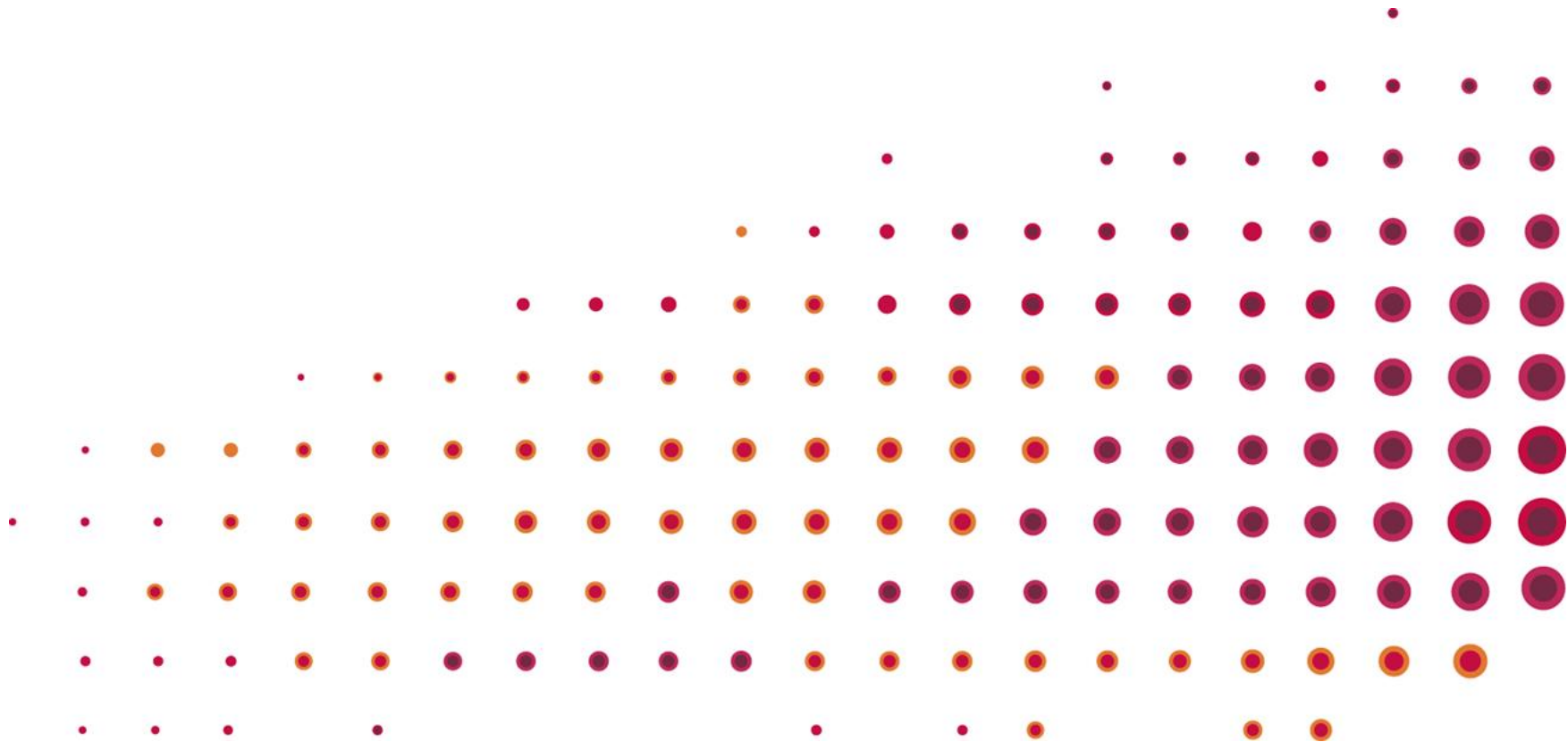


Teacher Orientation to the Framework for Teaching and Framework for Teaching Proficiency System



Agenda

Domain 3: Instruction

3a: Communicating with Students

- Overview
- Elements
- Indicators
- Examples of Relevant Evidence
- Rubric (highlighted)
- Examples matched with level description
- Distinguishing between 2 and 3
- What this component would look like in my classroom....
- Activity: Evidence vs. Interpretation
- Video Activity
- Session Reflection
- Questions

