

LEADER NOTES FOR LAYING THE FOUNDATION INDUCTION DPAS II - DELAWARE

Updated by Carl Atkinson May 2018


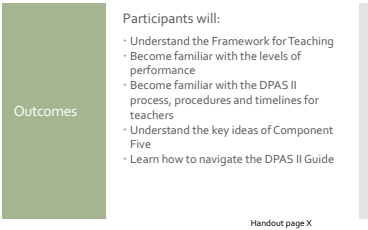

These materials will help you lead the workshop: “Laying the Foundation.” It is designed as a half day workshop (3 hours), for groups of new teachers. Ideal groups would be between 10 and 20, accommodations to the workshop will need to be made for smaller or larger groups.


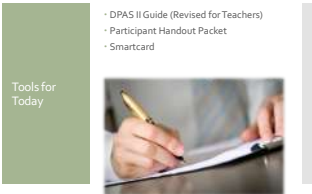

To conduct these activities, you will need the following materials and supplies:


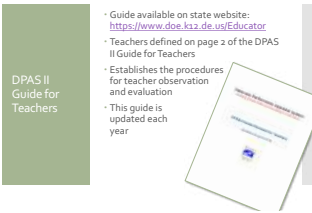
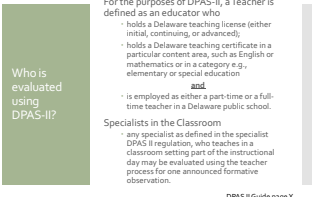
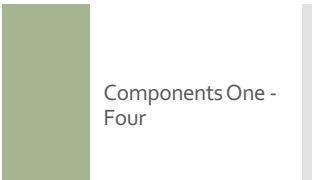
- Copies of DPAS II guide for each participant, or access to the online version of the guide. Note: Print copies are preferred so that participants can mark-up and make notes directly on the guide
- Participant materials for each participant (The Packet)
- DE Smart Card - The Framework on one page: 1 per participant
- Chart paper / Post-it notes / Markers and highlighters
- PPT Slides, a projection device and a set of speakers as there are several video clips in the presentation

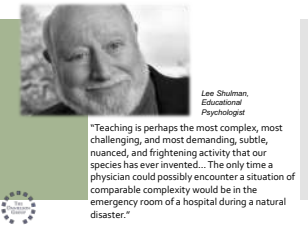

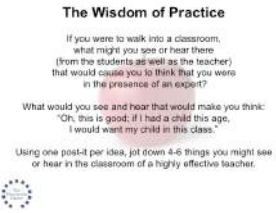
Slide #s	Quick Guide	SUGGESTED TIMING
1-5	Welcome / Outcomes / Agenda / Norms	5
6-8	Partnership with the Danielson Group and the DE Dept. of Education / Definition of Teacher based on DPAS II	5
10	What is good teaching? Lee Shulman quote	5
11-13	ACTIVITY #1: Wisdom of Practice part 1 / video clip and activity part 2	20
14 & 15	Framework Structure / Important Vocabulary	10
16 & 17	ACTIVITY #2: Component Overview Jigsaw; count off by 4's at tables, brief table jigsaw about the focus of each component /debrief	20
18 -24	ACTIVITY #3: Video clip on LOPs/ Levels of Performance (rubric analysis) / Demo slide / debrief; individuals are assigned a level, read through the rubrics for key words/concepts, go to the corner of the room where others have assembled with the same level; together briefly create a chart with key words.	20

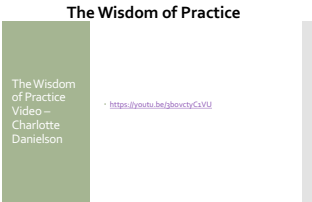
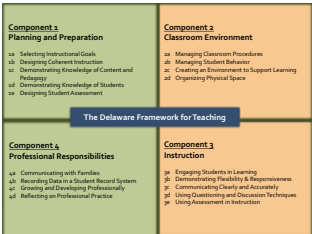
25	ACTIVITY #4: Component Quiz	10
26	Break	10
27-29	ACTIVITY #5: PDAS II Process – Jigsaw	30
30	The Big Picture Summary – Things to Remember!	10
31-38	Component Five / Measures / Groups / Conferences / Flow Chart	20
39 & 40	Check for Understanding	10
41	A final word from Charlotte	2
42	Reflection / Feedback / Evaluation etc...	5
	Total Minutes	180


