Supplemental Guide

How to Use the Content Area Literacy Shift Kit

Illinois State Board of Education

2013

Supplementary Notes for How to Use the Illinois State Board of Education Content Area Literacy Shift Kit

This supplementary guide is to be utilized in conjunction with the Content Area Literacy Shift Kit designed by ISBE. The PowerPoint presentation was created to facilitate the process of explaining the components and uses of the kit.

As the shift kit is opened, the sections include: **Critical Direction, PowerPoints**, **Research,** and **Handouts**. Although it is encouraged to go through every item with a staff or individuals, the kits are designed for users to select sections that will best suit the needs of a school or district. This allows a professional developer, administrator, teacher leader, or teacher to differentiate their learning.

The **Content Area Literacy Shift Kit** is designed for each resource section to stand alone. However, using all the items in the resource sections provides a richer and deeper comprehension. Repetition of some ideas may appear.

A suggested starting point for all learners is to read the **Critical Direction** section which includes definitions and guidance from the International Reading Association.

Supplemental Guide on How to Use
The Content Area Literacy Shift Kit
Table of Contents

This guide serves as a supplement that could assist a presenter or leader as they are sharing items and resources from the Content Area Literacy Shift Kit provided by the Illinois State Board of Education. All notes and questions contained in this guide are also listed on the How to Use the Content Area Literacy Shift Kit PowerPoint.

1. Billings, L. (2012). Think like a seminar. *Educational Leadership, 70*(4), 68-72.

2. Boyd, F.B.*,* Sullivan, M.P.*,* Popp, J.S. *&* Hughes, M. (2012). Vocabulary Instruction in the Disciplines*. Journal of Adolescent & Adult Literacy, 56*(1)*,* 18–20*.*

3. Fisher, D. and Frey, N. (2012). Writing, not just in the English class. *Principal Leadership, 12*(7), 58-61. http://www.fisherandfrey.com/_admin/_filemanager/File/Writing.pdf

4. James R. Squire Office of Policy Research. (2011). Reading and writing across the curriculum: A policy research brief by the National Council of Teachers of English. *Council Chronicle*, *20*(3), 15-18. http://www.ncte.org/library/NCTEFiles/Resources/Journals/CC/0203-mar2011/CC0203Policy.pdf

5. Shanahan, T. & Shanahan, C. (2008). Teaching disciplinary literacy to adolescents: Rethinking content area literacy. *Harvard Educational Review, 78*(1), 40-59.

6. Wolsey, T.D., Lapp, D., Fisher, D., Students' and teachers' perceptions: An inquiry into academic writing. *Journal of Adolescent & Adult Literacy*, *55*(8), 714-724. http://www.fisherandfrey.com/_admin/_filemanager/File/Writing_Percept_JAAL.pdf

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Handouts, pg. 14

- Illinois State Board of Education Partnership for Assessment of Readiness for College and Career Model Content Framework Teaching Guides
    - 6-8 History/Social Studies/Science and Technical Subjects
    - 9-12 History/Social Studies/Science and Technical Subjects

- Planning text dependent questions—*A Critical Thinking Works Post,* September, 2012

- Chief Council of State School Officers Adolescent Literacy Toolkit
    - Mathematics
    - Science
    - Social Studies/History

- Oregon Literacy Plan pg. R17-R25, I22-26 and I42-54

Book Titles, pg.17

Next Steps, pg. 18
       Classroom teachers
       Administrators

Where to Begin

The range of familiarity and depth of understanding of each shift varies among educators.   The kits have been designed to provide a facilitator leading individual teachers or an entire staff through the concepts of the actual shift in instructional practice. The content of the kit is not designed to give a list of strategies to employ or a checklist of practices that state what has been taught. Rather, it is the goal of the kit to define the shift in thinking and practice so that the true spirit and intentions of the CCSS and the College and Career Readiness Standards are reflected in classroom instruction.

