

# Deepening Framework Knowledge Activities

How to help participants  
understand the terms and links.



# Component One

## Planning and Preparation



# The Framework is NOT Flat

- Under Component One we find Knowledge of Students
- In your groups, discuss how knowledge of, or lack of knowledge of students, may impact each of the other three components.



# Vocabulary

- **Coherent Instruction**
- Within a unit and within a lesson
- Easy to hard, simple to complex
- Just considering questioning, why would an administrator need to know where you were in a sequence?



# Engaging Activities

- Activities are more important than a planning document because they are what will engage students in learning.
- To engage students the tasks must include:

- Thinking and Problem Solving
  - Choice and Initiative
  - Depth Rather than Breadth



# Other Criteria

- In your group discuss sources of evidence for each of the other criteria contained in this domain.



# Give One Get One

Use the sheet

Ask each person to write down  
three sources of evidence

Have them move around until they  
have collected nine evidence  
sources



# Using Give One Get One

- Indicate that you used the format to collect information from the after you did the presentation because you needed to build knowledge first.





# STOP and Draw

- Have the groups fold large poster paper into four sections.
- Have them label the top left section-  
Component One
- Direct them to use icons to illustrate what they have learned about Component One



# People Search

- Point out that the People Search is also the nine block pattern.
- However, this time you are using it at the beginning because you know they have some previous knowledge and experience with this area.



# People Search Time

Have them move around and find a person who can give them the answer and sign their sheet.



Go over the responses that the participants offer.  
Remind them that this is an observed component .  
Ask them what artifacts might be in their room.  
Remind them to consider what they will select for their post  
conference evidence.

## DEBRIEF



# STOP and Draw

- Have them label the top right section-  
Component Two
- Direct them to use icons to illustrate what they have learned about Component Two



# Nine Block Alphabet

- This time you need to become the sage on the stage.
- Have them look at the alphabet letter in the block and identify what it represents in this component.
- Hold a discussion about the evidence that might be seen or heard related to each of the letters.



# Engagement

We used the nine block format  
three different ways.

When did it meet the criteria for  
engagement? When did it not  
meet the criteria for engagement?



# STOP and Draw

- Have them label the bottom left section-  
Component Three
- Direct them to use icons to illustrate what  
they have learned about Component  
Three





Remind them that this is an observed component .

Ask them what artifacts might have been produced during the lesson.

Remind them to consider what they will select for their post conference evidence.

# DEBRIEF



# Component Four

- This is the component is not observed, but is discussed like the first component.
- In your group, use the alphabet graffiti sheet to identify sources of evidence of this component.



# STOP and Draw

- Have them label the bottom left section-  
Component Four
- Direct them to use icons to illustrate what  
they have learned about Component Four



Remind them that this is not an observed component.

Ask them to identify sources of evidence that would be presented during a conference.

# DEBRIEF



# Reflection

- Pair the groups
- Instruct the groups to go to a specific area of the room and place their four square documents on the floor.
  - Each group should explain the icons used to illustrate the component.
  - They should take turns sharing the components one at a time.

