teachscape

Professional Learning Suite—Framework Edition
Domain 3 Course Index

Domain 3: Instruction

Courses included in the Professional Learning Suite—Framework Edition related to Domain 3 of the Framework for Teaching (FfT) are included in the table below.

Component	Series	Course Name
3a	Effective Instructional Strategies	Setting Objectives and Providing Feedback
3a	Effective Instructional Strategies	Foundations of Effective Teaching
3a	English Language Learner	English Language Learners: Listening and Speaking
3b	Effective Instructional Strategies	Generating and Testing Hypotheses
3b	Mathematics Series	Effective Questioning in the Mathematics Classroom
3c	Effective Instructional Strategies	Nonlinguistic Representations
3c	Effective Instructional Strategies	Summarizing and Note-Taking
3c	Effective Instructional Strategies	Cooperative Learning
3d	Data-Driven Instruction	Effective Formative Assessment
3d	Mathematics	Formative Assessment in the Mathematics Classroom
3d	Effective Instructional Strategies	Instructional Decision Making
3e	Effective Instructional Strategies	Differentiating Instruction
3e	Effective Instructional Strategies	Scaffolding in Action

Many courses that focus on content may help to support your teaching practice as it relates to Domain 3. These courses tend to address multiple components implicitly or through teaching examples, in the context of content lessons. If you have access to other libraries in the Professional Learning Suite (PLS), you may wish to review content courses in the following libraries:

- The Literacy Series
- The English Language Learner Series
- The Mathematics Series
- The Science Series

The table that follows contains an index of courses that are related to the components of FfT Domain 3: Instruction. For each course, a description, the relationship to the Framework, and information about targeted resources are provided.

Course Name	Course Information
3a: Communicating with Students	
Setting Objectives and Providing Feedback	Course Description This course focuses on two instructional practices that establish a direction for learning and provide students with information on their progress toward that goal. Applied by both teachers and students, setting objectives and providing feedback can help students focus, engage more deeply in what they are learning, and improve their understanding.
	Course Relationship to FfT One of the core concepts of this course is setting and communicating learning objectives. Communicating clear expectations for learning as well as directions and procedures are key elements of Component 3a: Communicating with Students.
	Targeted Resources in This Course The *Seeing the Strategies in Action* (particularly grades 6–8 and 9–12) and *Using the Strategies in Your Classroom* sections provide classroom and specialist commentary videos with examples and explanation of communicating expectations through learning objectives.
Foundations of Effective Teaching	Course Description This course examines the fundamental aspects of teaching and learning—the core teacher behaviors that support good teaching—and provides the opportunity to observe two accomplished teachers apply these behaviors in the classroom.
	Course Relationship to FfT Communicating with students involves clear communication of expectations, directions, and content. This course explores these aspects of effective teaching in the context of interactive direct instruction, including examples from a middle school math class and an elementary reading class.
	Targeted Resources in This Course The *Interactive Direct Instruction* section of this course summarizes the research base and provides examples of effective communication in the classroom.

Course Name	Course Information
Listening and Speaking	Course Description This teaching case demonstrates how teachers can support the development of the listening and speaking skills of their students who are English language learners, and examines effective practices such as active listening and using "think, pair, share" to practice listening and speaking.
	Course Relationship to FfT This course highlights the importance of effective communication by focusing on teaching listening and speaking skills to students who are English language learners. Although the focus of Component 3a is communication, and not specifically oral language instruction, this course may be useful in demonstrating specific examples of teachers supporting their students in the use of clear and accurate oral language.
	Targeted Resources in This Course The *Teaching Examples* section of the course provides examples of instruction in oral language.

If you have access to other libraries in the Professional Learning Suite, you may wish to review the following course for additional resources related to this component.

The Effective Instructional Strategies Series: Direct Instruction

This course provides access to the research supporting direct instruction, as well as video examples that illustrate the five phases of the direct instruction model. Activities are also provided for use with the resources in this course.