	SLIDE REFERENCE	NOTES FOR FACILITATOR	MATERIALS
1		<p>Welcome <u>Introductions, announcements, housekeeping:</u></p> <ul style="list-style-type: none"> • Set up a place for questions (parking lot etc...) • Point out the Parking Lot for questions • Reminder to put cell phones on silent/vibrate so as to minimize disruptions • Take a moment to introduce yourself and have teachers introduce themselves... if a large group this can be done at the table group level to save some time... Note: at any regrouping take a moment to have participants introduce themselves as they probably do not know anyone as of yet. 	<p>Post a feedback/parking lot chart and agenda chart (copy from PPT slide 3) Agenda is also, printed in the packet.</p> <p>Some might want to collect questions and concerns on 3x5 cards in bags placed at each table... In that way the questions are more anonymous</p>
2		<p>Set goals <u>Review outcomes:</u> Ask participants to take a moment to review outcomes to see if it matches with their expectations. Debrief if necessary. (optional)</p>	
3		<p>Set expectations for learning <u>Review the agenda:</u></p> <p><i>Briefly</i> review each item with some foreshadowing of the activities to come. Make a check mark on two or three items listed in the agenda that you are targeting for your own learning. (optional)</p>	

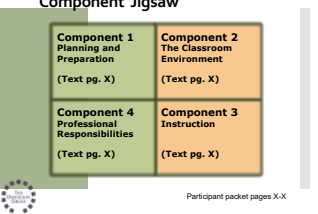
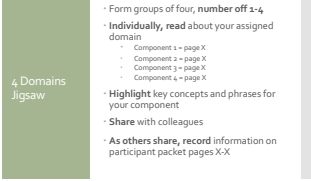
	SLIDE REFERENCE	NOTES FOR FACILITATOR	MATERIALS
4	 <p>Norms for the Session</p> <ul style="list-style-type: none"> Equity of voice & safety to share different perspectives Attentive listening Commitment to the work Respect time frames Respectful use of technology <p>KEEP CALM AND FOLLOW THE NORMS</p> <p>Handout page X</p>	<p>Norm Setting <u>Review Collaborative Norms</u> Note that this is how we want to build a learning community and create a safe and professional environment where we can support each other in our new understandings. This is the kind of learning community that good teachers create in their classrooms.</p> <ol style="list-style-type: none"> Equity of voice: Hear all voices. Ask others if they have ideas to add. Self-monitor. Active listening: Really want to hear what people are saying, not thinking about how to respond (suspend inner dialogue). Safety to share different perspectives: We all have different experiences and come with different perspectives. We broaden our understanding by listening to a diversity of perspectives. Commitment to the work: We want to agree that all of us are willing to make connections to our personal work - regardless if you came voluntarily or you were “volun-told”. Respectful Use of Technology: Please turn off phones. This workshop does not require the use of technology by the participants. 	
5	 <p>Tools for Today</p> <ul style="list-style-type: none"> DPAS II Guide (Revised for Teachers) Participant Handout Packet Smartcard 	<p>Tools for Today I like to take the opportunity to point out each document that they will use during the workshop... this is also my way to ensure everyone has a complete set. Say: we will be alternating between these resources. Encourage them to check for page numbers on the slides. Please feel free to mark up your DPAS II Guide as much as they need to as this will be your guiding document as you progress through the school year.</p>	<p>Show the three tools being used in the session today Packet DPAS II Guide Smart Card</p>



