

ACTIVITY: UNDERSTANDING THE *FRAMEWORK FOR TEACHING* WITH THE LITERACY SHIFTS IN SOCIAL STUDIES AND SCIENCE (60-90 MINUTES)

OUTCOMES:

Participants will identify implications for planning instruction in social studies and science based on the expectations of Domain 1 of the *Framework for Teaching* (FfT) and the expectations of the [literacy shifts](#) in instruction called for by the Common Core. Participants will explore ways to adjust planning documents to address any gaps between what the Common Core Learning Standards require and what their students know and are able to do.

GUIDING QUESTIONS:

- How does incorporating the literacy shifts into planning and practice support effective and highly effective practices described by the *Framework for Teaching* in social studies and science classrooms?
- How can we adjust lesson and unit planning documents to adequately address the students we teach?

MATERIALS:

- Danielson's *Framework for Teaching* Components 1b, 1c, 1e, and 1f
- Sample unit overviews and lesson plans (science and social studies)
- *Framework for Teaching* (FfT) Graphic organizer
- *Framework for Teaching* Graphic organizer samples (for facilitator reference)
- Literacy shifts graphic organizer (optional)
- [Literacy shifts document](#) (optional)
- highlighters

FACILITATION NOTES:

Note: Participants should read the 2013-2014 Citywide Instructional Expectations prior to engaging in this activity. For facilitation guidance on exploring the expectations, [see here](#). This activity is designed to either follow the "[Understanding the Literacy Shifts in Social Studies and Science](#)" activity or to be offered as its own activity. If the participants have already explored the literacy shifts in social studies and science, some steps can be skipped, as is noted in the facilitator guide notes below.

1. Introduction (5 minutes).

In this activity participants will:

- Explore how social studies and science teachers can deepen their work with the *Framework for Teaching* as they align their units and lessons to the Common Core Learning Standards.
- Analyze either a science or social studies unit component document and lesson plan for alignment to the *Framework for Teaching* (FfT) and CCLS shifts.

Our guiding questions are:

- How does incorporating the literacy shifts into planning and practice support effective and highly effective practices as described in the *Framework for Teaching* in social studies and science classrooms?
- How can we adjust lesson and unit planning documents to adequately address the students we teach?

2. Review Components 1b, 1c, 1e, and 1f of Domain 1 of the *Framework for Teaching*. (10 minutes).

Guide participants to read the overview page of Components 1b, 1c, 1e and 1f, then to read the language in the Effective column of the rubric in the top “descriptor” row for each component. Time permitting, participants can read the Highly Effective column for each component.

3. Unit Overview Analysis. (15 minutes)

Direct participants to read the unit overview (“Civil Rights Movement” for social studies or “Circulatory and Cardiovascular Systems” for Science). Ask participants to align evidence from the unit document to *FfT* components 1b, 1c, 1e, and 1f, underlining specific evidence in the unit overview that aligns to language in the descriptor rows of those components. Participants can also jot the evidence in the *FfT* graphic organizer.

Note: If participants have difficulty surfacing evidence aligned to the FfT, share examples from the Framework for Teaching Graphic Organizer samples in social studies and science.

Next, ask participants to examine the CCLS shifts document and highlight evidence of the shifts in the unit overview, noting the evidence in the Literacy shifts graphic organizer.

Note: if participants already engaged in the “Understanding the Literacy Shifts in Social Studies and Science” activity, they can either skip or briefly review this step. Refer to that activity for a sample completed literacy shifts graphic organizer.

4. Lesson Plan Analysis (15 minutes).

Lead participants into the next phase of analysis with the sample lesson plans. Ask participants to align evidence from the lesson plan document to the *FfT* components 1b, 1c, 1e, and 1f, underlining specific evidence in the lesson plan that aligns to language in the descriptor rows of those components. If it’s helpful, participants can take notes using the graphic organizer or by writing directly on the lesson plan (in the same way they would code low-inference notes taken during an observation).

Next, ask participants to examine the CCLS shifts document and highlight evidence of the shifts in the lesson plan, noting the evidence in the Literacy shifts graphic organizer.

Note: if participants already engaged in the “Understanding the Literacy Shifts in Social Studies and Science” activity, they can either skip or briefly review this step. Again, refer to that activity for a sample completed literacy shifts graphic organizer.

5. Table Discussion (10 Minutes)

- What overlap exists between the *FfT* and the CCLS shifts?
- What implications does this have for teachers when planning?

- If a teacher wanted to take this lesson plan and use it in his or her classroom, what would a teacher still need to consider in order to plan at Effective and Highly Effective levels? Which Domain 1 components would be most relevant?

Note: Starting with a strong resource is an effective practice (and one that is highlighted in 1d: Demonstrating Knowledge of Resources). At the same time, as 1b states, “Teachers don’t teach content in the abstract; they teach it to students. In order to ensure student learning, therefore, teachers must know not only their content and its related pedagogy but also the students to whom they wish to teach that content.” The CIE call for teachers to address the gap between what the Common Core Learning Standards require and what their students know and are able to do—that work requires the expertise that teachers bring of the content, pedagogy, and their students.

6. Closing & Resources (5 minutes).ⁱ

Ask participants to reflect and share one concrete next step they will take to deepen their work in Domain 1 of the *FfT* and the Common Core.

7. Possible Extension—Analyze Our Own Lesson Plans (30 Minutes).

Ask participants to bring a Common Core aligned lesson plan or unit document for which they would like to get peer feedback. Have participants work in pairs to go through step 4 above, discussing:

- What evidence from the lesson can be aligned to effective and highly effective practices in the *FfT*?
- Where is there evidence of alignment to the Common Core shifts?
- What adjustments could be made to demonstrate effective or highly effective practice in 1b, 1c, 1e and 1f?
- What adjustments might you make to strengthen the Common Core shifts in the lesson plan?

ⁱ If you plan to do the extension, make this the last step you take.