Supplemental Guide

How to Use the Narrative Writing Shift Kit

Illinois State Board of Education

2013

Supplementary Notes for How to Use the Illinois State Board of Education Narrative Writing Shift Kit

This supplementary guide is to be utilized in conjunction with the Narrative Writing 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 Articles,** 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 **Narrative Writing 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 Narrative Writing 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 Narrative Writing 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 Narrative Writing Shift Kit PowerPoint.

1. Bogard, J. M., & McMackin, M.C. (2012). Combining traditional and new literacies in a 21st century writing workshop. *The Reading Teacher, 65*(5), 313-323.

2. Cummins, S., & Quiroa, R. E. (2012). Teaching writing expository responses to narrative texts. *The Reading Teacher, 66*(6), 381-386.

3. Dalton, B. (2012). Multimodal composition and the Common Core State Standards. *The Reading Teacher, 66*(4), 333-339.

4. Kesler, T. (2012). Writing with voice. *The Reading Teacher, 66* (1), 25-29.

5. Ruday, S. (2013). Five recommendations for teaching common core grammar to elementary students. [White Paper] Larchmont, NY: Eye on Education. Retrieved from: http://media.routledgeweb.com/eoe/whitepapers/ruday_wp_v4_final.pdf

6. Zumbrunn, S., & Keegan, K. (2012). Conversations with leaders: Principles of effective writing instruction. *The Reading Teacher, 65*(5), 346-353.

Handouts, pg. 12

- Student Achievement Partners (SAP) Narrative Writing Samples
  Retrieved from www.achievethecore.org

- PARCC Rubrics Retrieved from www.parcconline.org
- Graphic Organizers for Summarizing

- ASCD's Literacy Design Collaborative: Sample Unit-Kate Chopin
  www.literacydesigncollaborative.org

- Dr. Deb Wahlstrom's Text Structure Content Cards
  Retrieved from: http://datadeb.files.wordpress.com/2012/02/001_text_structures-deb-wahsltrom.pdf

- Boston Public Schools Text Structure Instructional Guide
  Retrieved from:
  http://bpscurriculumandinstruction.weebly.com/uploads/1/0/1/3/10131776/writing_genres_overview_.pdf

- Handout #7: Boston Public Schools Mentor Texts for Writing Types
  Retrieved from:
  http://bpscurriculumandinstruction.weebly.com/uploads/1/0/1/3/10131776/mentor_texts.pdf

- Engage NY Research Based Narrative Writing Sample Grade 3
  Retrieved from:
  http://www.engageny.org/sites/default/files/resource/attachments/3m2a.3.pdf

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> **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 CCSS?

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 Narrative Writing Kit. Participants should have the following critical understandings of the kit defined and clearly outlined for a strong knowledge base of narrative writing development. 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 to agree with the following:

1. I have increased my knowledge and understanding of narrative writing and the CCSS standards.

2. I understand the different text structures and purposes that narrative writing may require such as those described in the Partnership for Assessment of Readiness of College and Careers Assessment (PARCC).

3. My knowledge and understanding of how to engage students in writing activities designed to connect with other literacy and curricular areas has been extended.

4. I have been exposed to additional resources for narrative writing strategies available through ISBE and a variety of other states and websites.

5. I fully understand the connection of narrative writing standards as they align with the PARCC model of assessments and the CCSS.

6. I feel comfortable implementing the knowledge gained from the Narrative Writing Shift Kit 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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Critical Direction (cont.)

Next in the Critical Direction tab is Appendix A of the Common Core State Standards pgs. 23-25.

The definitions of writing types and critical direction of how to employ the narrative writing standards into classroom practice can be found on pages 23-25 of Appendix A of the Common Core State Standards located at www.corestandards.org .

The standards state the following about the three text types:

Arguments:
"Arguments are used for many purposes—to change the reader's point of view, to bring about some action on the reader's part, or to ask the reader to accept the writer's explanation or evaluation of a concept, issue, or problem."

"An argument is a reasoned, logical way of demonstrating that the writer's position, belief, or conclusion is valid."

