were present the most on the charts? Which were present the least? Why do you think this is so?
  - Were there other characteristics that you noticed in many of the activities on the charts that are not in this list?
  - What are some other examples of activities that reflect the characteristics in this list?
- **Optional Extension Activity** (This is a valuable activity, if you can dedicate more time to this module.)
  - Invite table groups to revisit their own activity charts and to find examples of these characteristics in their own activities. The participants may highlight those aspects of their activities and/or use sticky notes.
- **Restart Video Presentation** Restart the video presentation after you have completed the discussion.
**REFLECTION: MODULE 5**

<table>
<thead>
<tr>
<th>TIME</th>
<th>GUIDING QUESTIONS</th>
</tr>
</thead>
</table>
| 5 minutes       | • Why do you think student engagement is considered by some to be the heart of the Framework?  
• As a teacher, how can you tell if a student is intellectually engaged in an activity or if the student is simply busy or on task?  
• In this module, you heard Charlotte discuss the connection between student engagement and motivation. Do you agree? How would you describe the relationship?  
• Think about a situation in which it was difficult to engage students intellectually in an activity. Given what we have discussed in this module, what might you try next time to increase student engagement? |

**Facilitation Notes**

- **Pause Video Presentation** Pause the video so that the reflection questions are projected. You will see a flashing “PAUSE VIDEO NOW” reminder at this point in the presentation.
- **Reflection** Consider how you would like to conduct this reflection. For example:
  - Participants respond to the reflection questions individually, during or after the session.
  - Participants respond to the reflection questions in a group discussion, during or after the session.
- **Module Conclusion** The reflection concludes the video presentation for this module. You will NOT need to restart the video presentation after the participants have completed the reflection.
MODULE 6
Domain 3: Instruction

Module Facilitation Notes
MODULE 6 OVERVIEW

Learning Outcomes

Upon completion of this module, participants will

- Know domain 3 and its components.
- Explore the relationship between 3c and the other components in domain 3.
- Generate examples of classroom practice for domain 3 components at different levels of performance.

Time Estimates

If you use the times provided here for activities, discussions, and reflection, this entire module will be completed within an hour-long session. If you can dedicate more than one hour to this module, consider allowing additional time for participants to complete activities and engage in productive discussions and reflection.

Note: The video presentation will not be played in its entirety from start to finish. You will pause and restart the video at the appropriate points during the session to facilitate activities and discussions.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Time Estimate</th>
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<tr>
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</tr>
<tr>
<td>Activity Component Relationships</td>
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</tr>
<tr>
<td>Activity Examples of Performance at Different Levels</td>
<td>20 minutes</td>
</tr>
<tr>
<td>Reflection</td>
<td>5 minutes</td>
</tr>
</tbody>
</table>

Required Materials

Here is a list of all the materials you will need to facilitate this module:

- Module 6 video presentation
- Chart paper (at least 1 piece per table)
- Markers in a range of colors (2 or 3 per table)
- Tape (for mounting chart paper on wall)
- Participant materials:
  - Smart Card
  - Domain descriptions
  - Reflection: Module 6
# Activity: Component Relationships

<table>
<thead>
<tr>
<th>TIME</th>
<th>ACTIVITY MATERIALS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Chart paper</td>
</tr>
<tr>
<td></td>
<td>• Markers</td>
</tr>
</tbody>
</table>

**Activity Directions**

Here are the activity directions as they appear in the video presentation:

- Read the descriptions of the domain 3 components.
- As a table group, use chart paper to create a concept map depicting components 3a, 3b, 3d, and 3e and their relationship to component 3c.
- On each radiating line, describe HOW each component is related to 3c.
- Compare your concept map with those of several other groups.