The facilitator might begin by answering the following questions:

1. Are you responsible for facilitating a small grade level team or a large group?

2. What is the group's level of understanding or familiarity with Common Core State Standards?

3. Will you focus on one particular shift or discussion point within a shift and how will you determine what the critical information is to highlight?

4. What will be your approach to addressing or working through all the shifts?

5. How will you measure the understanding of participants' growth in knowledge?

The kits are designed for informational purposes only and not as an evaluation tool.

Suggested Outcomes for Classroom Teachers and Goals for Facilitators

Below are some key statements that participants should have as measured goals after working with a facilitator and the Content Area Literacy Kit. Participants should have the following critical understandings of the kit defined and clearly outlined for a strong knowledge base of content area literacy. It will be up to the facilitator to decide which portion of the kit will best express these for their particular group.

These outcomes for teachers are placed here to help guide the facilitator's use of the shift kit and understanding of the key ideas that need to be translated to participants.

The goal for the facilitator is to have all participants agree with the following:

1. I understand there are literacy standards for content area subjects required by the Common Core State Standards and the College and Career Readiness Standards but these standards do not replace any content specific standards.

2. My knowledge of developing reading and writing strategies applicable to content area subjects has deepened as a result of these facilitated meetings.

3. I have expanded my understanding of Common Core tasks such as close reading and writing to sources that I can directly apply to content areas that I teach.

4. I understand content area literacy strategies and can apply them in my lesson/curriculum planning.

5.   I feel comfortable to begin implementing the knowledge gained from these facilitated meetings into my everyday planning.

Critical Direction

The International Reading Association provided documentation to address specific literacy issues related to the implementation of the Common Core State Standards. This document entitled "Literacy Implementation Guidance for English Language Arts" focuses on issues that have proven to be especially confusing or challenging to implement. These guidance statements represent a consensus of experts in the literacy field.

The intent is to support leaders and teachers as they implement the English Language Arts College and Career State Standards. The summary of recommendations from the article for each area is as follows:

Challenging Texts:

Do not increase levels of texts used in reading lessons in K and 1st grade.

Instruction across the school year needs to involve students in the reading of text written at a variety of levels.

Teachers need professional learning opportunities to be able to provide adequate scaffolding and support for student reading of complex texts in grades 2-12 and listening to complex texts in Kindergarten and 1st grade.

Foundational Skills:

Early systematic and explicit teaching of the foundations reading skills is required.

During the K-2 years, teaching of all aspects of English Language Arts should take place simultaneously and be coordinated.

Comprehension:

Engage students in reading high quality texts closely and critically.

Teach research proven reading comprehension strategies using gradual release of responsibility approaches.

Guide students to apply strategies when reading particularly challenging texts.

Vocabulary:

Study all strands of the standards for references to vocabulary development.

Plan for vocabulary development across the school day in all subjects.

Provide instruction in word solving strategies as well as teaching individual words.

Writing:

Provide opportunities for students to write in response to reading across the curriculum.

Provide research opportunities that involve reading both print and digital texts, and that require writing in response to reading.

Teachers will need professional development in teaching students how to write the types of texts required in the CCSS. This professional development should include teachers doing their own writing, as well as analyzing annotated student writing.

Disciplinary Literacy:

Involve content area teachers in teaching the disciplinary literacy standards.

Teach students the literacy strategies that are pertinent to each discipline.

Provide appropriate professional learning opportunities for teachers in the literacy practices appropriate for their disciplines.

Diverse Learners:

The CCSS require equal outcome for all students, but they do not require equal inputs. Vary the amounts and types of instruction provided to students to ensure high rates of success.

Monitor student learning and provide adjustments and supplements based on that information.

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PowerPoints

We next arrive at the PowerPoint section of the kit.

First listed are the Illinois State Board of Education PowerPoints for K-5 and 6-12.