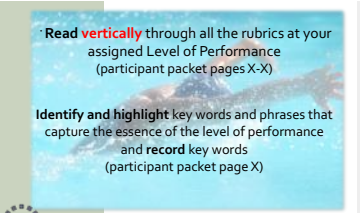

	SLIDE REFERENCE	NOTES FOR FACILITATOR	MATERIALS
6		<p>DPAS II is based on the work of Charlotte Danielson and the text <i>Improving Teaching Practice: A Framework for Teaching 2007</i>.</p> <p>Delaware Dept of Education website is an excellent resource for materials related to your professional practice including the DPAS II process and regular updates to guides and procedures. https://www.doe.k12.de.us/Educator</p> <p>If there is time you may want to open the website to show participants</p>	
7		<p>Just a quick look at the DPAS II guide the major text for the session today.</p>	
8		<p>This slide provided the reference in the DPAS II guide about who is evaluated and meets the definition of a teacher...</p> <p>Besides knowing the process and timeline, participants will need to know who needs to be evaluated. That information is presented here as well as on Page 2 of the DPAS II Guide.</p>	
9		<p>Section Break – Components 1-4</p>	

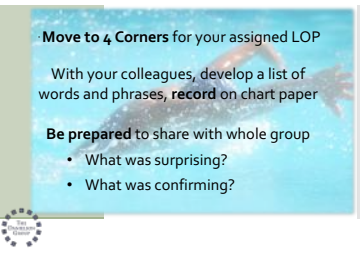
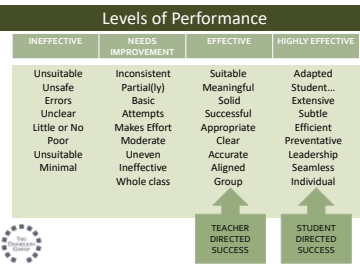

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<p>10</p> 	<p>An analogy with the work of medical doctors <i>Introduce Lee Shulman, noted educational psychologist. Read his quote aloud, with participants reading along.</i> Say - The purpose of showing this slide is to recognize the complex work that teachers do and demonstrate the need for a framework to help understand this complex work.</p> <p>Say - Teaching is hard, it is physically, cognitively and emotionally challenging work. As new teachers we recognize this fact and want you to know that you have support. (take a moment to talk about how new teachers are supported in your building/district)</p>					
<p>11</p> 	<p>This slide is to provide participants with the prompt, and get them thinking about a “best day” of teaching... Note: If anyone is so new to teaching that they cannot think of a teaching example, have them instead think of a time when they were a student and the lesson they had was particularly effective... What made it effective, what was the teacher doing, what were the students doing?</p>					
<p>12</p> 	<p>The Wisdom of Practice ACTIVITY #1: Wisdom of Practice (table groups)</p> <p>The directions for this activity are on the slide; the first step is for participants to jot down answers to the question of “what you would see and hear?” with ONE item per sticky note.</p> <p>NOTE FROM CHARLOTTE: <i>As an introduction to this activity, you can point out that everyone who’s ever been to school, that is, everyone, has an idea in their head regarding what is good teaching, but there’s no reason to expect that all the faculty members in a school would have the same vision. But it’s important, as part of creating a community of practice, that there be a shared understanding of what constitutes good teaching. Therefore, once participants have generated their own personal items</i></p>	<p>Chart paper: One visible at the front of the room, and one page distributed to each table Markers Post-its</p> <p>Grid will look something like this:</p> <table border="1" data-bbox="1549 1177 2026 1388"> <tr> <td>1</td> <td>2</td> </tr> <tr> <td>4</td> <td>3</td> </tr> </table>	1	2	4	3
1	2					
4	3					



	SLIDE REFERENCE	NOTES FOR FACILITATOR	MATERIALS
		<p><i>that constitute good teaching, they should begin to compare notes at their table to determine how similar (or different) their ideas are.</i></p>	
13		<p>Introduction to the Framework for Teaching</p> <p>VIDEO: Welcome Charlotte Show the video</p> <p>After participants have answered the “wisdom of practice” question, and have written 6-8 items each, model creating a grid with the four components indicated in a grid. Distribute blank chart paper for each table Ask one participant at each table to create a grid.</p> <p>Introduce the Smart Card as a handy reference to the domains of the Framework for Teaching.</p> <p>Invite participants to sort their sticky notes on the grid at the table, referring to the Smart Card, according to which component of the framework the items match. Mention that they may begin to notice that some items seem to “live in more than one neighborhood.” If an item refers to more than one domain, it may be placed on the line between them.</p> <p>NOTE FROM CHARLOTTE: <i>Point out that the participants, in generating examples of good teaching, have identified many of the components of the framework for teaching, which, while solidly research-based, is also grounded in the wisdom of practice of educators.</i></p>	<p>VIDEO: “Wisdom of Practice” Chart created by leader Markers Post-it Notes Smart Card</p>
14		<p>The Structure of the Framework</p> <p>This slide builds with each click take a moment to quickly mention each level. Although the elements are not on the slide they are printed on the smart card.</p> <p>Review the charts created by participants, noting where most of the sticky notes are placed.</p>	<p>Smart Card</p>


