



Domain 3: Teaching for Learning **Comprehensive List of Artifacts**

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Domain 3A: Teaching for Learning

Communicating with Students in a Manner that is Appropriate to their Culture and Level of Development

Administrator Look For: Academic language of the teacher and the students and ensuring teacher's directions are clear and concise

EXPOSITORY WRITING

Feedback on Organization

Compliments

I can tell you put a lot of thought into this essay. Nice job!

You were really thinking hard about this essay, and it shows!

This essay was well-organized and easy for me to follow.

As a reader, I appreciated the way you organized your thoughts so I always understood what was happening.

The beginning of your essay really hooked me. I couldn't wait to see what you'd write next!

Suggestions

I didn't understand the part about ___. What if you ___? I bet that would help get your point across more clearly.

I got a little but lost when ___. I'm thinking it might help if you ___.

I like your idea about ___. It might be better to put that part in beginning/middle/end of the essay instead because ___.

I think it would help your readers follow along if you stated your big ideas in the introduction.

Name Marshawn Cooper Date March 27 # 4

Expository and Narrative Scoring Rubric: This paper was scored only for WORD CHOICE.

	6	5	4	3	2	1	0
Assessment Criteria	-successfully experiments with advanced/new vocabulary	-mostly successful in experimenting with advanced/new vocabulary	-attempts to experiment with advanced/new vocabulary	-uses mostly familiar and simple vocabulary words	-repeats simple vocabulary words throughout	-uses limited vocabulary	-Blank paper/no paper turned in -does not address topic
	-extremely precise and accurate word choice	-very precise and accurate word choice	-precise and accurate word choice	-some well-chosen and precise words	-words are often misused or vague	-many incorrect or vague words	-only repeated/paraphrased the prompt -handwriting is unreadable
	-extremely well varied word choices	-highly varied word choices	-strong attempt at varying word choices	-some attempt at varying word choices	-mostly mundane and/or repetitive word choice	-mundane and/or repetitive word choices	-incoherent
	-words create lasting images or impressions	-words paint a clear picture in the reader's mind	-words communicate ideas effectively	-words convey the basic idea	-words often confuse the message	-words makes it very difficult to understand the message	-written in another language
	A+	A	B 50%	C	D	F	F

I love the way you incorporated new words from the novel you're reading!

Domain 3A: Teaching for Learning

Communicating with Students in a Manner that is Appropriate to their Culture and Level of Development

- Teacher generated list of targets for the lessons, units and year
- Student journal and rewrite the essential question(s) and their reflection on it
- Scaffolding/task analysis
- Student goal/learning logs
- Student communication log (e-mail group, etc.)
- Explicitly stating instructional outcomes
- Modeling lesson
- Differentiated instruction
- Choice of tasks
- Anchor charts
- Graded papers showing communication and feedback to students
- Examples of feedback sheets, or documentation of student-teacher conferences based on examining student work and giving feedback
- Student reflection of lessons/learning/feedback

Classroom Examples:

3A – Communicating with Students

Scaffolding: <https://www.edutopia.org/blog/scaffolding-lessons-six-strategies-rebecca-alber>
<http://www.teachhub.com/5-scaffolding-teaching-strategies-try-today>

Anchor Charts: <https://www.weareteachers.com/25-awesome-anchor-charts-for-teaching-writing/>

Choice of tasks: <C:\Users\jhowe\Desktop\Domain Three\A- Choice Board for Multiple Intelligences.doc>
<C:\Users\jhowe\Desktop\Domain Three\A - Choice Board Bloom and Gardner.doc>

Teacher Conference Sheets:

<C:\Users\jhowe\Desktop\Domain Three\A -Parent Teacher Conference Form.doc>

Domain 3B: Teaching for Learning

Using Questioning and Discussion Techniques to Support Classroom Discourse

Administrator Three Key Point Look For: 1. Pre-planned rigorous (application level or above) questions, 2. Wait Time (30 seconds to 2 minutes), and 3. The teacher has a structure to guide who answers questions

Lions live together in social groups called prides. Most of the lions in a pride are females and their cubs. The lionesses share the work of hunting and raising cubs. By hunting in a pack, lions can take down animals far larger than themselves. Much of the food killed by a pride is taken by the males. In return, they provide protection from other lions. A pride has a well-defined territory, which is marked by the males. When lions in a pride meet, they greet one another by head rubbing, licking, and grooming. It's endearing to watch them.

According to the article, is it important for lions to live as a pride?

R It is important for lions to live as a pride because they depend on one another for survival. For example, the article states that "the lionesses share the work of hunting and raising cubs" and male lions "provide protection from other lions." They also work together when they hunt larger prey. By sharing responsibilities as a pride, they will be able to survive a long time.



RACE



Use **RACE** to answer open-ended questions.