The Illinois State Board of Education has developed a web page called the Professional Learning Series that houses several tools designed to assist with supporting professional development for the CCSS. Some of the presentations used in the shift kits are housed at the www.isbe.net website and are listed in the kit's table of contents. Included on the web page are facilitator guides and other supporting materials to accompany the PowerPoint presentations. To access these materials, click on the following link: http://www.isbe.net/common_core/pls/default.htm

Next listed is the Oregon Department of Education PowerPoint.

The Oregon PowerPoint can be accessed at http://www.ode.state.or.us/search/page/?id=3454 by selecting Informational Text, 6-12 Content Area Literacy Presentation. It consists of the Common Core Instruction for ELA and Literacy and is accompanied by a facilitator's guide. The facilitator's guide has suggested handouts which may be printed prior to sharing the PowerPoint with participants. The Oregon K-12 Teachers: Building Comprehension in the Common Core may also be of value as a document for reference to the presenter which can be accessed from the link above. A word of caution before printing; it is a lengthy document.

After viewing the Oregon Department of Education PowerPoint some discussion points might include:

1. Literacy standards in the content area do not replace content standards nor specify required texts. They reflect the need for students to be able to learn content by reading with little scaffolding or support. They also recognize that students must learn to read and write effectively in a variety of content areas. Discuss with a group or partners how this will affect your content area and ways that reading and writing may be supplemented in the content areas.

2. After sharing the NAEP suggested guidelines of 70% instructional time devoted to informational instruction across the day for 6-12 students, discuss how this will impact the curricula in the current content area that the teachers are currently working. Are there any formats that might need to be included such as formulas, charts, literacy nonfiction, or foundational US documents?

3. The PowerPoint addresses the two current areas of research termed content area literacy and disciplinary literacy. Discuss the differences and how the approaches might support current practices in the classroom. What literacy practices might be able to support either approach? What practices and elements are a new emphasis or represent a higher level of rigor?

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PowerPoints (cont.)

Next listed is Timothy Shanahan's PowerPoint

Some discussion points for Timothy Shanahan's PowerPoint might include but are not limited to:

1. After viewing the differences in remedial reading, content area readings, and disciplinary reading, ask teachers who are currently in a content area specific instructional classroom which of the three instructional approaches/responses seem to have the largest gains for students. At the end of the PowerPoint, compare answers again.

2. Discuss the different comparison charts of content literacy and disciplinary literacy. When would each approach be best utilized? Which approach is best utilized in your specific classroom and under what conditions? Is a mix of both approaches better utilized? Make sure teachers are considering the tasks they are anticipating their students will meet with regards to the standards.

3. How will either approach connect to the standards in practice?

Cynthia Shanahan's PowerPoint

After viewing Cynthia Shanahan's PowerPoint, some discussion points that might be considered are:

1. After reading different formats of texts in math, science and history, discuss the differences in reading in these disciplines such as in vocabulary, comprehension, writing and fluency.

2. After viewing the different history strategies that are suggested, have any of these ever been employed in your classroom? What was the outcome? Contrast the differences between sourcing, contextualization, and corroboration. How can these be embedded into your current practices? How do they align with the CCSS?

3. Given all the strategies shared in the PowerPoint, which one might you be willing to implement and with which CCSS?

Research

Listed next are the articles in the Research section of the kit. The titles of the articles are listed in the PowerPoint with a culminating question underneath. This question should be answered at length after reading each article. What follows are other questions that might be utilized in large or small group discussions or as reflective independent study questions.

1st Article: Billings, L. and Roberts, T. (2012) Think like a seminar. *Educational Leadership*, *70*(4), 68-72.
Key Question: What is noted about this type of seminar and how it connects to the CCSS?

Although this article does not speak directly to content area literacy, it speaks to an approach that is utilized in content area classrooms and has been proven to foster deep comprehension and more engaged learning by middle school and high school students. It has been included here to have teachers consider the approach as they are working with content area literacy.