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		<p>The majority of the notes will be placed in Components 2 and 3, since the question is phrased in terms of what someone would see or hear in a classroom. Components 1 and 4 are “behind the scenes, or off stage,” and if the question had asked participants to imagine listening to teacher’s conversation in the faculty lounge, there would probably be items from those components.</p> <p>NOTE FROM CHARLOTTE: <i>Make the following points when reviewing...</i></p> <ul style="list-style-type: none"> • <i>It’s a framework for teaching, not school nurses, etc. – specialists have their own framework.</i> • <i>Teaching is complex in multiple ways: physical, emotional, intellectual: teaching is a thinking person’s job – hundreds of decisions daily, literally. There is nothing original here; every item on the list represents what experienced educators know constitutes good teaching.</i> • <i>Point out that although the components are listed separately, that does not mean that teachers do them separately! The different aspects of teaching are intertwined; the components do not operate in isolation.</i> 	
15	<p>The Structure of the Framework</p> <p>4 - Components 18 - Criteria 62 - Elements</p> <p>For Instance...</p> <p>Component 3: Instruction Criteria 3a: Engaging Students in Learning Element 3a: Grouping of Students</p>  <p>Smartcard</p>	<p>The Language of the Framework for Teaching</p> <p>Briefly review the language of the different levels of the framework for teaching. Point out that it’s hierarchical, each of the four <i>Components</i> contains either 4 or 5 <i>Criteria</i> (18 altogether), and each criterion consists of anywhere from two to five <i>Elements</i> (62 altogether).</p>	


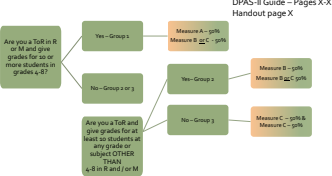
	SLIDE REFERENCE	NOTES FOR FACILITATOR	MATERIALS
16	 <p>Component Jigsaw</p> <p>Participant packet pages X-X</p>	<p>The Four Components of the Framework for Teaching</p> <p>ACTIVITY #2: Component Jigsaw (groups of 4)</p> <p>The purpose for this activity is for each individual to explore one Component in depth, and to hear from others who have done the same with the other components.</p>	<p>Participant Packet pp 4-7</p>
17	 <p>4 Domains Jigsaw</p> <ul style="list-style-type: none"> Form groups of four, number off 1-4 Individually, read about your assigned domain <ul style="list-style-type: none"> Component 1 = page X Component 2 = page X Component 3 = page X Component 4 = page X Highlight key concepts and phrases for your component Share with colleagues As others share, record information on participant packet pages X-X 	<p>The purpose for this activity is for each individual to explore one Component in depth, and to hear from others who have done the same with the other components.</p> <ul style="list-style-type: none"> At each table, ask the participants to number off by four; assign the “1s” to Component 1, the “2s” to Component 2, etc. Ask each participant to read (encourage highlighting, underlining, writing in the margins) and then to summarize his or her assigned Component section. Remind participants that their responsibility is to become experts in their Component and then to be able to help others gain expertise too. Set timer for 5-8 minutes for them to read and summarize their component. NOTE: This activity works best if there are either four or eight people at each table. If there’s a different number, the “extras” could form a new, temporary group for the purpose of this activity. They will return to their table when this activity is completed. Ask participants to share in their groups of 4 the important points of their Component /aligned criteria. Other members of the group take notes. De-brief with the entire group, making the following points: <ul style="list-style-type: none"> Component 2 and 3 are the “observable” Component regarding observing teacher and student interactions in the classroom, referred to as “on-stage”. Component 1 and 4 are the “off-stage” or “behind-the-scenes” Component. Component 3 and Component 1 are closely linked. The criteria of Component 1 are intertwined and represent the thought processes of the teacher, with most of them revealed through lesson and unit plans (and during a planning conference with the teacher). The criteria of Component 4 are independent of one another; their evidence is often provided through artifacts. 	<p>Graphic organizer is on pages 8 & 9 of the packet. This serves as a place to record major ideas and questions from the reading.</p>