Informational/Explanatory
"Informational/explanatory writing conveys information accurately. This kind of writing serves one or more closely related purposes: to increase readers' knowledge of a subject, to help readers better understand a procedure or process, or to provide readers with an enhanced comprehension of a concept. Informational/explanatory writing addresses matters such as types (What are the different types of poetry?) and components (What are the parts of a motor?); size, function, or behavior (How big is the United States? What is an X-ray used for? How do penguins find food?); how things work (How does the legislative branch of government function?); and why things happen (Why do some authors blend genres?). To produce this kind of writing, students draw from what they already know and from primary and secondary sources. With practice, students become better able to develop a controlling idea and a coherent focus on a topic and more skilled at selecting and incorporating relevant examples, facts, and details into their writing. They are also able to use a variety of techniques to convey information, such as naming, defining, describing, or differentiating different types or parts; comparing or contrasting ideas or concepts; and citing an anecdote or a scenario to illustrate a point. Informational/explanatory writing includes a wide array of genres, including academic genres such as literary analyses, scientific and historical reports, summaries, and précis writing as well as forms of workplace and functional writing such as instructions, manuals, memos, reports, applications, and résumés. As students advance through the grades, they expand their repertoire of informational/explanatory genres and use them effectively in a variety of disciplines and domains."

Narrative:
"Narrative writing conveys experience, either real or imaginary, and uses time as its deep structure. It can be used for many purposes, such as to inform, instruct, persuade, or entertain. In English language arts, students produce narratives that take the form of creative fictional stories, memoirs, anecdotes, and autobiographies. Over time, they learn to provide visual details of scenes, objects, or people; to depict specific actions (for example, movements, gestures, postures, and expressions); to use dialogue and interior monologue that provide insight into the narrator's and characters' personalities and motives; and to manipulate pace to highlight the significance of events and create tension and suspense. In history/social studies, students write narrative accounts about individuals. They also construct event models of what happened, selecting from their sources only the most relevant information. In science,

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students write narrative descriptions of the step-by-step procedures they follow in their investigations so that others can replicate their procedures and (perhaps) reach the same results. With practice, students expand their repertoire and control of different narrative strategies."

Argument vs. Persuasion
"When writing to persuade, writers employ a variety of persuasive strategies. One common strategy is an appeal to the credibility, character, or authority of the writer (or speaker). When writers establish that they are knowledgeable and trustworthy, audiences are more likely to believe what they say. Another is an appeal to the audience's self-interest, sense of identity, or emotions, any of which can sway an audience. A logical argument, on the other hand, convinces the audience because of the perceived merit and reasonableness of the claims and proofs offered rather
than either the emotions the writing evokes in the audience or the character or credentials of the writer. The Standards place special emphasis on writing logical arguments as a particularly important form of college- and career-ready writing. The unique importance of argument in college and careers is asserted eloquently by Joseph M. Williams and Lawrence McEnerney (n.d.) of the University of Chicago Writing Program. As part of their attempt to explain to new college students the major differences between good high school and college writing, Williams and McEnerney define argument not as "wrangling" but as "a serious and focused conversation among people who are intensely interested in getting to the bottom of things cooperatively."

The following reflections and questions can be used for further discussion if the entire document is read.

1. Participants should identify how argument writing changes when it is utilized in across content areas.
2. Argument writing and informational/explanatory writing both require students to share facts and information. How are they different?
3. Identify the differences in argument writing and persuasive writing. How will those differences change writing procedures and permeate through the other subject areas?

PowerPoints

We next arrive at the PowerPoint section of the kit.

First listed is the Illinois State Board of Education PowerPoint.

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 facilitators' 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

After viewing the ISBE PowerPoint for K-5, consider the following questions and reflective statements:

1. What are the differences between routine writing and long term writing projects? How can teachers implement each in their classrooms?
2. What are the key considerations when implementing writing in the classroom?
3. Distinguish between the three types of writing that PARCC will assess and their differences.
4. Identify narrative descriptive writing and its elements.

After viewing the 6-12 PowerPoint, consider the following questions and reflective statement:

1. What are the Anchor Standards for 6-12 writing?
2. What are the three key considerations when implementing writing in the 6-12 classroom?
3. Discuss the narrative elements and how they will correlate to the PARCC rubric.

Next are the Facilitator's Guide and presentation materials from Rhode Island.

The Rhode Island Department of Education website is located at
http://www.ride.ri.gov/InstructionAssessment/Literacy/CommonCoreStateStandardsforELALiteracy.aspx
Scroll to Educators tab and then select: the *Writing an Argument Module* and *Introduction*. The materials in the drop down menu will match those in the kit.

There are reflection activities the presenter can have participants engage in throughout the presentation.