Other ideas or questions that might be considered for a more complete discussion are as follows:

1. How can classroom discussions that tie to the CCSS assist students in comprehension?
2. What is noted about this type of seminar that could elicit the most beneficial responses from students?
3. How could this approach be utilized in a content area such as math or science? What kinds of topics of discussion could be thoughtfully planned for your content area? Brainstorm a few topics with partners and choose one to investigate in this type of structural seminar.
4. Consider looking into the Literacy Design Collaborative. The website is listed in the Table of Contents of the Content Area Literacy Shift Kit. There are modules and exemplars already planned that are available for free download.

2nd Article: Boyd, F.B., Sullivan, M.P., Popp, J.S. & Hughes, M. (2012). Vocabulary instruction in the disciplines. *Journal of Adolescent & Adult Literacy, 56*(1), 18–20.
Key Question: What vocabulary strategies do you currently employ and how do they align with CCSS?

This article provides examples of various approaches to vocabulary instruction. Other questions that might be considered for a more complete discussion are as follows:

1. What strategies do you currently employ for teaching vocabulary and how do they align with CCSS?
2. What unique features of your content are mandatory for a student to understand? How could engagement be created through literacy practices discussed in the article?

Research (cont.)

3. Is there other professional development that is necessary in this area and if so, how can that be identified? For example, are there supports within district from reading specialists or a resource room that houses research based strategies? How could you assist in organizing a study group for vocabulary development that aligns with CCSS and your content area?

3ʳᵈ Article: Fisher, D. and Frey, N. (2012). Writing, not just in the English class. *Principal Leadership, 12*(7), 58-61. http://www.fisherandfrey.com/_admin/_filemanager/File/Writing.pdf
Key Question: What new strategy are you willing to try and how will it align with CCSS?

This article describes many strategies that can be employed in content area classrooms. Have participants discuss which strategy might be easy to employ in the classroom and how it will align to CCSS?

1. Look at other standards and how one strategy might cover several standards. How could the strategy be modified to cover several standards?
2. Have teachers brainstorm how the strategies meet the standards in their different content areas. They may need copies of their particular grade level standards.

4ᵗʰ Article: James R. Squire Office of Policy Research. (2011). Reading and writing across the curriculum: A policy research brief by the National Council of Teachers of English. *Council Chronicle, 20*(3), 15-18. http://www.ncte.org/library/NCTEFiles/Resources/Journals/CC/0203-mar2011/CC0203Policy.pdf
Key Question: How can content area teachers (K-12) address RAWAC and what are the benefits?

This article describes recommendations for addressing RAWAC.

After reading the article in this section, have a discussion with a group about the key question and to have a deeper comprehension of the article, consider the following questions:

1. After reading the status quo section, how would your current setting compare to the statistics that are shared in the article?
2. After reading the benefits of RAWAC section, brainstorm with fellow teachers what some key strategies might be that could assist in teaching reading and writing across the curriculum. Of those brainstormed, identify those that would be critical in particular disciplines.
3. How can your teacher leaders/administration/coworkers foster professional development for RAWAC? For example, is there a list of reading and writing strategies that are defined within your district that teachers have access to that could be used by content area teachers? If not, how could a list be developed?
4. The term scaffolding and differentiation are often used loosely. Can the entire staff define it and implement both? How are staff members at different levels of implementation supported?

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Research (cont.)

5th Article: Shanahan, T. & Shanahan, C. (2008). Teaching disciplinary literacy to adolescents: Rethinking content area literacy. *Harvard Educational Review, 78*(1), 40-59.
Key Question: How do disciplines differ in their instructional literacy expectations?