	SLIDE REFERENCE	NOTES FOR FACILITATOR	MATERIALS
19		<p>Introduction to the Levels of Performance</p> <p>VIDEO: <u>Charlotte on the Levels of Performance</u></p> <p>Play the video of Charlotte describing the levels of performance. Note: Please understand that the language Charlotte uses in the video reflects the original framework document... for instance she might say Basic Level which in Delaware is Needs Improvement</p>	<p>VIDEO: Levels of Performance</p>
20		<p>The Levels of Performance</p> <p>ACTIVITY #3: Wisdom of Practice (Four Corners)</p> <p>Start this activity by asking the group to describe a swimmer at each of the four levels shown on the slide. Say: One way to think about the levels of performance is through an analogy with skill in swimming:</p> <ul style="list-style-type: none"> • Drowning = Unsatisfactory/Ineffective • Dog Paddling = Basic or Needs Improvement • Very Capable Swimmer who can compete at local level with multiple strokes = Proficient/Effective • World Class Swimmer who specializes in specific areas = Distinguished/Highly Effective 	<p>Participant packet pages 10-14</p> <p>Graphic organizer on page 14 of the Participant packet</p>
21		<p>Ask participants to count off “1,” “2,” “3,” and “4” (Groups can gather in the four corners to do this work if it is a small group)</p> <p>1’s read Ineffective 2’s read Needs Improvement 3’s read Effective 4’s read Highly Effective</p>	
22	 <p>Handout pages 6-9</p>	<p>Ask participants, individually, to skim “their” level of performance through the entire framework, underlining or highlighting to identify the key characteristics of their assigned level. They should then record these on pages X-X of their materials. After about 5 minutes, ask participants to go to the corner of the room designated for each of the levels of performance; they should, in collaboration with others in that corner, share their notes and create a poster with the key words identified. (If it is a particularly large group, ask them to form groups of</p>	


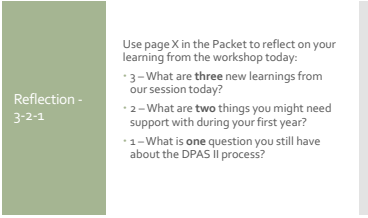
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23		<p>no more than 8.)</p> <p>IMPORTANT: Ask the groups to report out, in this sequence: <i>effective, needs improvement, ineffective, and highly effective.</i></p> <p>The reason for this sequence is that effective level performance constitutes the benchmark for solid, good teaching, so it's a good idea to begin there, with the other levels seen as working up and down from it.</p> <p>Conduct a discussion with the group, in which they share the key words they've decided on for each level of performance. Only after you've conducted the discussion should you show this slide. <i>Be sure to use the animation features of this slide to show the title and headings BEFORE showing the key rubric vocabulary.</i></p> <p>As an alternative you can have each group share their list and show the corresponding level on the slide at that time.</p>	
24		<p>NOTE FROM CHARLOTTE:</p> <ul style="list-style-type: none"> Emphasize that the levels of performance are of teaching, not of teachers, that is, there's no such thing as a "ineffective" teacher, only one who's performance is at the "ineffective" level. A teacher's performance can vary, according to: whether it's May or October, if a teacher has a new assignment – moving from fifth grade to second, for example. Or, when an entire school is implementing a new program, all teachers may all be teaching at an ineffective (i.e., inexperienced) level for a while... 	
25		<p>The Component Quiz</p> <p>ACTIVITY #4: The Component Quiz (table groups)</p> <p>Invite participants to turn to page 14 in their materials, and with others at their table to identify the component represented by each of the statements. Review the worksheet with the entire group. Be prepared to refer to components during this whole group review.</p>	<p>Page 14 in participant materials See answer key at end of this document</p>