**Facilitation Notes**

- **Pause Video Presentation** After Charlotte presents the activity instructions, pause the video so that the instructions are projected while participants complete the activity. You will see a flashing “PAUSE VIDEO NOW” reminder at this point in the presentation.
- **Step 1** (5 minutes)
  - Participants work individually.
  - Have participants read descriptions of the domain 3 components.
- **Step 2** (15 minutes)
  - Participants work in table groups.
  - Have each participant group create a concept map according to the directions.
- **Step 3** (5 minutes)
  - Ask each group to compare their own concept map with the maps made by other groups.
  - Facilitation options:
    - Group gallery walk: Have all groups mount the concept maps on the wall. Each table group rotates as a group and discusses how one or two maps compare to their own.
    - Pair/Share rotations: Each participant pairs up with a person from another table group. They compare their concept maps. Instruct individual participants to create a copy of their group’s concept map to share in these conversations.
- **Restart Video Presentation** Restart the video presentation after the participants have completed the activity. Charlotte will provide a debrief of the activity.
ACTIVITY: EXAMPLES OF PERFORMANCE AT DIFFERENT LEVELS

<table>
<thead>
<tr>
<th>TIME</th>
<th>ACTIVITY MATERIALS</th>
</tr>
</thead>
</table>
| 20 minutes | • The Framework for Teaching Evaluation Instrument, 2013 Edition  
             • Chart paper  
             • Markers |

Activity Directions

Here are the activity directions as they appear in the video presentation:

- As a group, select one component of domain 3.
- Using the Framework as a reference, generate some examples of classroom practice at each level of performance.
  - Provide context for your examples (e.g., 5th grade math).
- Write your examples on chart paper.
- Walk around to review the examples created by other groups.

Facilitation Notes

- **Pause Video Presentation** After Charlotte presents the activity instructions, pause the video so that the instructions are projected while participants complete the activity. You will see a flashing “PAUSE VIDEO NOW” reminder at this point in the presentation.
- **Create Sample Chart** You may create this in advance or during the session.
  - Write the component name at the top: 3b: Questioning and Discussion Techniques
  - Write the context: 5th Grade Social Studies
  - Classroom practice examples:
    - Unsatisfactory: The teacher asks a question for which the answer is on the board; students respond by reading it.
    - Basic: Three students (of 27 in the class) participate in the discussion.
    - Proficient: The teacher asks, “What might have happened if the colonists had not prevailed in the American Revolution?”
    - Distinguished: A student asks of other students, “How would you compare the colonists’ actions of prevailing in the American Revolution to the American protestors during the Vietnam War?”
  - Post your chart.
- **Step 1** (10 minutes)
  - Participants work as a table group.
  - Following the instructions and using your sample chart as a guide, participant groups generate examples of classroom practice for each level of performance in their chosen component and write those examples on chart paper.
It doesn’t matter if several groups select the same component; the purpose of this activity is for participants to “dig into” a single component.

- **Step 2** (5 minutes)
  - Individuals or groups conduct a gallery walk to review the examples generated by other groups.

- **Optional Step 3** (You may choose to add this step if you can allow more time for this activity.)
  - Participants work individually.
  - Facilitate participants providing feedback on the charts.
  - Each participant gets three sticky notes and provides feedback on three different charts.
  - The feedback can be written as a question, suggestion, or praise for the group’s thinking.
  - Ask each group to go back to the chart they created and review the feedback received.
  - Select one person from the group to respond to any questions that might have been asked about their chart.

- **Step 4** (5 minutes)
  - Facilitate a whole-group discussion.
  - Ask participants to share their learning about the levels of performance for domain 3 as a result of creating and reviewing the charts.

- **Restart Video Presentation** Restart the video presentation after the participants have completed the activity. Charlotte will provide a debrief of the activity.

### R E F L E C T I O N : M O D U L E  6

<table>
<thead>
<tr>
<th>TIME</th>
<th>GUIDING QUESTIONS</th>
</tr>
</thead>
</table>
| 5 minutes     | • Are all the components of domain 3 visible in every lesson? Why or why not?  
• In 3b, how are questions to deepen student understanding different from those that might be used in 3d to diagnose students' level of understanding?  
• What skills must be taught to students to help them engage in discussion with their classmates as described at the distinguished level in 3b?  
• What challenges do you face in your setting related to teaching students to engage in self-assessment? |

### Facilitation Notes

- **Pause Video Presentation** Pause the video so that the reflection questions are projected. You will see a flashing “PAUSE VIDEO NOW” reminder at this point in the presentation.

- **Reflection** Consider how you would like to conduct this reflection. For example:
  - Participants respond to the reflection questions individually, during or after the session.
  - Participants respond to the reflection questions in a group discussion, during or after the session.
  - Participants respond to the reflection questions individually and then discuss as a group.

