teachscape

Professional Learning Suite—Framework Edition
Domain 4 Course Index

Domain 4: Professional Responsibilities

Courses included in the Professional Learning Suite—Framework Edition related to Domain 4 of the Framework for Teaching (FfT) are included in the table below.

Component	Series	Course Name
4a	Data-Driven Instruction	Data-Focused Instructional Decision Making
4a	English Language Learner	Using SDAIE for English Language Learners
4b	Data-Driven Instruction	Finding Focus and Getting Results
4b	Data-Driven Instruction	Data-Focused Instructional Decision Making
4c	Data-Driven Instruction	Effective Formative Assessment
4d	Classroom Walkthrough	CWT: Data Analysis and Reflection
4e	Science	Science as Inquiry: Investigating Erosion
4e	Literacy	Organizing for Writing
4e	Mathematics	Higher Order Polynomial and Rational Functions
4e	Literacy	Comprehension and Vocabulary Development, Isabel Beck
4e	English Language Learner	Module 4: Teaching Strategies for Content Instruction

Component	Series	Course Name
4f	Excerpted from graduate course	Teacher as Leader

The table that follows contains an index of courses that are related to the components of FfT Domain 4: Instruction. For each course, a description, the relationship to the Framework, and information about targeted resources are provided.

Course Name	Course Information
4a: Reflecting on Teaching	
Data-Focused Instructional Decision Making	**Course Description** This module 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** The strategies addressed in this module are related to two elements for Component 4a: Reflecting on Teaching—*accuracy* and *use in future teaching.* **Targeted Resources in This Course** *Reflection: Keeping It Going* describes and then guides the learner through the process of reflection. Learners will view teachers and experts discussing the value of reflection, particularly during a collegial conversation.
Using SDAIE for English Language Learners	**Course Description** 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 Relationship to FfT** The strategies addressed in this course are related to two elements for Component 4a: Reflecting on Teaching—*accuracy* and *use in future teaching.* **Targeted Resources in This Course** While this course is targeted specifically to SDAIE instruction, the *Reflecting on the Lesson* section offers a process for reflection that would be useful for any teacher. In particular, the "Review the Research Base" page is a useful resource for all teachers. Teachers who use SDAIE in their classroom, or are interested in exploring it further, may want to complete the section activity.

If you have access to other libraries in the Professional Learning Suite, the following courses may be useful to you. The courses under "See Reflection" show other teachers practicing the art of reflection. In many cases, there are also expert commentaries or reflections about the featured teacher's lesson. The courses under "Reflection in Action" include a reflection activity that asks the user to reflect on a particular instructional event. As you view other teachers reflecting and practice reflecting yourself, be mindful of the critical attributes for *Reflecting on Teaching.* The critical attributes can help you evaluate what "good" reflection looks like.

Level 1	Level 2	Level 3	Level 4
• The teacher considers the lesson but draws incorrect conclusions about its effectiveness • The teacher makes no suggestions for improvement	• The teacher has a general sense of whether or not instructional practices were effective • The teacher offers general modifications for future instruction	• The teacher accurately assesses the effectiveness of instructional activities used • The teacher identifies specific ways in which a lesson might be improved	*In addition to the characteristics of a level 3,* • The teacher's assessment of the lesson is thoughtful, and includes specific indicators of effectiveness • The teacher's suggestions for improvement draw on an extensive repertoire

See Reflection

- Phonemic Awareness and Phonics
- Letter-Sound Correspondences
- Word Building
- Talking About Texts
- Organizing for Writing
- Writing Conferences
- Sharing and Publishing
- ELL: Listening and Speaking
- ELL: Reading and Writing
- EL Development at Middle School
- Teaching HS Math Using SDAIE Methodology
- Teaching HS Science Using SDAIE Methodology
- Numbers and Operations: Broken Calculator
- Numbers and Operations: Division with Remainders
- Numbers and Operations: The Magnitude of Fractions
- Pre-Algebra: Pan Balance Equations

- Pre-Algebra: Patterns and Functions
- Geometry: 2D and 3D Figures
- Geometry: Calculating the Area of a Triangle
- Data Analysis and Probability: Measures of Center
- Investigating Properties of Minerals: The 5 E's
- Science as Inquiry: Investigating Erosion
- Investigating Density: Why Objects Sink or Float
- Magnetism: Using Questions to Guide Learning
- Linear Equations and Inequalities for Algebra II