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Research

Articles contained in this section are available for download or for purchase by contacting the journal cited and following copyright protocol set forth by the journal publication. In the case that a link is provided, a onetime personal educational use copy may be made as long as the use aligns with the journal publication's copyright laws or the creator's copyright requests. In no way are any of the articles listed here to be used for profit, sold, or copied in quantities.

Listed next are the titles of articles in the Research section of the kit. The articles are listed 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 small group discussions or as reflective independent study questions.

1st Article: Bogard, J. M., & McMackin, M.C. (2012). Combining traditional and new literacies in a 21st century writing workshop. *The Reading Teacher, 65*(5), 313-323.
Key Question: How can we integrate technology into the stages of the writing process to enhance digital stories created by elementary students?

After reading the first article in this section, have a discussion with a small group centered around close reading as a practice.

Some other questions/reflections to accompany this article that might be considered for discussion in a small or large group follow:

1. Define the different modalities that are utilized in your school and discuss what practices could be investigated or implemented to enhance writing instruction.
2. Answer the Pause and Ponder questions located on the second page of the article.
3. How could the process outlined in the article be replicated in your classroom if you do not have the same technology?
4. Would the process also work for any writing types other than the narrative? How would that come to fruition in the classroom?

2nd Article: Cummins, S., & Quiroa, R. E. (2012). Teaching writing expository responses to narrative texts. *The Reading Teacher, 66*(6), 381-386.
Key Question: What are the core differences between expository and narrative styles? Reading text structures?

Some other questions/reflections to accompany this article that might be considered for discussion in a small or large group follow:

1. What are the structural elements to a narrative text? What are the structural elements to an expository text? What are the differences in preparing a written response compared to a narrative summary?
2. Define an interactive literary discussion and inquiry listening.
3. How might a teacher scaffold instruction for writing to engage students in deeper level thinking?

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Research (cont.)

3rd Article: Dalton, B. (2012). Multimodal composition and the Common Core State Standards. *The Reading Teacher, 66*(4), 333-339.
Key Question: What digital literacy examples could be employed in your classroom to meet the CCSS?

Other questions that participants may consider for reflection are the following:

1. What does it mean to be digitally literate as it relates to the CCSS?
2. In what ways can students become multimodal composers? How are some of these tools being employed in your classroom?
3. After studying Mishra and Koehler's Framework for Integrating Technology, Pedagogy and Content Knowledge, how can media and technology be integrated in a way that matters to students? Discuss where you are now and decide on one or more of the strategies to employ from the article.

4th Article: Kesler, T. (2012). Writing with voice. *The Reading Teacher, 66* (1), 25-29.
Key Question: How might we enable our student to have many opportunities to write for real occasions, purposes, and audiences using diverse forms and genres?

Other questions/reflections that the facilitator may consider posing to the group reading the article are the following:

1. Answer the Pause and Ponder questions for this article.
2. What types of guiding questions will assist your students with writing in dialogic overtones?

5th Article: Ruday, S. (2013). Five recommendations for teaching common core grammar to elementary students. [White Paper] Larchmont, NY: Eye on Education. Retrieved from: http://media.routledgeweb.com/eoe/whitepapers/ruday_wp_v4_final.pdf
Key Question: What are some examples of literary models we can show students that exemplify the CCSS grammar standards?

6th Article: Zumbrunn, S., & Keegan, K. (2012). Conversations with leaders: Principles of effective writing instruction. *The Reading Teacher, 65*(5), 346-353.
Key Question: Which of the principles of effective writing instruction are a focus in your teaching practice? Which principle is the most difficult to accomplish in your practice and why?

Other questions/reflections to ponder with group members or individuals are the following:

1. What are the principles of effective writing instruction?
2. What principle is the most difficult to employ in daily practice? What barriers or obstacles make it difficult to accomplish this practice?

Handouts

The next section is Handouts.

Handout #1 Student Achievement Partners (SAP) Narrative Writing Samples
Retrieved from www.achievethecore.org
>   Select:
>   1.   ELA Literacy Tab
>   2.   Scroll to Student Writing Samples
>   3.   Scroll to In Common: Effective Writing for All Students
>   4.   Scroll to Getting Started with In Common and the In Common User Guide
>   5.   Scroll to Narrative Writing Collection
>   6.   Select View Details
>   7.   Select document to view at the appropriate grade level

CAUTION: 1st document is a culmination of 179 pgs. of all documents but documents may be broken into smaller grade level sections.