- R** = Restate the question
(Rearrange a word/words to make the question into a statement.)
- A** = Answer the question (in complete sentences)
- C** = Cite (quotes from the text will help you explain your point)
- E** = Extend (stretch yourself to give more details/information)

Domain 3B: Teaching for Learning

Using Questioning and Discussion Techniques to Support Classroom Discourse

- Evidence of teacher and student participation: Open-ended question rubrics and Participation rubrics
- Open ended questions
- Think / pair share
- White boards: Students/teams use to answer questions showing understanding
- Post-It Notes used to monitor understanding
- Partner / group work
- Higher order questions - oral - anchor chart - written response
- Verbal flow diagrams
- Task cards
- Evidence gathered from observation by evaluator
- Submit student work samples showing higher level questioning and engagement
- Student rating on cooperative group participation (assign roles)
- Lesson plan that lists questions to be asked and alignment of questions to a taxonomy of critical thinking

Classroom Examples:

3B – Using Questioning and Discussion Techniques

Questioning Strategies:
[Questioning strategies.doc](#)

[C:\Users\jhowe\Desktop\Domain Three\B and C -](#)

Checking for understanding:
[Checking For Understanding.doc](#)

[C:\Users\jhowe\Desktop\Domain Three\B, C, D, E -](#)

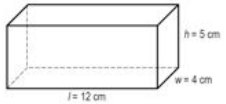
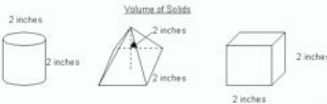
Higher Order Questioning:
[Order QuestionTemplates.pdf](#)

[C:\Users\jhowe\Desktop\Domain Three\B - Higher](#)

Domain 3C: Teaching for Learning

Engaging Students in Learning

Administrator Look For: How students are grouped and what strategy is chosen to support student engagement

Before		Statement	After	
Agree	Disagree		Agree	Disagree
		1. The volume of a cone is $\frac{1}{3}$ the volume of a cylinder.		
		2. The volume for a prism is Bh . The area of the base (rectangular prism) is either 20cm^2 or 48cm^2 		
		3. The volume formula for a cylinder is Bh . The volume for the cylinder (rounded to the nearest hundredth) with a radius of 4 cm and a height of 12 cm is 602.88cm^3		
		4. Because the cylinder has the same height and the same width as the cube, the cylinder will fit inside the cube, but will have less volume than the cube. 		
		5. The formula to find the volume of a sphere is $\frac{4}{3} \pi r^3$		

Before		Statement	After	
Agree	Disagree		Agree	Disagree
		1. If you double the radius of a circle then you double its circumference.		
		2. If you double the radius of a circle then you double its area.		
		3. If you double just the height of a cylinder then you double its volume.		
		4. If you double both the radius and height of a cylinder then you double its volume		

Instructions:

Check "agree" or "Disagree" beside each statement before you start the task.

Compare your choice and explanation with a partner.

Revisit your choices at the end of the task. Compare the choices you would make after the task with the choices you made before the task.

Domain 3C: Teaching for Learning

Engaging Students in Learning

- Participation rubrics
- Student response tracking chart
- Teacher outline of student completion options
- Pre-teaching activities (i.e. anticipation guides, anticipatory sets, key vocabulary)
- Connection chart between standards / targets and assignments / activities
- Graphic organizers / Verbal flow diagrams
- Word walls
- Bell ringers and Exit slips
- No Opt Out or One opt Out
- White boards: Students /teams use whiteboards to answer questions and show understanding.
- Post-It Notes used to monitor understanding.
- Thumbs up / Thumbs Down
- Menu(s) of assignment options to hit multiple learning styles
- Student goal/learning logs
- Student reflection of lessons/learning/feedback
- Student portfolios that include student reflection and self-assessment pieces
- Differentiated learning

Classroom Examples:

3C – Engaging Students

Bell Ringers: <https://www.edutopia.org/blog/bell-ringer-exercises-todd-finley>

Exit Tickets: <https://www.edutopia.org/practice/exit-tickets-checking-understanding>

Differentiated Instruction: <https://www.edutopia.org/discussion/18-teacher-tested-strategies-differentiated-instruction>

<http://www.teachhub.com/top-ways-implement-differentiated-instruction-strategies>

Graphic Organizers: <https://www.eduplace.com/graphicorganizer/>
<https://www.teachervision.com/lesson-planning/graphic-organizer>

Student Goal Logs: <http://www.toolsforgreatteachers.com/student-goal-setting-and-self-assessment>

Domain 3D: Teaching for Learning Assessment in Instruction

The Administrator is Looking For: evidence you formally and informally check for understanding. This is another high area of difficulty in the state.