- **Module Conclusion** The reflection concludes the video presentation for this module. You will NOT need to restart the video presentation after the participants have completed the reflection.
MODULE 7
Domain 1: Planning and Preparation

Module Facilitation Notes
MODULE 7 OVERVIEW

Learning Outcomes

Upon completion of this module, participants will:

- Know domain 1 and its components.
- Identify examples of approaches teachers can use to strengthen their skills in the domain 1 components.
- Identify the connections between domain 1 and domain 3.

Time Estimates

If you use the times provided here for activities, discussions, and reflection, this entire module will be completed within an hour-long session. If you can dedicate more than one hour to this module, consider allowing additional time for participants to complete activities and engage in productive discussions and reflection.

Note: The video presentation will not be played in its entirety from start to finish. You will pause and restart the video at the appropriate points during the session to facilitate activities and discussions.

<table>
<thead>
<tr>
<th>Total Video Presentation Run Time</th>
<th>8:19 minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Activity</td>
<td></td>
</tr>
<tr>
<td>Domain 1 Components (3-2-1 Activity)</td>
<td>25 minutes</td>
</tr>
<tr>
<td>Activity</td>
<td></td>
</tr>
<tr>
<td>Lesson Plan</td>
<td>20 minutes</td>
</tr>
<tr>
<td>Reflection</td>
<td>5 minutes</td>
</tr>
</tbody>
</table>

Required Materials

Here is a list of all the materials you will need to facilitate this module:

- Module 7 video presentation
- Chart paper (at least 1 piece per table)
- Markers in a range of colors (2 or 3 per table)
- Participant materials:
  - Smart Card
  - Domain descriptions
  - Sample lesson plan (Or, have each participant bring a lesson plan of his or her own.)
  - Activity worksheet: Lesson Plan
  - Reflection: Module 7
ACTIVITY: DOMAIN 1 COMPONENTS (3-2-1 ACTIVITY)

<table>
<thead>
<tr>
<th>TIME</th>
<th>ACTIVITY MATERIALS</th>
</tr>
</thead>
</table>
|            | • Chart paper                                           
|            | • Markers                                               |

Activity Directions

Here are the activity directions as they appear in the video presentation:

- Individually, read the pages in the Framework for the component your group has been assigned.
- As a table group, write on chart paper:
  - 3 big ideas about the component
  - 2 examples of how teachers can do this well
  - 1 question you have about the component
- Designate a spokesperson to report for the table:
  - The 3 big ideas
  - Your 1 question

Facilitation Notes

- **Pause Video Presentation** After Charlotte presents the activity instructions, pause the video so that the instructions are projected while participants complete the activity. You will see a flashing “PAUSE VIDEO NOW” reminder at this point in the presentation.
- Ask participants to arrange themselves so that there are at least 6 tables. Assign 1 component to each table. (There should be 6 or more groups for this, so that each component is addressed.)
- **Step 1** (5 minutes)
  - Participants work individually.
  - Each participant reads the component assigned to his or her table group.
- **Step 2** (10 minutes)
  - Participants work in table groups.
  - Table groups have discussions and create their 3-2-1 chart.
  - Instruct participants to choose one spokesperson for the group.
- **Step 3** (10 minutes)
  - Bring participants together as a whole group.
  - Facilitate each group's reporting out of 3 big ideas and 1 question.
    - Do not elicit the examples; that tends to take a long time.
    - As table groups pose questions, invite other participants to respond, and fill in yourself as needed.
- **Restart Video Presentation** Restart the video presentation after the participants have completed the activity. Charlotte will provide a debrief of the activity.
Alternative Steps 2 and 3: Inside-Outside Circle

• **Alternative Step 2** (10 minutes)
  - Have participants number off, 1-2, 1-2, etc. Participants who are 1s will be the inside circle; 2s the outside circle.
  - Ask the 1s to come to the designated spot in the room for the activity. They will form a circle facing out. Ask the 2s to form another circle by standing in front of a 1. These individuals will become partners.
  - To do the inside-outside circle, participants will need to have written down their group’s 3-2-1 information to share.
  - The 1s share two of their big ideas; the 2s share their question; and both partners discuss the answer.
  - **Circle rotation**: The 2s move one space to the right. They now have a new partner. Same instructions as before: The 1s share two big ideas; the 2s share their question; and both partners discuss the answer. (Note: Depending on the time you have, you could do one more rotation and switch the task: 2s share their big ideas and 1s share their question.)