Some other thoughtful questions that may be considered to discuss with participants in a small or large group setting would be the following:

1. Does the vaccination conception or the 8th grade stagnation appear to hold true in your setting?
2. How can teachers develop early literacy skills into more complex skills over time?
3. Consider where most of your students are on the continuum of literacy development. What can a school/district do to move them further along the continuum?
4. Reflect on Table 1 and the types of reading support in your setting. What school- wide professional development is in place to address best literacy practices for disciplinary instruction?   What could be started? For example: Is there a lesson database of strategies or a wiki?
5. Mull over the three disciplines presented (history, chemistry and math). After reading the lessons learned after the first year section, what literacy skills are specific to each discipline that could be taught prior to the start of each school year or might need to be more of a focus for elementary teachers?
6. Visit the carnegie.org website. Search for strategies that may be incorporated into their discipline. At the time of this printing, free for download from the Carnegie site is:
   - Reading Next http://carnegie.org/fileadmin/Media/Publications/PDF/ReadingNext.pdf
   - Reading in the Disciplines: The Challenges of Adolescent Literacy
        http://carnegie.org/fileadmin/Media/Publications/PDF/tta_Lee.pdf
   - Writing Next   http://carnegie.org/fileadmin/Media/Publications/PDF/writingnext.pdf

Research (cont.)

6th Article: Wolsey, T.D., Lapp, D., Fisher, D., Students' and teachers' perceptions: An inquiry into academic writing. *Journal of Adolescent & Adult Literacy, 55*(8), 714-724.
http://www.fisherandfrey.com/_admin/_filemanager/File/Writing_Percept_JAAL.pdf
Key Question: Define academic writing. Do you employ it in content areas of instruction?

Other questions to consider are the following:

1. Do your academic writing perceptions differ from your students? What background knowledge is lacking for students and how can this gap be closed?
2. The researchers' findings stated that earlier experiences for adolescent writers could serve as a bridge for academic writing proficiency. From the article, what other experiences were given to students that further built those bridges? Are there ways that you are also building those bridges in your content areas? Share some ideas within the group. Discuss how a collaborative approach or a bank of strategies might be compiled and used by everyone.
3. Discuss the Take Action Phase as a group. How can you collaboratively work as a team to so that ultimately the students gain greater facility in writing and comprehension flexibility in all content areas?

Handouts

The next section is Handouts.

Handout #1 is the Illinois State Board of Education PARCC Content Model Framework Teaching Guides designed for 6-12 History/Social Studies/Science and Technical Subjects.
http://www.isbe.net/common_core/pls/level2/html/ela-mcf-guides.htm

The Model Content Frameworks are designed with the following purposes in mind:
1. Supporting implementation of the Common Core State Standards, and
2. Informing the development of item specifications and blueprints for the **PARCC assessments** in grades 3–8 and high school.

The Teachers' Guides were developed from these Frameworks which are voluntary resources offered by PARCC to help curriculum developers and teachers as they work to implement the Standards in their states and districts. The Model Content Frameworks offer one way of organizing the Standards — in this instance into quarterly modules. Equally successful models could be based around semesters, trimesters or other school schedules. Model Content Frameworks allow educators the flexibility to order the modules and the content within the modules.

Allow participants to view their grade level guide and discuss how the suggested layout of the year aligns with the current curriculum**.**

Handout #2: Planning Text Dependent Questions is retrieved from: www.criticalthinkingworks.com or http://criticalthinkingworks.com/?p=635#more-635 .

Text dependent questions are at the heart of the close reading strategy which was the topic of an article in the previous section and central to the CCSS. These types of questions allow the reader to analyze the text structure or theme, the meaning of the author's craft and vocabulary. The questions can only be answered by having read the text and supported by evidence from the text. This handout provides teachers with a description of text dependent questions and examples as well as how to create text dependent questions.

Although the following is not included in the handout, this is provided here for the presenter only to share as a guide for planning text dependent questions if he/she chooses to participate in the suggested culminating activity that follows.

Discuss the following: The suggested steps for creating text dependent questions are located in the How to Use the Content Area Literacy Shift Kit PowerPoint.