Course Name	Course Information
3b: Using Questioning and Discussion Techniques	
Generating and Testing Hypotheses	Course Description Generating and testing hypotheses requires students to apply their knowledge and use higher-level thinking skills by asking questions about what they know, finding ways to test those questions, and explaining their conclusions.
	Course Relationship to FfT Generating hypotheses involves asking and responding to high-level questions. In a classroom context, this can involve rich discussion and foster student participation. These concepts relate to *quality of questions/prompts, discussion techniques,* and *student participation,* all of which are elements of Component 3b.
	Targeted Resources in This Course This course features numerous examples of students involved in rich academic discussion across the content areas, particularly in the *Seeing the Strategies in Action* section.
Effective Questioning in the Mathematics Classroom	Course Description This course addresses the ways that a teacher's questioning practices can elicit student thinking and help extend students' mathematical capacities.
	Course Relationship to FfT *Quality of questions/prompts* is an element of Component 3b. This course supports teachers in analyzing the questions they ask and developing their questioning skills to address a range of question types. Component 3b focuses on the upper end of this range: those questions that promote higher-level thinking.
	Targeted Resources in This Course The course presents a questioning framework organized by question purpose and form. Although developed specifically for mathematics, the framework is applicable across the content areas.

If you have access to other libraries in the Professional Learning Suite, you may wish to review the following course for additional resources related to this component.

The Science Series: Magnetism: Using Questions to Guide Learning

In this teaching case, a teacher lets her students' questions, rather than her written lesson plan, guide a scientific inquiry about magnetism to teach them important concepts about the polarity of magnets.

Course Name	Course Information
3c: Engaging Students in Learning	
Nonlinguistic Representations	Course Description This course focuses on nonlinguistic ways that students can think about and represent knowledge through graphic representations, mental images, drawing, physical models, and kinesthetic activities.
	Course Relationship to FfT Student engagement in learning can occur when teachers make effective choices about activities, assignments, and instructional materials. This course explores in depth one strategy related to engagement: using nonlinguistic representations of content to support students' knowledge building.
	Targeted Resources in This Course Dr. Marzano's video introduction to nonlinguistic representations sets the stage for the importance of this strategy. Video and text examples from a wide range of grades and content areas show this strategy in a variety of contexts.
Summarizing and Note-Taking	Course Description This course focuses on two academic skills that require students to distill and synthesize complex information. Mastering these skills helps students to think analytically and to deeply engage with academic content, promoting greater comprehension.
	Course Relationship to FfT Student engagement in learning can occur when teachers make effective choices about activities, assignments, and instructional materials. This course explores in depth one strategy related to engagement: summarizing and note-taking to support students' knowledge building.
	Targeted Resources in This Course Dr. Marzano's video introduction to summarizing and note-taking sets the stage for the importance of this strategy. Video and text examples from a wide range of grades and content areas show this strategy in a variety of contexts.

Course Name	Course Information
Cooperative Learning	**Course Description** This course focuses on cooperative learning, a grouping strategy that can have powerful effects on students' learning. It also has other benefits for students, including an improvement in communication, decision-making, and conflict-resolution skills.
	Course Relationship to FfT As described in the Framework, one element that can contribute to student engagement in learning is the grouping of students. This course focuses on planning and effectively implementing cooperative learning strategies in the classroom.
	Targeted Resources in This Course The sections *Learning About Cooperative Learning* and *Seeing the Strategies in Action* provide explanation, examples, and expert commentary designed to help teachers learn about and implement cooperative learning.

If you have access to other libraries in the Professional Learning Suite, you may wish to review the following courses for additional resources related to this component.

The Effective Instructional Strategies Series: Foundations of Effective Teaching

This course examines the fundamental aspects of teaching and learning—the core teacher behaviors that support good teaching—and provides the opportunity to observe two accomplished teachers apply these behaviors in their classroom.

The New Teacher Support Series: Design for LEARNing

This course explores a five-step model for instructional planning called LEARN. The LEARN model provides a structure for reflecting and focusing on the planning and delivery of purposeful, research-based teaching practices.

The Effective Instructional Strategies Series: Scaffolding in Action

This course is designed to help you build your scaffolding knowledge, recognize scaffolding in action, and apply the scaffolding process effectively in your classroom.

The English Language Learner Series: Using SDAIE for English Language Learners

This course helps teachers understand the theory and practice of using SDAIE for English Language Learners. Participants apply SDAIE strategies and examine the importance of practice and reflection in the process of becoming expert teachers of ELLs.