• **Alternative Step 3** (10 minutes)
  - Participants return to their table groups.
  - Have participants discuss these questions in their groups:
    - What were some of the big ideas that were shared that were different from the ones the table group generated?
    - Was there a question asked that you and your partner could not answer? Does the table group have an answer?

### Activity: Lesson Plan

**TIME**  | **ACTIVITY MATERIALS**
--- | ---
20 minutes | • Lesson plan  
 | • Activity worksheet

**Activity Directions**

Here are the activity directions as they appear in the video presentation:

- For this activity, you will use the lesson plan provided in your materials (or one you have brought with you).
- Analyze the plan using the activity worksheet in your materials.
- Discuss your findings with other participants.

**Facilitation Notes**

- **Pause Video Presentation** After Charlotte presents the activity instructions, pause the video so that the instructions are projected while participants complete the activity. You will see a flashing “PAUSE VIDEO NOW” reminder at this point in the presentation.
• This activity may be done using either the lesson plan included in the participant materials or a plan the participants have brought with them.
  - **Note:** The sample lesson plan is for discussion purposes only. We do not endorse any particular lesson plan style or format.

• **Step 1** (10 minutes)
  - If participants are using the plan provided in the materials, they can analyze how it relates to domain 1 as “elbow partners” in their table groups.
  - If participants are using their own lesson plan that they have brought to the session, they should work individually.
  - If the CCSS are being implemented in the district, participants could analyze the unit/lesson through that lens.
  - Instruct participants to use the activity worksheet in their participant materials to capture notes from their analysis.
  - Partner groups should be prepared to share their “Most Important Point” (MIP), a significant idea they have learned as a result of reading and analyzing the lesson plan.

• **Step 2** (10 minutes)
  - Participants work in table groups.
  - Individuals (or one member of each partner group, if partner groups are used) share their MIP with the table group.

• **Restart Video Presentation** Restart the video presentation after the participants have completed the activity. Charlotte will provide a debrief of the activity.
## Sample Lesson Plan

### Mathematics Learning Plan

**Class:** Precalculus  
**Grade:** 11  
**Topic:** Exponential and Logistical Modeling

### Standard(s):  

**4.A.SSEA**  
Interpret complicated expressions by viewing one or more of their parts as a single entity. For example, interpret $P(1+r)^n$ as the product of $P$ and a factor not depending on $P$.  

**4.A.CEDA**  
Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales.  

**4.A.REID**  
Explain why the $x$-coordinates of the points where the graphs of the equations $y=f(x)$ and $y=g(x)$ intersect are the solutions of the equation $f(x)=g(x)$; find the solutions approximately, e.g., using technology to graph the functions, make tables of values, or find successive approximations. Include cases where $f(x)$ and/or $g(x)$ are linear, polynomial, rational, absolute value, exponential, and logarithmic functions.  

**4.F.LEA**  
Recognize situations in which a quantity grows or decays by a constant percent rate per unit interval relative to another. Construct linear and exponential functions, including arithmetic and geometric sequences, given a graph, a description of a relationship, or two input-output pairs (include reading these from a table).

### Essential Question/Goal(s):  
- How can exponential and logistic functions be used to solve real-world problems?

### Students will:  
- Determine an exponential function model’s growth or decay.  
- Know the constant percentage rate of growth or decay of an exponential function.  
- Write an exponential equation.  
- Understand how to make predictions using an exponential function.  
- Use a logistic function to make predictions about a population.  
- Communicate with peers to apply exponential functions in real-world situations.
**How will you know?**

Students will complete a classwork assignment on exponential and logistic modeling. This assignment will be collected and graded. At the end of the lesson, students will write their own application problem that can be modeled using an exponential or logistic function.

