teachscape

Professional Learning Suite—Framework Edition
Domain 1 Course Index

Domain 1: Planning and Preparation

Courses included in the Professional Learning Suite—Framework Edition related to Domain 1 of the Framework for Teaching (FfT) are included in the table below.

Component	Series	Course Name
1a	Literacy	Most courses in Teachscape's Professional Learning Suite (PLS) provide professional learning resources for teachers in the areas of content and pedagogy. This section of the Professional Learning Suite—Framework Edition offers a selection of the courses available through Teachscape. See the following table for a selection of courses from each library. If you have access to other PLS series, you can see the full course listing for each series in its respective library.
1a	Mathematics	
1a	Science	
1a	Effective Instructional Strategies	
1a	English Language Learner	
1a	Data-Driven Instruction	
1a	New Teacher Support	
1b	New Teacher Support	Understanding Student Need
1b	English Language Learner	Module 3: Characteristics of Immigrant ELs
1b	English Language Learner	English Language Learners: Reading and Writing
1b	English Language Learner	English Language Development at High School
1c	Effective Instructional Strategies	Setting Objectives and Providing Feedback

Component	Series	Course Name
1d	Mathematics	Number & Operations: Broken Calculator
1d	Mathematics	Pre-Algebra: Pan Balance Equations
1d	Mathematics	Pre-Algebra: Patterns and Functions
1d	Literacy	Most courses in Teachscape's Professional Learning Suite provide professional learning resources for teachers in the areas of content and pedagogy. This section of the Professional Learning Suite—Framework Edition offers a selection of the courses available through Teachscape.
1d	Mathematics	
1d	Science	
1d	Effective Instructional Strategies	
1d	English Language Learner	See the following table for a selection of courses from each library. If you have access to other PLS series, you can see the full course listing for each series in its respective library.
1d	Data-Driven Instruction	
1d	New Teacher Support	
1d	Effective Instructional Strategies	Differentiating Instruction
1d	Literacy	Talking About Texts
1e	Effective Instructional Strategies	Foundations of Effective Teaching
1e	Data-Driven Instruction	Data-Focused Instructional Decision Making
1e	New Teacher Support	Design for LEARNing
1f	Mathematics	Formative Assessment in the Mathematics Classroom
1f	Data-Driven Instruction	Effective Formative Assessment

The table that follows contains an index of courses that are related to the components of FfT Domain 1: Planning and Preparation. For each course, a description, the relationship to the Framework, and information about targeted resources are provided.

Course Name	Course Information

1a: Demonstrating Knowledge of Content and Pedagogy

Courses Selected courses are at the right.	**The Effective Instructional Strategies Series:** High Yield Overview Homework and Practice **The New Teacher Support Series:** Beginning of the Year Classroom Management Secondary Classroom Management Foundations of Effective Teaching **The English Language Learner Series:** English Language Development at Middle School Teaching High School Math Using SDAIE Methodology **The Literacy Series:** Foundations of Teaching Reading: Comprehension Phonemic Awareness and Phonics Organizing for Writing **The Mathematics Series:** Foundations of Effective Mathematics Teaching Number & Operations: The Magnitude of Fractions Transformations of Quadratic Functions for Algebra II **The Science Series:** Magnetism: Using Questions to Guide Learning **The Data-Driven Instruction Series:** Finding Focus and Getting Results Effective Formative Assessment Data-Focused Instructional Decision Making
	Course Relationship to FfT Courses in these series provide professional learning resources for teachers in the areas of content and pedagogy.

Course Name	Course Information
1b: Demonstrating Knowledge of Students	
Understanding Student Need	**Course Description** This course focuses on the strategies that help teachers identify what students know and are able to do. The course shows how to use formal and informal data to group students and plan for instruction. **Course Relationship to FfT** The strategies addressed in this course are related to one of the elements for Component 1b: Demonstrating Knowledge of Students—*knowledge of students' skills, knowledge, and language proficiency*. **Targeted Resources in This Course** The whole course provides information on developing a class profile, selecting focus students, and developing action plans. The *Understanding Student Need* section contains a teacher and specialist video describing how to plan instruction based on students' existing knowledge and needs. The rest of this section provides information on the decision-making process.
Module 3: Characteristics of Immigrant ELs	**Course Description** This course describes the challenges that many adolescent immigrant students face and how teachers can help them succeed. **Course Relationship to FfT** The strategies addressed in this course are related to one of the elements for Component 1b: Demonstrating Knowledge of Students—*knowledge of students' interest and cultural heritage*. **Targeted Resources in This Course** The expert videos describe common characteristics of immigrant adolescents and what teachers can do to help them. The course also provides information on how culture can impact academic performance and provides guidance for teachers in working with immigrant adolescents at their own school.
English Language Learners: Reading and Writing	**Course Description** This teaching case shows how teachers can help ELLs develop their reading and writing skills. It explains specific strategies to use in the classroom and the importance of evaluating students' current knowledge. **Course Relationship to FfT** The strategies addressed in this course are related to one of the elements for Component 1b: Demonstrating Knowledge of Students—*knowledge of students' skills, knowledge, and language proficiency*.