	SLIDE REFERENCE	NOTES FOR FACILITATOR	MATERIALS
		BREAK	
27		<p>ACTIVITY #5: DPAS Process Jigsaw (table groups)</p>	<p>DPAS II Guide 3 Sections</p> <ol style="list-style-type: none"> 1. Process pages 16-27 2. Forms pages 32-70 3. Process Chart (Column 4) Teacher Responsibilities pages 28-30
28	<p>Process for Teachers</p> <ul style="list-style-type: none"> Step 1 • Fall Conf. (p. X) Step 2 • Pre-observation (p. X) Step 3 • Observation (p. X) Step 4 • Post-observation Conf. (p. X) Step 5 • Level of Performance Ratings (p. X) Step 6 • Formative Feedback Doc. (p. X) Step 7 • Summative Evaluation Conf. (p. X) Step 8 • Summative Evaluation Doc. (p. X) 	<p>For this activity break the group up by assigning at least one process step to each participant. Depending on the size of the group this can be one, two or even three process steps as shown on slide 28.</p> <p>Review briefly the entire process on slide 28 but quickly get the participants into the jigsaw, directions on slide 29</p>	<p>There is a graphic organizer in the packet on page 16</p>
29		<p>Be sure to have participants read the</p> <ol style="list-style-type: none"> 1) process pages, 2) process chart of teacher responsibilities and 3) any form(s) referenced in the guide. <p>IMPORTANT NOTE ABOUT SLIDE 28 – YOU WILL WANT TO ADD THE CORRECT PAGE NUMBERS TO THIS SLIDE BASED ON ANY CHANGES TO THE DPAS II GUIDE.</p>	

	SLIDE REFERENCE	NOTES FOR FACILITATOR	MATERIALS								
	<p>Process Jigsaw</p> <ul style="list-style-type: none"> Form teams of 4... Read your assigned step of the process Record the key ideas in the graphic organizer on page X of handout <ul style="list-style-type: none"> Reference any forms that may be required as part of your steps (pages 71-109 in Guide) Reference any Teacher Responsibilities as shown on the table (column 4, pages 29-31 in Guide) Record any questions that you may have about your step Be ready to share out your responses with your group <table border="1" data-bbox="361 212 506 394"> <tr> <td>One</td> <td>Read Steps 1 & 2 pages X - X</td> </tr> <tr> <td>Two</td> <td>Read Steps 3 & 4 pages X - X</td> </tr> <tr> <td>Three</td> <td>Read Steps 5 & 6 pages X - X</td> </tr> <tr> <td>Four</td> <td>Read Steps 7 & 8 pages X - X</td> </tr> </table>	One	Read Steps 1 & 2 pages X - X	Two	Read Steps 3 & 4 pages X - X	Three	Read Steps 5 & 6 pages X - X	Four	Read Steps 7 & 8 pages X - X	<p>THE PAGES SHOWN ARE BASED ON THE 2017 GUIDE</p> <p>YOU WILL ALSO WANT TO MODIFY SLIDE 29 BASED ON THE SIZE OF YOUR GROUP</p>	
One	Read Steps 1 & 2 pages X - X										
Two	Read Steps 3 & 4 pages X - X										
Three	Read Steps 5 & 6 pages X - X										
Four	Read Steps 7 & 8 pages X - X										
30	<p>The Big Picture of DPAS II</p> <p>Some things to remember:</p> <ul style="list-style-type: none"> The focus is on professional growth, continuous improvement of student learning and quality educators. Two rubric levels (Criterion and Element) The LEA may waive certain criteria in any given year Two timeline considerations (novice and experienced teachers) Component Five focuses on student learning DPAS II Guide contains forms and documents to assist you in this work Forms for Components 1 & 4, are not, in and of themselves evidence, teachers also need to submit artifacts for these Components 	<p>Take a moment to and review each point with teachers</p>									
31	<p>Component Five</p> <p>Measures</p> <table border="1" data-bbox="170 1125 499 1300"> <tr> <td>Measure A</td> <td></td> </tr> <tr> <td>Measure B</td> <td></td> </tr> <tr> <td>Measure C</td> <td></td> </tr> </table> <p><small>DPAS-II Guide Page X-X See page X for some qualifiers</small></p>	Measure A		Measure B		Measure C		<p>Section Slide – Component Five</p> <p>Slides 32 and 34 build on each click revealing key points of Measures A-C and the three possible teacher groups. Be sure to be familiar with each measure and group... See page 11-13 in the guide.</p> <p>Slide 33 highlights the various conferences required as a part of the DPAS II process. Specific requirements for these conference are embedded throughout the process section of the guide.</p>			
Measure A											
Measure B											
Measure C											
32											
33											