### 1. Introduction
- Picture prompt—population growth (maximum sustainable population)

### 2. Procedures
- Do now—graphing exponential and logistic functions (5–8 minutes)
- Go over homework—students come up to board (10–12 minutes)
- Picture prompt (2–3 minutes)
- Formula for exponential functions (2–4 minutes)
- Exponential applications (15–20 minutes)
- Logistic applications (5–7 minutes)
- Group work—application problems (15–20 minutes)
- Student-created application problems (8–10 minutes)

### 3. Closure
- Student-created application problem
- Homework: pp. 296–298, #s 2–18 (even), 30–34 (even), 46, & 53–55

### Technology:
- SMART Board
- Graphing calculator
- iPads

### Enrichment:
- Estimating half-life
- Student Internet research
- Student-created application problems
### Completed Activity Worksheet for the Lesson Plan: Math, Precalculus, Grade 11

<table>
<thead>
<tr>
<th>COMPONENT</th>
<th>OBSERVABLE EVIDENCE FROM THE WRITTEN LESSON PLAN</th>
<th>ADDITIONAL SPECIFICITY NEEDED</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1A: DEMONSTRATING KNOWLEDGE OF CONTENT AND PEDAGOGY</strong></td>
<td>Standard(s):</td>
<td>Inter- and intradisciplinary content relationships</td>
</tr>
<tr>
<td></td>
<td>4.A.SSEA</td>
<td>Awareness of student misconceptions and how to address</td>
</tr>
<tr>
<td></td>
<td>Interpret complicated expressions by viewing one or more of their parts as a single entity. For example, interpret $P(1+r)^n$ as the product of $P$ and a factor not depending on $P$.</td>
<td>Name/description of pedagogical approach(es) and rationale</td>
</tr>
<tr>
<td></td>
<td><strong>4.A.CEDA</strong></td>
<td>Explanation/description of prerequisite relationships</td>
</tr>
<tr>
<td></td>
<td>Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales.</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>4.A.REID</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Explain why the x-coordinates of the points where the graphs of the equations $y=f(x)$ and $y=g(x)$ intersect are the solutions of the equation $f(x)=g(x)$; find the solutions approximately, e.g., using technology to graph the functions, make tables of values, or find successive approximations. Include cases where $f(x)$ and/or $g(x)$ are linear, polynomial, rational, absolute value, exponential, and logarithmic functions.</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>4.F.LEA</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Recognize situations in which a quantity grows or decays by a constant percent rate per unit interval relative to another. Construct linear and exponential functions, including arithmetic and geometric sequences, given a graph, a description of a relationship, or two input-output pairs (include reading these from a table).</td>
<td></td>
</tr>
<tr>
<td><strong>1B: DEMONSTRATING KNOWLEDGE OF STUDENTS</strong></td>
<td>Students will communicate with peers to apply exponential functions in real-world situations.</td>
<td>Demonstrates awareness of levels of development and special needs</td>
</tr>
<tr>
<td></td>
<td><strong>Enrichment:</strong></td>
<td>Cultural heritages</td>
</tr>
<tr>
<td></td>
<td>– Estimating half-life</td>
<td>Connection to student interests</td>
</tr>
<tr>
<td></td>
<td>– Student Internet research</td>
<td>Approaches to learning</td>
</tr>
</tbody>
</table>
### 1C: SETTING INSTRUCTIONAL OUTCOMES

**Students will:**
- Determine an exponential function model’s growth or decay.
- Know the constant percentage rate of growth or decay of an exponential function.
- Write an exponential equation.
- Understand how to make predictions using an exponential function.
- Use a logistic function to make predictions about a population.
- Communicate with peers to apply exponential functions in real-world situations.

**Essential Question/Goal(s):**
How can exponential and logistic functions be used to solve real-world problems?

**Connects outcomes to previous and future learning**
**Note:** Relating content standards to outcomes is applicable here as well as in 1a.

### 1D: DEMONSTRATING KNOWLEDGE OF RESOURCES

<table>
<thead>
<tr>
<th>Resource</th>
<th>Description/description of how each resource supports the learning outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>SMART Board</td>
<td></td>
</tr>
<tr>
<td>Graphing calculator</td>
<td></td>
</tr>
<tr>
<td>iPads</td>
<td></td>
</tr>
<tr>
<td>Picture prompt</td>
<td></td>
</tr>
<tr>
<td>Exponential applications</td>
<td></td>
</tr>
<tr>
<td>Logistic applications</td>
<td></td>
</tr>
<tr>
<td>Application problems</td>
<td></td>
</tr>
<tr>
<td>Student-created application problems</td>
<td></td>
</tr>
</tbody>
</table>

