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

Agenda
Domain 3: Instruction
3c: Engaging Students in Learning

- Introduction to Framework for Teaching

- Self-Reflection

- 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

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1. Video: Introduction to the Framework for Teaching and Proficiency System

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2. Activity: Self-Reflection

- As a teacher, I have had mostly positive experiences with classroom observation.

- There are multiple definitions of "good teaching."

- Most colleagues in my school have shared values and assumptions about what good teaching looks like.

- It is important to observe all teachers—no matter what subject or grade level—against the same definition of good teaching.

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Overview

- Student engagement is the centerpiece of the framework for teaching
- All other components contribute to it
- Engagement does not equal "busy" or "on task"
- Critical distinction between compliant and busy classroom is one in which students are engaged in developing their understanding through what they do
- Essential components of engagement are engaging activities
- Lessons have structure
- Structure includes scaffolding by the teacher or by the activities themselves
- Cognitively challenging activities
- Determining degree of student engagement
- What to watch for in a lesson…

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Elements

- Activities and Assignments

  --What are the students asked to do?

  --Do activities…require student thinking, emphasize depth over breadth,

  allow some choice

- Grouping of Students

  --How are students grouped?

  --Purposefully decided

  --Formed randomly

  --Student choice

- Instructional Materials and Resources

  --What do these look like?

  --Promote engagement in deep learning

  --Hands-on

- Structure and Pacing

  --Keeping things moving

  --Well-defined structure

  --Time for student reflection and closure

Indicators

- Specific examples:
  1. Activities aligned with the goals of the lesson
  2. Student enthusiasm, interest, thinking, problem-solving, etc.
  3. Learning tasks that require high–level student thinking and are aligned with lesson objectives.
  4. Students are highly motivated to work on all tasks and are persistent even when the tasks are challenging.
  5. Students actively "working" rather than watching while the teacher "works"
  6. Suitable pacing of the lesson, neither dragging nor rushed, with time for closure and student reflection

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Examples of Relevant Evidence

Relevant	Yes or No
A student asks whether they might remain in their small groups to complete another section of the activity, rather than work independently.	
Students are asked to formulate a hypothesis about what might happen if the American voting system allowed for the direct election of presidents.	
The teacher circulates during small-group or independent work, offering suggestions to groups of students.	
A few students do not engage with others in the classroom, even when put together in small groups.	
Most students don't have time to complete the assignment, but the teacher moves on in the lesson anyway.	
Most students ask what they are to do or look around for clues from others.	

4. Activity: Understanding the Levels of Performance

Level 4

Virtually all students are intellectually engaged in challenging content, through well-designed learning tasks and suitable scaffolding by the teacher. Learning tasks and activities are fully aligned with the instructional outcomes. In addition, there is evidence of some student initiation of inquiry and student contributions to the exploration of important content. The lesson has a clearly defined structure, and the pacing of the lesson provides students the time needed to intellectually engage with and reflect upon their learning, and to consolidate their understanding. Students may have some choice in how they complete tasks and may serve as resources for one another.

Level 3

The learning tasks and activities are aligned with the instructional outcomes and are designed to challenge student thinking, resulting in active intellectual engagement by most students with important and challenging content, and with teacher scaffolding to support that engagement. The lesson has a clearly defined structure and the pacing of the lesson is appropriate, providing most students the time needed to be intellectually engaged.

Level 2

The learning tasks and activities are partially aligned with the instructional outcomes but require only minimal thinking by students, allowing most students to be passive or merely compliant. The lesson has a recognizable structure; however, the pacing of the lesson may not provide students the time needed to be intellectually engaged.

Level 1

The learning tasks and activities, materials, resources, instructional groups, and technology are poorly aligned with the instructional outcomes, or require only rote responses. The lesson has no clearly defined structure, or the pace of the lesson is too slow or rushed. Few students are intellectually engaged or interested.