	SLIDE REFERENCE	NOTES FOR FACILITATOR	MATERIALS
<p>37</p> <p>38</p>	<p>Group Three</p>  <p>DPAS-II Guide – Page X</p> <p>DPAS-II Guide – Pages X-X Handout page X</p>  <ul style="list-style-type: none"> • MUST use two Measure C's • Each Measure C weighted 50% <ul style="list-style-type: none"> • Educators who have unique circumstances should work with their administrator to determine the most appropriate educator group for them to participate in for Component 5. • Any educator who does not meet the criteria for Group 1 or Group 2 will defer to Group 3. Also, if there is no Measure B assessments available then default to Group 3 educator. 		
<p>39</p>	<p>Component Five: Student Improvement</p> <ul style="list-style-type: none"> • All educators MUST have a student improvement component EACH year regardless of attendance. • An educator's final summative rating is based on the sum of all five component ratings. Therefore, if any one component is not completed, an overall summative rating cannot be determined. • Summative ratings for experienced educators require 2 years of Component Five data to determine a rating. 	<p>2 minutes</p> <p>Before moving on through our workshop, it is important to understand that there are NO exemptions for Component Five, just as there are NO exemptions from any other Component.</p> <p>As you see from the slide, a final summative rating cannot be determined without ratings from all five components for any educator and in the case of experienced educators, a final rating cannot be determined without 2 years of component five data.</p> <p>Educators who have unique circumstances, such late hire or FMLA, should work with their administrator to determine the most appropriate educator group for them to participate in for Component Five. <i>When in doubt, call DEDOE.</i></p>	
<p>40</p>	<p>What discretion can be given with the Student Improvement Component?</p> <ul style="list-style-type: none"> • Determination of an educator's group for unique circumstances • Selection of the assessments for Measure B and/or growth goals for Measure C • Satisfactory and Exceeds targets • Timeline for meeting targets • Discretion for Measure A ratings that fall in the 35-49% range 	<p>3 minutes</p> <p>Educators who have unique circumstances should work with their administrator to determine the most appropriate educator group for them to participate in for Component V.</p> <p>Goals may be set at any point during the school year to accommodate for semester long and marking period long course, intervention cycles, late hires, change in placement or transfers.</p> <p>Administrator discretion may be applied for educators when 35-49% of</p>	