Course Name	Course Information
3d: Using Assessment in Instruction	
Effective Formative Assessment	Course Description This module focuses on effective ways to use formative assessment techniques to improve instruction and to provide students with the feedback they need to improve academically.
	Course Relationship to FfT Component 3d focuses on the use of assessment in instruction, including monitoring student learning, giving feedback, and student self-assessment. These and other aspects of formative assessment for learning are the central focus of this course.
	Targeted Resources in This Course The sections *Formative Assessment in Context, Effective Strategies,* and *Effective Feedback* form the heart of this course and are directly applicable to Component 3d.
Formative Assessment in the Mathematics Classroom	Course Description This course provides rationale and strategies for conducting formative assessment of both individual students and groups of students in the mathematics classroom.
	Course Relationship to FfT Component 3d focuses on the use of assessment in instruction, including monitoring student learning and lesson adjustment. These and other aspects of formative assessment for learning, applied to the mathematics classroom, are the central focus of this course.
	Targeted Resources in This Course The whole of this course is dedicated to the use of formative assessment for learning. The sections *Understanding Student Thinking, Reshaping Classroom Instruction,* and *Conclusion* form the heart of the course.

Course Name	Course Information
Instructional Decision Making	Course Description This course presents opportunities for you to practice the process of data analysis, interpretation, grouping for instruction, and, ultimately, the instructional decision making that results from that work.
	Course Relationship to FfT This course presents a model for instructional decision making that is built on the ongoing collection and analysis of different types of student assessment data. These are concepts at the heart of Component 3d.
	Targeted Resources in This Course While the overall focus of the course is specific strategies for planning and instruction using data, the *Understanding Student Needs* section provides information on different formative assessment methods and their use.

If you have access to other libraries in the Professional Learning Suite, you may wish to review the following courses for additional resources related to this component.

The Effective Instructional Strategies Series: Setting Objectives and Providing Feedback

This course focuses on two instructional practices that establish a direction for learning and provide students with information on their progress toward that goal. Applied by both teachers and students, setting objectives and providing feedback can help students focus, engage more deeply in what they are learning, and improve their understanding.

The English Language Learner Series: English Language Development at Middle School

This course focuses on supporting language development for middle-school ELLs at varying levels of English proficiency. Participants reflect on pedagogy and learn about theories and pedagogical strategies that foster language development. The course includes sections on using assessment to inform instruction for Beginning and Intermediate ELD level students.

Course Name	Course Information
3e: Demonstrating Flexibility and Responsiveness	
Differentiating Instruction	Course Description This course is designed to provide a working knowledge of differentiating instruction, as understood through the Universal Design for Learning principles. It guides teachers in planning to differentiate instruction in their classrooms.
	Course Relationship to FfT Component 3e focuses on demonstrating responsiveness to students needs in the classroom. Although this course is focused more generally on planning to meet the needs of all students through Universal Design for Learning, this planning can help teachers prepare for the flexibility needed to adapt lessons in the moment based on student needs.
	Targeted Resources in This Course The section *Explore Guiding Principles* focuses on how teachers should plan for variety and flexibility in the forms of representation, expression, and engagement in planning for instruction.
Scaffolding in Action	Course Description This course is designed to help you build your scaffolding knowledge, recognize scaffolding in action, and apply the scaffolding process effectively in your classroom.
	Course Relationship to FfT Scaffolding is an instructional technique used to support students' learning in their zone of proximal development. Scaffolding involves understanding and meeting students where they are and adapting instruction to help bring them to where they need to be. Among the common features of scaffolding as described in this course, "starting where the learner is," "simplifying the task," "varying your help," and "being patient" all require flexibility in teaching and responsiveness to students in the moment, which are aspects of Component 3e.
	Targeted Resources in This Course The sections *Explore Scaffolding* and *Recognize Scaffolding* provide information and video examples of the nine common features of scaffolding.

If you have access to other libraries in the Professional Learning Suite, you may wish to review the following course for additional resources related to this component.

The Effective Instructional Strategies Series: Understanding Student Need

This course revisits the decision-making cycle for effective classroom instruction. It focuses on using student data to identify what students know and are able to do, in order to plan based on student need.