**Community resources or professional, university support**

Explanation/description of how each resource supports the learning outcomes

### 1E: DESIGNING COHERENT INSTRUCTION

**Procedures:**
- Do now—graphing exponential and logistic functions (5–8 minutes)
- Go over homework—students come up to board (10–12 minutes)
- Picture prompt (2–3 minutes)
- Formula for exponential functions (2–4 minutes)
- Exponential applications (15–20 minutes)
- Logistic applications (5–7 minutes)
- Group work—application problems (15–20 minutes)
- Student-created application problems (8–10 minutes)
- Homework

**Connection to other disciplines**
- Student choice
- Differentiated content, processes, and resources

Description of grouping arrangement(s): criteria (interest, ability, proximity, choice), roles/responsibilities, number of members
Enrichment:  
- SMART Board  
- Graphing calculator  
- iPads

1F: DESIGNING STUDENT ASSESSMENTS  
Students will complete a classwork assignment on exponential and logistic modeling. This assignment will be collected and graded. At the end of the lesson, students will write their own application problem that can be modeled using an exponential or logistic function.

<table>
<thead>
<tr>
<th>TIME</th>
<th>GUIDING QUESTIONS</th>
</tr>
</thead>
</table>
| 5 minutes | - Domain 1, along with domain 4, represents the “behind the scenes” work of teaching; however, indirect evidence of a teacher’s planning skill is sometimes visible during a lesson. What evidence from the classroom do you think would reflect excellent (or poor) planning?  
- It has been said that 1e represents a summation of all the domain 1 components, except for 1f. Do you agree? Why or why not?  
- How important do you believe it is for a classroom observer (e.g., a colleague or a supervisor) to have deep knowledge of the content being taught?  
- What advantages do you see in teachers collaborating when trying to improve their performance in the components of domain 1? Are there any disadvantages? |

Facilitation Notes

- **Pause Video Presentation** Pause the video so that the reflection questions are projected. You will see a flashing “PAUSE VIDEO NOW” reminder at this point in the presentation.
- **Reflection** Consider how you would like to conduct this reflection. For example:
  - Participants respond to the reflection questions individually, during or after the session.
  - Participants respond to the reflection questions in a group discussion, during or after the session.
  - Participants respond to the reflection questions individually and then discuss as a group.
- **Module Conclusion** The reflection concludes the video presentation for this module. You will NOT need to restart the video presentation after the participants have completed the reflection.
MODULE 8

Domain 4: Professional Responsibilities and Training Conclusion

Module Facilitation Notes
MODULE 8 OVERVIEW

Learning Outcomes

Upon completion of this module, participants will:

- Know domain 4 and its components
- Determine the importance of domain 4 in your own setting

Time Estimates

If you use the times provided here for activities, discussions, and reflection, this entire module will be completed within an hour-long session. If you can dedicate more than one hour to this module, consider allowing additional time for participants to complete activities and engage in productive discussions and reflection.

Note: The video presentation will not be played in its entirety from start to finish. You will pause and restart the video at the appropriate points during the session to facilitate activities and discussions.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Run Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Video Presentation</td>
<td>10:56</td>
</tr>
<tr>
<td>Domain 4 Components</td>
<td>30 minutes</td>
</tr>
<tr>
<td>Reflection: Domain 4</td>
<td>5 minutes</td>
</tr>
<tr>
<td>Reflection: Training Program</td>
<td>10 minutes</td>
</tr>
</tbody>
</table>

Required Materials

Here is a list of all the materials you will need to facilitate this module:

- Module 8 video presentation
- Chart paper (at least 1 piece per table)
- Markers in a range of colors (2 or 3 per table)
- Tape (for mounting chart paper on wall)
- Participant materials:
  - Smart Card
  - Domain descriptions
  - Activity worksheet: Domain 4 Components
  - Reflection: Module 8
  - Reflection: Training Program (3-2-1)
**ACTIVITY: DOMAIN 4 COMPONENTS**

<table>
<thead>
<tr>
<th>TIME</th>
<th>ACTIVITY MATERIALS</th>
</tr>
</thead>
<tbody>
<tr>
<td>30 minutes</td>
<td>• The Framework for Teaching Evaluation Instrument, 2013 Edition</td>
</tr>
<tr>
<td></td>
<td>• Activity worksheet</td>
</tr>
<tr>
<td></td>
<td>• Chart paper</td>
</tr>
<tr>
<td></td>
<td>• Markers</td>
</tr>
<tr>
<td></td>
<td>• Tape</td>
</tr>
</tbody>
</table>

**Activity Directions**

Here are the activity directions as they appear in the video presentation:

- Read the description of your group’s component and note key ideas.
- Discuss the key ideas of the component with others in your group.
- Consider one or more of these questions:
  - Why is this component important to good teaching and the teaching profession?
  - How might teachers in your district demonstrate this skill?
  - How do teachers know what is expected of them?
- Report out to the larger group.