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4. Activity: Understanding the Levels of Performance

Level 4

Virtually all students are intellectually engaged in challenging content, through **well-designed learning tasks and suitable scaffolding** by the teacher. Learning tasks and activities are **fully aligned** with the instructional outcomes. In addition, there is evidence of some **student initiation of inquiry** and **student contributions** to the exploration of important content. The lesson has a clearly defined structure, and the **pacing** of the lesson provides students the time needed to **intellectually engage** with and **reflect upon their learning**, and to **consolidate their understanding**. Students may have **some choice** in how they complete tasks and may **serve as resources** for one another.

Level 3

The learning tasks and activities are **aligned** with the instructional outcomes and are **designed to challenge student thinking**, resulting in **active intellectual engagement by most students** with important and challenging content, and with **teacher scaffolding** to support that engagement. The lesson has a **clearly defined structure** and the **pacing** of the lesson is **appropriate**, providing **most students** the time needed to be **intellectually engaged.**

Level 2

The learning tasks and activities are **partially aligned** with the instructional outcomes but require only **minimal thinking by students**, allowing **most students** to be **passive** or merely **compliant**. The lesson has a **recognizable structure**; however, the **pacing of the lesson may not provide** students the time needed to be **intellectually engaged**.

Level 1

The learning tasks and activities, materials, resources, instructional groups, and technology are **poorly aligned** with the instructional outcomes, or require **only rote responses.** The lesson has **no clearly defined structure**, or the **pace** of the lesson is **too slow or rushed**. **Few students are intellectually engaged** or interested.

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Examples Matched with Level Description

Virtually all students are intellectually engaged in challenging content, through well-designed learning tasks and suitable scaffolding by the teacher. Learning tasks and activities are fully aligned with the instructional outcomes. In addition, there is evidence of some student initiation of inquiry and student contributions to the exploration of important content. The lesson has a clearly defined structure, and the pacing of the lesson provides students the time needed to intellectually engage with and reflect upon their learning, and to consolidate their understanding. Students may have some choice in how they complete tasks and may serve as resources for one another.

Level 1   Level 2   Level 3   Level 4

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Distinguishing Between 2 and 3

3

The learning tasks and activities are **aligned** with the instructional outcomes and are **designed to challenge student thinking**, resulting in **active intellectual engagement by most students** with important and challenging content, and with **teacher scaffolding** to support that engagement. The lesson has a **clearly defined structure** and the **pacing** of the lesson is **appropriate**, providing **most students** the time needed to be **intellectually engaged.**

2

The learning tasks and activities are **partially aligned** with the instructional outcomes but require only **minimal thinking by students**, allowing **most students** to be **passive** or merely **compliant**. The lesson has a **recognizable structure**; however, the **pacing of the lesson may not provide** students the time needed to be **intellectually engaged**.

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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 3c 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 -4additional ideas for this component.

↘ Component 3C in my Classroom.docx

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Evidence vs. Interpretation

Evidence

Evidence is a factual reporting of events. It may include teacher and student words and actions. It may also include artifacts prepared by the teacher, students or others. Evidence is selected using professional judgment by the observer and/or the teacher. It is _not_ clouded with personal opinion or biases.

Interpretation

Interpretation is subjective reporting of events. It is a statement of an interpretation of the actual evidence from the classroom. Examples: "Students appear comfortable, happy, bored."

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6. Activity: Sorting Evidence and Interpretation

The teacher divided the students into groups by counting the students off 1 – 5.

The students seemed very happy to do group work.

At the end of the lesson, the teacher asked the students to talk with a partner about what they liked about the experiment and what worked and did not work.

The students engaged in the small-group activity for 20 minutes.

The lesson went to fast and the students were confused.

The students looked at a leaf through a microscope.

The teacher moved on to the next part of the lesson before the students finished their assignment.

Video Activity

↘ [classroom observation part 1 - YouTube](#)

[Scripting Form.docx](#)

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8. 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…

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⬊Questions