

**FEAP 5f.- Implements knowledge and skills learned in professional development in the teaching and learning process.**

| UNSATISFACTORY  | DEVELOPING  | ACCOMPLISHED   | EXCEPTIONAL   |
|---|---|--|---|
| <p>Teacher places notes from the conference she attended on the shelf by her desk.</p> <p>The teacher attends professional development training yet sticks to his/her standard form of instruction.</p> <p>Strategies used by the teacher are outdated.</p> <p>The teacher does not read or search for new innovations in instructional strategies.</p> | <p>The teacher asks students to face their shoulder partner and share their thoughts about, “How does this maincharacter compare to the once in yesterday’s story?” <b>(M)</b></p> <p>Teacher has notes from the conference she attended in her teaching bag to review over the weekend.</p> <p>The article on “Good Questioning Techniques” is on the teacher’s desk with highlighted sections throughout. <b>(M)</b></p> <p>After reading an article on various note-taking strategies, the teacher teaches the new note-taking strategy to the class. <b>(M)</b></p> | <p>The students are using Quiz-Quiz-Trade to study their vocabulary words. <b>(M)</b></p> <p>The teacher uses an idea she got from a book she ordered after hearing about it at a workshop she attended.</p> <p>The teacher uses a new ipad app she learned about on the free webinar she “attended.”</p> <p>After volunteering to go to the conference on Differentiating instruction, the teacher designs a tiered activity. <b>(D)</b></p> <p>Several Kagan strategies are referred to throughout her lesson plans for the upcoming unit. <b>(M)</b></p> <p>The lesson plan refers to Marzano’s book, page 23. <b>(M)</b></p> <p>After modeling the use of a new note-taking strategy the class, the teacher asks the students to use it during the critical-input experience of the lesson. <b>(M)</b></p> | <p>The students write their own questions for Quiz-Quiz-Trade. <b>(M)</b></p> <p>After modeling the use of a new note-taking strategy for the class, the teacher asks the students to take notes and compare them with their peers. <b>(M)</b></p> <p>The teacher is seen referring to her notes from a workshop she attended. <b>(D)</b></p> <p>The teacher is heard saying, “I read about this new game last night so we are going to play it today to review.” <b>(M)</b></p> <p>After volunteering to go to the conference on “Differentiating instruction,” the teacher designs a tiered activity and shares how it went with her peers at lunch. <b>(D)</b></p> |

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Where noted, examples based on:

“(D)” – Danielson C. (1996). *Enhancing professional practice: A framework for teaching*. Alexandria, Va: Association for Supervision and Curriculum Development.

“(M)” – Marzano, R. J. (2007). *The art and science of teaching: A comprehensive framework for effective instruction*. Alexandria, Va: Association for Supervision and Curriculum Development.

Resources:

[http://www.kaganonline.com/free\\_articles/research\\_and\\_rationale/330/The-Essential-5-A-Starting-Point-for-Kagan-Cooperative-Learning](http://www.kaganonline.com/free_articles/research_and_rationale/330/The-Essential-5-A-Starting-Point-for-Kagan-Cooperative-Learning)

[http://www.kaganonline.com/free\\_articles/research\\_and\\_rationale/312/Cooperative-Learning-Structures-Improve-Performance-and-Attitudes-of-High-School-Journalism-Students](http://www.kaganonline.com/free_articles/research_and_rationale/312/Cooperative-Learning-Structures-Improve-Performance-and-Attitudes-of-High-School-Journalism-Students)

<http://www.youtube.com/watch?v=9-nfYMmSB-s>

[http://www.academia.edu/838009/From Professional Development to the Classroom A Case Study of a 3rd Grade Teachers Implementation of the Learning Cycle](http://www.academia.edu/838009/From_Professional_Development_to_the_Classroom_A_Case_Study_of_a_3rd_Grade_Teachers_Implementation_of_the_Learning_Cycle)