While there is no set process for generating a complete and coherent body of text dependent questions for a text, the following process is a good guide that can serve to generate a core series of questions for close reading of any given text.
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Handouts (cont.)

1. As in any good reverse engineering or "backwards design" process, teachers should start by **identifying the key insights they want students to understand from the text—keeping one eye on the major points** being made is crucial for fashioning an overarching set of successful questions and critical for creating an appropriate culminating assignment.
2. The **opening questions should** be ones that **help** orientate **students** to the text and be sufficiently specific enough for them to answer so that they **gain confidence** to tackle more difficult questions later on.
3. **Locate key text structures and the most powerful academic words** in the text that are **connected to the key ideas and understandings**, and craft questions that illuminate these connections.
4. Find the sections of the text that will present the greatest difficulty and **craft questions that support** students in mastering these sections (these could be sections with **difficult syntax, particularly dense information,** and tricky transitions or places that offer a variety of possible inferences).
5. The **sequence of questions** should not be random but **should build toward more coherent understanding** and analysis to ensure that students learn to stay focused on the text to bring them to a gradual understanding of its meaning.
6. **Take stock of what standards are being addressed** in the series of questions and decide if any other standards are suited to being a focus for this text (forming additional questions that exercise those standards).
7. **Develop a culminating activity** around the key ideas or understandings identified earlier **that reflects** (a) **mastery of** one or more of the **standards**, (b) **involves writing**, and (c) is **structured to be completed by students independently.**

After reading the selection, the participants might discuss what changes they could make in their questioning techniques in order to develop text dependent questions.

Text dependent questions should be designed in a coherent sequence so as to gain deeper comprehension. Consider a taxonomy such as Bloom or Webb's Depth of Knowledge. How can questions be created for a text that might include these research based comprehensive ideas but still maintain text dependency?

Allow participants to analyze their own textbooks and find examples of non-text dependent questions. Revise the questions to make them text dependent.

Handouts (cont.)

Handout #3: Nonfiction CCSSO Adolescent Literacy Tool Kit: Math, Science, Social Studies/History
Retrieved from: http://programs.ccsso.org/projects/adolescent_literacy_toolkit

Key Question: What are the best strategies to use in my content area and how will they connect to the CCSS Standards?

This resource provides solid answers that address questions which history, math or science teachers may have regarding reading and writing in the content areas. In addition, it provides sample lessons for history, math and science.

This handout helps teachers answer these questions:
1. Why should I focus on reading and writing in my classroom?
2. How often should I present literacy strategies?
3. What are the best strategies to use in my content area? How will those strategies connect to the standards and the shift of Content Area Literacy?

Handout #4 Oregon Literacy Framework Subsection: Informational Text 6-12
Retrieved from:
http://www.ode.state.or.us/teachlearn/subjects/elarts/reading/literacy/have-you-ever.pdf
pgs.R17-R25 and pgs. I22-26, 42-54 (link within document)

Key Question: What are examples of literacy strategies that can be addressed in the various content areas?

This resource provides answers that address questions which history, math or science teachers may have regarding reading and writing in the content areas. In addition, it provides sample lessons for history, math and science. **R** indicates the section for Reading and **I** indicates the section for Instruction.

Possible areas of discussion points for participants may be as follows:
1. How does content area reading compare and contrast to disciplinary reading?
2. What are some examples of how reading and writing can be addressed in the various content areas?
3. What literacy strategies are you already employing in your content area? Which one(s) might you be willing to investigate and try to employ in the classroom?

Book Titles

Recommended readings to support this shift are the following:

- Allen, J. (2008). *More tools for teaching content area literacy.* New York, NY: Stenhouse Publishers.

- Buehl, D. (2011). *Developing readers in the academic disciplines.* Newark, DE: International Reading Association.

- Daniels, H. and Steineke, N. (2011). *Texts and lessons for content-area reading.* Portsmouth, NH: Heinemann.