Reflection in Action

- Differentiating Instruction
- Scaffolding in Action
- Problem Solving in Mathematics
- Proportional Reasoning in the Middle Grades
- Linear Equations and Inequalities
- Linear Systems for Algebra II
- Quadratic Functions for Algebra II
- Transformations of Quadratic Functions
- Exponential Functions
- Function Operations and Inverses
- Higher Order Polynomial and Rational Functions
- Operations on Numbers and Expressions

Course Name	Course Information
4b: Maintaining Accurate Records	
Finding Focus and Getting Results	**Course Description** This course helps school leaders improve the processes related to working with data and implement successful strategies in their current work with data. The focus is on three areas: Assessment of Learning, Analysis of Data, and Taking Action based on the data analysis.
	Course Relationship to FfT Strategies addressed in this course are related to *student progress in learning,* an element for the component.
	Targeted Resources in This Course Although this resource is written for the administrator audience, the sections on *Analysis of Data* and *Assessment of Learning* are applicable for teachers who are interested in learning more about how to gauge student progress by designing appropriate assessments that can help them collect accurate student data.
Data-Focused 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 Some of the strategies addressed in this course are related to an element for Component 4b: Maintaining Accurate Records—*student progress in learning.*
	Targeted Resources in This Course Strategies discussed in the sections *Understanding Student Needs, Summarizing Multiple Assessments,* and *Creating a Class Profile* are relevant for this component. These sections include information about how teachers can use assessments to collect information on *student progress in learning.* These sections also specify how teachers can use the data they have gathered about student progress to make instructional decisions and/or interventions; however, these strategies would be more relevant for Domain 3: Instruction, than for Domain 4: Professional Responsibilities.

If you have access to other libraries in the Professional Learning Suite, the following courses may help you refine your practice in regards to this component. You may wish to review them for additional resources related to this component.

The New Teacher Support Series: Beginning of the Year Classroom Management
This course is designed to support and orchestrate a successful beginning of the school year. It summarizes current research on effective classroom management and presents examples of that research in action.

The Data-Driven Instruction Series: Effective Formative Assessment

This course 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 Name	Course Information
4c: Communicating with Families	
Effective Formative Assessment	**Course Description** This course focuses on effective ways to use formative assessment techniques to improve instruction and to provide students with the feedback they need to improve academically. It illustrates the benefits of student self-assessment and the inclusion of students in parent-teacher conferences.
	Course Relationship to FfT Some of the strategies addressed in this course are related to an element for Component 4c: Communicating with Families—*information about individual students.*
	Targeted Resources in This Course The section *Effective Feedback* is directly applicable to Component 4c. This section includes examples of teachers communicating individual student progress to parents.

Course Name	Course Information
4d: Participating in a Professional Community	
CWT: Data Analysis and Reflection	**Course Description** This resource provides information about how data can inform reflection, goal setting, and instructional decision making. It offers guidelines for identifying and analyzing data. Additionally, this resource provides concrete suggestions for CWT reflective dialogue.
	Course Relationship to FfT This course features teacher collaboration in professional learning communities, which is relevant for two elements in component 4d: Participating in a Professional Community—*relationships with colleagues* and *involvement in a culture of professional inquiry.*
	Targeted Resources in This Course Although this course is written for an audience of administrators, the videos in *CWT Reflective Dialogue* are a valuable resource for teachers. The videos show teachers working with one another in team meetings and would be useful for any teacher who is interested in learning more about how to develop collegial relationships and participate in a learning community.

Course Name	Course Information
4e: Growing and Developing Professionally	
Teaching Cases	
Science as Inquiry: Investigating Erosion	**Course Description** This case shows a teacher engaging her students in scientific inquiry to help them learn an important concept in earth science by using collaborative (cooperative) learning in her classroom, as well as science journals as a tool to assess student learning.
	Course Relationship to FfT This is a sample teaching case from the Professional Learning Suite. All teaching cases in the Professional Learning Suite are relevant for *enhancement of content knowledge and pedagogical skill*—an element for Component 4e. The element states that teachers remain current by taking courses, reading professional literature, and remaining current on the evolution of thinking regarding instruction. You should select the teaching case that is most relevant for the particular content you want to learn and/or skills you want to hone.
	Targeted Resources in This Course The entire resource is relevant for this component.
Organizing for Writing	**Course Description** This teaching case focuses on the ways in which organizing for writing can provide critical structures for ongoing systematic instruction, purposeful practice, and meaningful sharing and reflection.
	Course Relationship to FfT This is a sample teaching case from the PLS. All teaching cases in the PLS are relevant for *enhancement of content knowledge and pedagogical skill*—an element for the component. The element states that teachers remain current by taking courses, reading professional literature, and remaining current on the evolution of thinking regarding instruction. You should select the teaching case that is most relevant for the particular content you want to learn and/or skills you want to hone.
	Targeted Resources in This Course The entire resource is relevant for this component.