1. TakeOff/Touchdown: Students move in and out of their chairs to show understanding. TTW ask questions relating to content that require them to either "Takeoff" (stand) or "TouchDown" (sit) to show understanding.
2. Inside/Outside Circle: Create two circles, one inside the other, students facing each other. The inside partner is given a card with a question on it that they will ask their partner. After the inside partner asks the outside the question, the card is handed to the outside and the teacher rotates the outside circle to the right. Play continues. TTW monitor understanding as students engage in discussion.
3. Thumbs up/down: Students show understanding by signaling with their thumbs.
4. Exit Tickets
5. 2 Statements and a Wish: Students write two things they learned and one thing they WISH to learn more about from the day's lesson
6. Use Post-It Notes- Green=understands; yellow=not too clear; and red=LOST! Students place the color in the upper left corner of their desk. Great for monitoring the struggling students.

Domain 3D: Teaching for Learning

Assessment in Instruction

- Evidence of teacher and student participation: Open-ended question rubrics and Participation rubrics
- Student scored rubric
- Student reflection and goal setting
- Student work samples
- Pre-and post-tests with explanations
- Pre-assessment checklists
- Reflection form
- Individual conferencing chart
- Student portfolios that include student reflection
- Student self-assessment
- Graded papers showing communication and feedback to students
- Example of feedback sheets, or documentation of student-teacher conferences based on examining student work and giving
- Revised lesson plans based on reflection and/or student assessment data

Classroom Examples:

3D – Using Assessment in Instruction

Open-ended question rubrics:

[B and D - Open Ended Ques rubric\How To Design Rubrics For Open ended.docx](#)
[and D - Open Ended Ques rubric\Open-Ended Question Rubric \(1\).doc](#)

[B](#)

Participation rubrics:

[B and D - Participation Rubrics\Class Participation Rubric.doc](#)

[B and D - Participation Rubrics\participationrubric-ex..docx](#)

Student portfolios:

<https://www.bgsu.edu/technology-architecture-and-applied-engineering/cooperative-education-program/students/portfolios.html>

<http://study.com/academy/lesson/what-is-a-student-portfolio-ideas-examples.html>

Domain E: Teaching for Learning

Demonstrating Flexibility and Responsiveness

Administrator Look For: your willingness and ability to readjust your instruction if you determine the students are not “with you.” The administrator wants to see you adjust the lesson based on the responses of the students.

Questioning Strategies

1. **Pose-Pause-Bounce-Pounce**: Pose the question, pause, bounce to a student, and have the next student explain what the first student said.
2. **Turn-And-Talk**: The teacher poses the question and has students turn and talk about the answer- validating their reasons with citations
3. **Inside-outside circle**: students create questions (or teacher generated ahead of time) and get in 2 circles facing each other and rotate around asking and answering questions.
4. **Cold Call**: Students are called on at RANDOM! (use an APP or popsicle sticks with names/numbers)
5. **NO- OPT-OUT**: Students are NOT allowed to get the answer to the question wrong. While using COLD CALL and a student does not know the answer, you can call on another student, once you have the correct answer you return to the first student, who did not know the answer, and have them repeat it back.
6. **Question Continuum**: One team builds a question based on the days learning (or you can begin with the Essential Question) and then student teams form another question based on the first. Discussion proceeds and builds. Post-It notes can be used to show question growth.

Domain E: Teaching for Learning

Demonstrating Flexibility and Responsiveness

- Differentiated lesson plan templates
- Pre-and post-tests with explanations
- LAP fliers for Literacy Night
- Bell ringers – to guide teaching
- Exit slips – to guide teaching
- Lesson plans with notes and reflection
- Collaboration record/notes with specialist (i.e. ELL, SPED, SLP, etc.)
- Change lesson plan because students are not advancing as planned.
- Revised lesson plans based on reflection and/or student assessment data
- Flexible grouping:
- Use multiple sources to access a sequence of learning
- GLAD - Guided Language Acquisition Design
- SIOP – Sheltered Instruction
- Differentiated lessons and levels

Classroom Examples:

3E – Demonstrating Flexibility and Responsiveness

Flexible Grouping:

<http://www.teachhub.com/flexible-grouping-differentiated-instruction-strategy>

SIOP Strategies:

<http://www.d11.org/Instruction/Science/Curriculum/9-12/Pages/SIOP-Strategies.aspx>

GLAD Strategies:

<http://www.ahisd.net/common/pages/UserFile.aspx?fileId=5074816>

Domain 3 Artifact: Conclusion

- This brief overview of Domain 3: Teaching for Learning, was created to help teachers:
 - Demonstrate their knowledge, skills, and instructional strategies that help students learn
 - Adjust and modify their instruction with formative, summative assessments and self-reflections
 - Integrate their skills & content designed to engage their students in rigorous lessons
 - Organize the educational setting to compliment their students' learning styles
 - Differentiate instruction to meet ALL of their students' needs, skills, and abilities