	SLIDE REFERENCE	NOTES FOR FACILITATOR	MATERIALS
		<p>their students meet Measure A targets. Adjustments to an educator’s group, measure, target or timeline may need to be considered to accommodate an educators’ attendance for reasons due to FMLA, hiring or changes in assignment.</p>	
<p>41</p> <p>42</p>	<p>Where do I fall? What measures can I use?</p> <ol style="list-style-type: none"> 1. Mr. A teaches 8th grade social studies to approximately 220 students. 2. Ms. T is a Middle School Counselor, who teaches 6 lessons during the year to each of her three 7th grade teams. 3. Mr. G teaches 4th grade in all core subject areas, he has 23 students in his class 6 of whom have IEPs and special needs. <p>Handout page X Continue on next slide →</p> <p>Where do I fall? What measures can I use?</p> <ol style="list-style-type: none"> 4. Mrs. H is a school nurse, she sees all 450 students in her elementary school. 5. Mr. Z teaches high school mathematics, he has 5 sections per year and teaches courses ranging from Algebra II through Calculus. 6. Ms. M is a teacher on special assignment for the 2016-2017 school year and is serving as an instructional coach in her high school. She does not report grades on students. <p>Handout page X</p>	<p>Slides 41 and 42 provide a quick check for understanding for the important concepts of component five. Here is the Answer Key:</p> <p>#1 Mr. A, Group 1 (gives grades, has more than 10 students, does not teach ELA or Math) Would need to give two measure Bs or one B and one C</p> <p>#2 Ms. T, Probably Group 3 (Does not give grades, does not teach ELA or Math, has more than 10 students). Would need to give two measure Cs (each 50%) Note: If this is a graded course, Ms. T would move to Group 2 and would give two measure Bs or one B and one C.</p> <p>#3 Mr G, Probably Group 1 (has more than 10 students, teachers ELA and math) Until measure As are used in this formula, would need to give two measure Bs</p> <p>#4 Mrs. H, Most likely group 3 (does not give grades, does not teach ELA or math) Would need to complete two measure C growth goals based on her job assignment.</p> <p>#5 Mr. Z, Probably group 2 (gives grades, but does not teach ELA or math in grades 4-8) Would need to give two measure Bs or one B and one C</p> <p>#6 Ms. M, Most likely group 3 (does not give grades, does not teach ELA or math) Would need to complete two measure C growth goals based on her job assignment</p>	<p>There is a graphic organizer on page 17 of the packet to assist with this check for understanding.</p>

	SLIDE REFERENCE	NOTES FOR FACILITATOR	MATERIALS
43	 <p>A Final Word</p> <p>"Given the complexity of teaching, a map of the territory is invaluable to novices, providing them with a pathway to excellence." Charlotte Danielson 2007</p>	<p>A final word from Charlotte from the 2007 Framework for Teaching book.</p> <p>It's important for new teachers to know that teaching is hard work, but they can learn how to do it well and that they will be supported.</p>	
44	 <p>Reflection - 3-2-1</p> <p>Use page X in the Packet to reflect on your learning from the workshop today:</p> <ul style="list-style-type: none"> - 3 - What are three new learnings from our session today? - 2 - What are two things you might need support with during your first year? - 1 - What is one question you still have about the DPAS II process? 	<p>Reflection</p> <p>Use this 3-2-1 reflection as a ticket out the door.</p> <p>Use these data to support teachers as they start their school year. If you plan to do this, you may want to have the teachers add their names to the sheet. Collect as necessary.</p>	<p>Participant Packet page 18</p> <p>Tear this page off and collect if you wish to see the feedback</p>

Domain Quiz Answer Key

Scenario	Component
A. The desks in Mr. T's 2nd grade classroom are arranged in groups of four. A couch and beanbag chairs are provided for students in the reading corner.	2
B. Ms. K asks students to create a concept map illustrating the connections among the different ideas in the history unit.	3
C. Mr. J. stands by the classroom door, greeting the students as they enter the classroom, conversing with each of them briefly.	2
D. Mr. E, like all the teachers on his 5th grade team, meets with the other teachers in his grade level on a regular basis.	4
E. For one of her flexible grouping assignments, Ms. R plans to create cooperative groups that will each include two English language learners.	1
F. Ms. C has her class watch a clip of Martin Luther King Jr.'s "I Have a Dream" speech, using a video guide containing questions that are factual, interpretive, and analytic in nature. After the film clip, students work in pairs to respond to the questions.	3
G. After his 1st hour geography class, Mr. M concluded that the lesson was successful because everyone received an A on the quiz.	4
H. Mr. B has designed a rubric for student presentations. It identifies key elements of a good presentation and three levels of performance for each of the elements.	1
I. When students enter the classroom, they begin work on a brief assignment that is written on the board while Ms. L takes attendance.	2
J. Students in Mr. H's math class are looking puzzled after he provides an explanation of "slope" in algebra. Instead of assigning a worksheet as he had planned, he tries a different approach to clarifying the concept.	3