Courses

Higher Order Polynomial and Rational Functions	**Course Description** This course focuses on different characteristics of higher order polynomial and rational functions, including characteristics of their algebraic representations (e.g., number of roots or zeros, odd or even, degree) and their graphical representations (e.g., vertical and horizontal asymptotes, holes and zeroes, behavior near various critical points). In this course, you will explore your own understanding of the content, look at examples of student thinking, and think about applications to your own teaching. The course goal is to help you think about higher order polynomial and rational functions in ways that will enable you to foster the development of your students' understandings.
	Course Relationship to FfT This is a sample course from the PLS. All courses (otherwise known as modules) in the PLS are relevant for *enhancement of content knowledge and pedagogical skill*—an element for the component. The element states that teachers remain current by taking courses, reading professional literature, and remaining current on the evolution of thinking regarding instruction. You should select the course that is most relevant for the particular content you want to learn and/or skills you want to hone.
	Targeted Resources in This Course The entire resource is relevant for this component.

Featured Expert

Comprehension and Vocabulary Development, Isabel Beck	**Course Description** Reading expert Isabel Beck describes several approaches for supporting students' comprehension and vocabulary development.
	Course Relationship to FfT This is a sample featured expert module from the PLS. All featured expert modules in the PLS are relevant for *enhancement of content knowledge and pedagogical skill*—an element for the component. The element states that teachers remain current by taking courses, reading professional literature, and remaining current on the evolution of thinking regarding instruction. You should select the featured expert module that is most relevant for the particular content you want to learn and/or skills you want to hone.
	Targeted Resources in This Course The entire resource is relevant for this component.
Module 4: Teaching Strategies for Content Instruction	**Course Description** This course outlines effective strategies for delivering content-area instruction.
	Course Relationship to FfT This is a sample featured expert module from the PLS. All featured expert modules in the PLS are relevant for *enhancement of content knowledge and pedagogical skill*—an element for the component. The element states that teachers remain current by taking courses, reading professional literature, and remaining current on the evolution of thinking regarding instruction. You should select the featured expert module that is most relevant for the particular content you want to learn and/or skills you want to hone.
	Targeted Resources in This Course The entire resource is relevant for this component.

If you have access to additional libraries in the Professional Learning Suite, you may find other teaching cases in the following:

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

You may find other courses in the libraries listed below:

- The Effective Instructional Strategies Series
- The New Teacher Support Series
- The Literacy Series
- The English Language Learners Series
- The Mathematics Series
- The Data-Driven Instruction Series

You may find other featured expert modules in the following libraries:

- The Literacy Series
- The English Language Learner Series

Course Name	Course Information
4f: Showing Professionalism	
Teacher as Leader	**Course Description** This course provides information about teacher leadership in the classroom, in the school district, and in the community, and how to overcome obstacles to teacher leadership.
	Course Relationship to FfT At the heart of this component is the notion of putting students first. This course is relevant for most of the elements in Component 4e: Showing Professionalism—*integrity and ethical conduct, service to students, advocacy and decision-making.*
	Targeted Resources in This Course Strategies discussed in *Leadership from Within, Leadership in the Classroom—Affecting Student Achievement, Leadership Beyond the Classroom,* and *Preparing for Teacher Leadership* are relevant for the component. These sections show teachers putting students at the center of their decision-making processes, developing new programs outside of their classroom to support their students' best interests.

If you have access to other libraries in the Professional Learning Suite, the following courses may help to refine your practice with English language learners in relation to this component. You may wish to review them in their respective libraries for additional resources related to this component.

The English Language Learner Series: Module 1: ELs & the Law
Module 1: ELs & the Law addresses the laws, court decisions, and policies that impact the EL classroom and guide school programs.

The English Language Learner Series: Module 6: ELs & Accountability
Module 6: ELs & Accountability identifies ways in which English learners are included in school and district accountability.