Overview

- Teachers communicate for several purposes.....
 - teaching and learning are purposeful activities
 - make that purpose clear to students
 - clear directions for classroom activities
 - presentations are made with accuracy, clarity, and imagination
 - embellish their explanations with analogies or metaphors
 - link to prior student knowledge and interests
 - use language is vivid, rich, and error free
 - provide models for students to extend their own vocabularies
 - provide scaffolding

Elements

- Explanation of learning
 - Clear communication of goals to students
- Directions and procedures
 - Students must be clear about what they are to do
- Explanations of content
 - scaffolding,...building on prior experiences
 - Use vivid language, metaphors, analogies
- Use of oral and written language
 - Accurate syntax and rich vocabulary

Indicators

- Clarity of lesson purpose
- Absence of content errors and clear explanations of concepts
- Clear directions and procedures
- Correct and imaginative use of language

Examples of Relevant Evidence

Relevant	Yes or No
A student asks, “What are we supposed to be doing?” and the teacher clarifies the task.	
Many questions are of the <i>recitation</i> type, such as “How many members of the House of Representatives are there?”	
The teacher uses technical terms without explaining their meanings.	
“By the end of today’s lesson, you’re all going to be able to factor different types of polynomials.”	
The teacher greets students by name as they enter the class or during the lesson.	
The teacher mispronounces the word <i>phonemes</i> .	

4. Activity: Understanding the Levels of Performance

Level 4

The teacher links the instructional purpose of the lesson to student interests; the directions and procedures are clear and anticipate possible student misunderstanding. The teacher's explanation of content is thorough and clear, developing conceptual understanding through artful scaffolding and connecting with student interests. Students contribute to extending the content and explaining concepts to their classmates. The teacher's spoken and written language is expressive, and the teacher finds opportunities to extend students' vocabularies.

Level 3

The instructional purpose of the lesson is clearly communicated to students, including where it is situated within broader learning; directions and procedures are explained clearly. The teacher's explanation of content is well scaffolded, clear, and accurate and connects with student knowledge and experience. During the explanation of content, the teacher invites student intellectual engagement. The teacher's spoken and written language is clear and correct. Vocabulary is appropriate to students' ages and interests.

Level 2

The teacher's attempt to explain the instructional purpose has only limited success, and/or directions and procedures must be clarified after initial student confusion. The teacher's explanation of the content may contain minor errors; some portions are clear while other portions are difficult to follow. The teacher's explanation consists of a monologue, with no invitation to the students for intellectual engagement. The teacher's spoken language is correct; however, vocabulary is limited or not fully appropriate to students' ages or backgrounds.

Level 1

The instructional purpose of the lesson is unclear to students and the directions and procedures are confusing. The teacher's explanation of the content contains major errors. The teacher's spoken or written language contains errors of grammar or syntax. Vocabulary is inappropriate, vague, or used incorrectly, leaving students confused.

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Distinguishing Between 2 and 3

3

The **instructional purpose** of the lesson is **clearly communicated** to students, including where it is situated within broader learning; directions and **procedures are explained clearly**. The teacher's explanation of content is **well scaffolded, clear, and accurate** and **connects with student knowledge and experience**. During the explanation of content, the teacher **invites student intellectual engagement**. The teacher's spoken and written **language is clear and correct**. **Vocabulary is appropriate** to students' ages and interests.

2

The teacher's attempt to explain the **instructional purpose** has only limited success, and/or **directions** and procedures must be **clarified after initial student confusion**. The teacher's explanation of the content may contain **minor errors**; some portions are clear while other portions are difficult to follow. The teacher's **explanation consists of a monologue**, with no invitation to the students for intellectual engagement. The teacher's spoken **language is correct; however, vocabulary is limited** or not fully appropriate to students' ages or backgrounds.

What would this component look like in my classroom?

1. Form a group of teachers in a similar classroom as yours (ECE, MSI, ED, Autism, Itinerant).
2. Review the overview, elements, indicators, and levels of component 3a then write down 4 examples of current practices that you feel exemplify this component.
3. Next to the 4 examples of current practices, write down any changes you would make.
4. Write down 3 -4 additional ideas for this component.

Activity: Session Reflection

- An insight I had as a result of today's session is...
- Concepts from this session that are most applicable to my teaching practice are...
- A question I have related to today's session is...

↓ Questions