**Facilitation Notes**

- **Pause Video Presentation** After Charlotte presents the activity instructions, pause the video so that the instructions are projected while participants complete the activity. You will see a flashing “PAUSE VIDEO NOW” reminder at this point in the presentation.
- Ask participants to arrange themselves so that there are at least 6 tables. Assign 1 component to each table. (There should be 6 or more groups for this, so each component is addressed.)
- **Step 1** (10 minutes)
  - Participants work individually.
  - Each participant reads the component assigned to his or her table group and notes key ideas on the activity worksheet.
- **Step 2** (10 minutes)
  - Participants work in table groups.
  - Participants at each table group discuss the key ideas of their component of domain 4 and record the key ideas on chart paper.
  - Each group then discusses the following questions:
    - Why is this component important to good teaching and the teaching profession?
    - How might teachers demonstrate this skill in your school or district?
    - How do teachers know what is expected of them with respect to this component?
  - The groups record their responses to the discussion questions on chart paper, and then mount the chart on the wall.
  - Each group selects a spokesperson to share the group’s responses in the last step of the activity.
- **Step 3** (10 minutes)
- Bring participants together as a whole group.
- One spokesperson from each component group shares their responses with the whole group.
- Initiate discussion about or clarify the information that is being shared.

- **Restart Video Presentation** Restart the video presentation after the participants have completed the activity. Charlotte will provide a debrief of the activity.

## REFLECTION: MODULE 8

<table>
<thead>
<tr>
<th>TIME</th>
<th>GUIDING QUESTIONS</th>
</tr>
</thead>
</table>
| 5 minutes  | • Have you ever seen a videotape of yourself teaching? What surprised you? To what extent did it help you determine what you’d like to do differently?  
• Are there some teaching contexts in which communication with families is more important or challenging than others? How can those challenges be addressed?  
• What makes collaborative work with colleagues productive and rewarding? What are some examples?  
• Describe the most effective professional development you’ve experienced. What made it valuable? |

## Facilitation Notes

- **Pause Video Presentation** Pause the video so that the reflection questions are projected. You will see a flashing "PAUSE VIDEO NOW" reminder at this point in the presentation.

- **Reflection** Consider how you would like to conduct this reflection. For example:
  - Participants respond to the reflection questions individually, during or after the session.
  - Participants respond to the reflection questions in a group discussion, during or after the session.
  - Participants respond to the reflection questions individually and then discuss as a group.

- **Module Conclusion** The reflection concludes the video presentation for this module. You will NOT need to restart the video presentation after the participants have completed the reflection.
REFLECTION: TRAINING PROGRAM

<table>
<thead>
<tr>
<th>TIME</th>
<th>ACTIVITY MATERIALS</th>
</tr>
</thead>
<tbody>
<tr>
<td>10 minutes</td>
<td>Reflection: Training Program (3-2-1)</td>
</tr>
</tbody>
</table>

Reflection Directions

Here are the activity directions as they appear on the worksheet:

- Silently reflect on the entire Introduction to the Framework for Teaching training program.
- As a result of participating in the program, identify:
  - 3 key learnings
  - 2 new ideas you will try
  - 1 way you will improve your practice

Facilitation Notes

Video Presentation

- Stop the video. This reflection is not included in the video presentation.
- This reflection concludes the video presentation for this module and the entire training program. You will NOT need to restart the video presentation after the participants have completed the reflection.

Reflection

- **Step 1** (5 minutes)
  - Participants work as individuals.
  - Each participant completes the Reflection: Training Program (3-2-1) worksheet.
- **Step 2** (5 minutes)
  - Conduct a whole-group discussion to bring closure to the program.
- **Step 3**
  - Consider how you can facilitate this reflection and support further professional learning with the Framework for Teaching after the final session has concluded.
  - Visit the following websites for further training and support:
    - The Danielson Group: [http://www.danielsongroup.org](http://www.danielsongroup.org)
    - Teachscape: [http://www.teachscape.com](http://www.teachscape.com)