Course Name	Course Information
	Targeted Resources in This Course The *Perspectives* section describes the importance of assessing student knowledge and being flexible to respond to different levels. Examples of how to evaluate student work are provided.

Course Name	Course Information
English Language Development at High School	**Course Description** This teaching case focuses on supporting language development for high school ELLs, and shows specific strategies to use in the classroom.
	Course Relationship to FfT The strategies addressed in this course are related to one of the elements for Component 1b: Demonstrating Knowledge of Students—*knowledge of students' skills, knowledge, and language proficiency.*
	Targeted Resources in This Course The "Student Voices" page in the *Perspectives* section and the *Student Work* section show the experiences of students in the classroom and how to analyze student work to assess student need.

Course Name	Course Information
1c: Setting Instructional Outcomes	
Setting Objectives and Providing Feedback	**Course Description** This course focuses on setting objectives and providing feedback to help students engage more deeply with what they are learning.
	Course Relationship to FfT The strategies addressed in this course are related to the essence of Component 1c: Setting Instructional Outcomes. Establishing instructional outcomes or setting goals is important to give students direction and focus. Outcomes or goals should be clearly defined but flexible. The elements of Component 1c refer to the clarity and suitability of these outcomes.
	Targeted Resources in This Course Throughout the course, information is provided on setting goals. In the *Seeing the Strategies in Action* section, videos demonstrate what this looks like in the classroom. In the *Using the Strategies in Your Classroom* section, there is additional information about how to apply this knowledge.

Course Name	Course Information
1d: Demonstrating Knowledge of Resources	
Resources for Classroom Use	
Number & Operations: Broken Calculator	**Course Description** In this teaching case, students solve problems with a "broken" calculator to develop number sense and computational fluency.
	Course Relationship to FfT This course shows an example of using materials to deepen understanding and align with learning outcomes. With the tool of a "broken" calculator, students must think critically and solve problems in new ways.
	Targeted Resources in This Course The whole course describes and shows multiple activities with the "broken" calculator.

Course Name	Course Information
Pre-Algebra: Pan Balance Equations	**Course Description** In this teaching case, students manipulate concrete representations of equivalence, using pan balances, to understand the nature of equations and operations on equations.
	Course Relationship to FfT This course shows an example of using materials to deepen understanding and align with learning outcomes. Students use a pan balance to physically represent equivalence and develop understanding of equations.
	Targeted Resources in This Course The whole course describes and shows multiple activities with the pan balance.
Pre-Algebra: Patterns and Functions	**Course Description** In this teaching case, a fourth grade class explores the concept of function by analyzing a sequence of shapes. They figure out a growth rule, use a variety of representations, and create algebraic expressions for the sequence.
	Course Relationship to FfT This course shows an example of using materials to deepen understanding and align with learning outcomes. Students use tiles, pictures, T-charts, and linear graphs to represent functions.
	Targeted Resources in This Course The whole course describes and shows multiple activities with the pan balance.

Course Name	Course Information
Resources to Extend Content Knowledge and Pedagogy	

| **Courses**
Selected courses are at the right. | **The Effective Instructional Strategies Series:**
Identifying Similarities and Differences
Direct Instruction

The New Teacher Support Series:
Instructional Decision Making

The English Language Learner Series:
English Language Learners: Reading and Writing
Teaching High School Science Using SDAIE Methodology

The Literacy Series:
Foundations of Teaching Reading: Phonics
Vocabulary Development

The Mathematics Series:
Number & Operations: Division with Remainders
Operations on Numbers and Expressions

The Science Series:
Science as Inquiry: Investigating Erosion

The Data-Driven Instruction Series:
Leading and Supporting Effective Work with Data
Finding Focus and Getting Results |
| | Course Relationship to FfT
Courses in these series contain resources to extend content knowledge and pedagogy and further teachers' professional knowledge. |