- Fisher, D., Frey, N., Alfaro, C. (2013). *The path to get there: A common core roadmap for higher student achievement across disciplines.* New York, NY: Teacher College Press and Newark, DE: International Reading Association.

Suggested uses for the selected books are:

- Begin a book study with a group.

- Start an independent study and become a teacher leader on a topic.

- Some books have study guides or podcasts from the authors available from the publishers—check out their websites!

- Share your knowledge—start a wiki, a newsletter or blog in your district.

Next Steps

Classroom Teacher Next Steps:

How will an educator know they are effectively implementing the shift of content area literacy to ensure instruction is reflective of the CCSS? What are some ideas that would assist an educator with the strategies presented in content area literacy?

As teachers begin to transition the practice of content area literacy into the classroom, resources, collaborative conversations and unit planning will naturally evolve. Some of the statements below will help guide classroom practitioner's thinking for the beginning stages of content area literacy implementation.

The statements below may also serve as a guide for administrators to assist teachers with implementation or with further professional development.

• I/We as a grade level team are setting consistent time aside to have collaborative discussions regarding ELA CCSS implementation.

• I/We as a grade level team have determined skills necessary to implement close reading. Resources are being gathered to create lesson plans.

• I/We have begun collecting a toolbox of resources of increased informational texts and poetry as emphasized by the ELA CCSS. Units and lessons are being created with close reading being utilized.

• I/We have begun collecting or designing a toolbox of formative assessments to monitor student understanding of a variety of texts. Such formative assessments may include: simulations, Reader's Theater, learning logs, exit slips, manipulatives, tasks, etc.

• I/We understand the key areas of focus relating to close reading and writing lessons that engage students in the process and strategy.

• Students understand the term close reading and the process of multiple reads.

• Students are engaged in close reading in guided practice.

Administrator Next Steps:

At the beginning stages of implementation, it is highly recommended to provide ample professional development opportunities for teachers to become effectively trained and knowledgeable in the use of each of the shifts prior to evaluating their skill level.

Although the kits are for informational purpose only, the actual instructional shifts and teaching strategies learned will affect the practices seen on a day to day basis in the classroom for many practitioners. Logically, evaluation tools can begin to align with the practices and strategies as well. Since Illinois has adopted the Danielson Framework for Teaching Evaluation Instrument by

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Charlotte Danielson, certain framework statements begin to make connections to some of the shifts in practice.

When working with the beginning implementation stages of Academic Vocabulary Instruction, the statements above can be connected with some of the Danielson Framework statements. These are only given as suggested connections to the shift itself and not as guidelines for evaluative statements for teachers.

As administrators and teachers continue with the implementation of the Common Core State Standards, the Illinois State Board of Education is committed to continue supporting efforts through professional development tools and resources that can be found on the Professional Learning Series located at www.isbe.net . For comments or questions, please contact plscomments@gmail.com .

Danielson Connection to this Shift Kit

Targeted Domain →	**Domain 1: Planning and Preparation** 1a Demonstrating Knowledge of Content and Pedagogy 1b Demonstrating Knowledge of Students 1c Setting Instructional Outcomes 1d Demonstrating Knowledge of Resources 1e Designing Coherent Instruction 1f Designing Student Assessments	**Domain 2: Classroom Environment** 2a Creating an Environment of Respect and Rapport 2b Establishing a Culture for Learning 2c Managing Classroom Procedures 2d Managing Student Behavior 2e Organizing Physical Space
	Domain 4: Professional Responsibilities 4a Reflecting on Teaching 4b Maintaining Accurate Records 4c Communicating with Families 4d Participating in a Professional Community 4e Growing and Developing Professionally 4f Showing Professionalism	**Domain 3: Instruction** 3a Communicating with Students 3b Using Questioning and Discussion Techniques 3c Engaging Students in Learning 3d Using Assessment in Instruction 3e Demonstrating Flexibility and Responsiveness

Source: The Danielson Group at www.danielsongroup.org