Course Name	Course Information
Resources for Students	
Differentiating Instruction	**Course Description** This course focuses on differentiating instruction, as understood through the Universal Design for Learning principles. It guides teachers in supporting all students through video and interactive exercises.
	Course Relationship to FfT This course relates to one of the elements in Component 1d: Resources for Students—*materials that are appropriately challenging.* The course guides teachers to use a variety of learning modes and materials to support all students.
	Targeted Resources in This Course The *Explore Guiding Principles, Analyze Model Lesson,* and *Complete Case Lesson* sections of this course support teachers in creating their own lesson plans with varied resources for students.
Talking About Texts	**Course Description** This teaching case examines whole-class discussions about children's literature. The course includes two teachers demonstrating discussions about texts with a focus on comprehension.
	Course Relationship to FfT This course relates to selecting resources that align with the learning outcomes. It shows how to extend lessons to bring subjects to life and how to help all students access the content. The course guides teachers to ask the right kind of questions to further understanding, elicit students' background knowledge, and extend student thinking through collaboration. In addition, the course describes how to adapt instruction for struggling students.
	Targeted Resources in This Course The *Teaching Examples* section has several relevant videos. The *Perspectives* section includes teacher reflections, specialist commentary, and suggestions for adapting instruction for students with learning difficulties.

Course Name	Course Information
1e: Designing Coherent Instruction	
Foundations of Effective Teaching	**Course Description** This course examines the fundamental aspects of teaching and learning—the core teacher behaviors that support good teaching.
	Course Relationship to FfT Some of the strategies discussed in this course, including interactive direct instruction and effective group management, are related to elements in Component 1e: Designing Coherent Instruction—*learning activities* and *instructional groups.*
	Targeted Resources in This Course The *Interactive Direct Instruction* and *Effective Group Management* sections demonstrate instruction designed to engage students and how to intentionally group students to best support their learning.
Data-Focused Instructional Decision Making	**Course Description** This course examines using data to drive instructional decision making and impact student achievement.
	Course Relationship to FfT The strategies addressed in this course are related to some of the elements for Component 1e: Designing Coherent Instruction—*instructional groups* and *lesson and unit structure.*
	Targeted Resources in This Course The *Creating a Class Profile* section describes how to use data to group effectively for instruction. The *Developing Action Plans* section describes how to select strategies and adapt instruction to advance student learning.

Course Name	Course Information
Design for LEARNing	**Course Description** This course describes a five-step model for instructional planning called LEARN: 1. "Link" or access prior knowledge 2. "Engage and Educate" 3. "Active Learning" 4. "Reflect" 5. "Now and Then" or connect to long-term learning.
	Course Relationship to FfT The strategies addressed in this course, including accessing prior knowledge, engaging students, and connecting to long-term learning, are related to some of the elements for Component 1e: Designing Coherent Instruction—*learning activities* and *lesson and unit structure.*
	Targeted Resources in This Course The *Introduction to LEARN* and *Explore the LEARN Model* sections describe and demonstrate how to use the different strategies for effective instruction. The "Link," "Engage and Educate," and "Now and Then" pages in the *Explore the LEARN Model* section particularly relate to elements of this component.

Course Name	Course Information
1f: Designing Student Assessments	
Formative Assessment in the Mathematics Classroom	**Course Description** This course describes how to plan assessments, gather and interpret evidence, and use the results. The course also describes different types of assessments: diagnostic, formative, summative, and evaluative.
	Course Relationship to FfT Some of the strategies discussed in this course are related to elements in Component 1f: Designing Student Assessments—*design of formative assessments* and *use for planning*.
	Targeted Resources in This Course The *Understanding Student Thinking* section describes how to embed different kinds of assessments in teaching. The *Reshaping Classroom Instruction* and *Conclusion* sections describe how assessment can be used for planning. These sections also contain useful student work and classroom videos.
Effective Formative Assessment	**Course Description** This course examines how teachers can effectively use formative assessment to inform instruction.
	Course Relationship to FfT The strategies addressed in this course are related to one of the elements in Component 1f: Designing Student Assessments—*design of formative assessments*.
	Targeted Resources in This Course The whole course describes formative assessments in detail and how to use them effectively in the classroom. The course contains several examples of effective strategies and feedback to support formative assessment.