Handout #2: PARCC Rubrics: www.parcconline.org
The PARCC Rubrics can be found at www.parcconline.org. Teachers can access these tools by selecting the tab "For Educators", selecting the item from the list entitled "Sample Item and Task Prototypes" and then scrolling on the left to the bottom and selecting the rubric that matches the grade level appropriate for their instruction. These items are also located in the Narrative Writing Shift Kit in the Handouts section.

Key considerations to discuss with an individual or group regarding this resource are:
1. What are some uses that could be employed with these draft rubrics?
2. When comparing the rubrics to some of the literacy activities designed by PARCC, how do the rubrics reflect the standards that will be assessed?
3. Using some of the writing samples from Appendix C of the standards, compare the work of students to the rubric samples. Where would the work of the student fall on the rubric? Have a discussion regarding the work and support the analysis with evidence.

Handout #3: Graphic Organizers
The focus of the graphic organizers included in the Narrative Shift Kit is to assist students with completing a quality summary. An article that suggests simple ways to complete this task along with two other graphic organizers based around transitions or signal words complete this section of handouts.

Handout #4: Literacy Design Collaborative: www.literacydesigncollaborative.org
The Literacy Design Collaborative is a loosely affiliated group of teachers and other partners who are building out a template-based approach to the literacy demands of college and the workplace, as defined by the Common Core State Standards.

Through the study of one author, Kate Chopin, students will explore the ways in which authors use characters to shape themes for larger social and political commentary. Additionally, students will relate other literary elements and movements to Chopin's work including setting, dialect, literary realism, and literary criticism. The unit was developed by Kimba Rael, Gayle Jones Westerberg, Tara Henderson, Curtis Garcia, Annette Chavez, Maia Goodman, and Mary Rubadeau**.**

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For Kate Chopin study by LDC, select sample curricula tab and then English Language Arts. Scroll to the Author Study: Kate Chopin and select download.

Handout #5: Dr. Deb Wahlstrom's Text Structure Content Cards
Retrieved from: http://datadeb.files.wordpress.com/2012/02/001_text_structures-deb-wahsltrom.pdf

The packet contained at the website includes a set of content cards for common text structures including compare and contrast, cause and effect, problem and solution, sequence/order, and description. These are the basic text structures laid out in the Common Core State Standards and reflect the key structures students should be able to interpret and critically apply with in different types of writing.

Handout #6: Boston Public Schools Text Structure Instructional Guide
Retrieved from:
http://bpscurriculumandinstruction.weebly.com/uploads/1/0/1/3/10131776/writing_genres_overview_.pdf

Handout #7: Boston Public Schools Mentor Texts for Writing Types
Retrieved from:
http://bpscurriculumandinstruction.weebly.com/uploads/1/0/1/3/10131776/mentor_texts.pdf

Both handouts from the Boston Public Schools allow teachers to plan for genre instruction in writing using the template guide provided and the suggested mentor texts for the grade levels.

Handout #8: Engage NY Research Based Narrative Writing Sample Grade 3
Retrieved from: http://www.engageny.org/sites/default/files/resource/attachments/3m2a.3.pdf

This is an extensive two and half week unit regarding the study of frogs. No matter the grade level, teachers should consider the format and alignment of assessment activities as they pertain to the CCSS. All literacy strategies and writing activities are systematically structured to the CCSS along with the types of texts selected. Using the structure of the unit as a model, it would be a consideration to follow and possibly create a unit with participants.

Book Titles

Recommended readings to support the kit are the following:

- Culham, R. (2005). *6+1 Traits of writing: The complete guide for the primary grades.* New York, NY: Scholastic.

- Culham, R., & Coutu, R. (2008). *Using picture books to teach writing with the traits K-2: An annotated bibliography of more than 150 mentor texts with teacher tested lessons*. New York, NY: Scholastic.

- Hillocks, Jr., G. (2007). *Narrative writing: Learning a new model for teaching.* Portsmouth, NJ: Heinemann.

- Jameson-Rog, L. (2007). *Marvelous mini-lessons for teaching intermediate writing: Grades 4-6.* 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 narrative writing instruction to ensure teaching is reflective of the CCSS? What are some ideas that would assist an educator with the strategies presented in narrative writing?

As teachers begin to transition to the practices of narrative writing instruction to the classroom, resources, collaborative conversations and unit planning will naturally evolve. Some of the statements below will help guide classroom practitioners' thinking for the beginning stages of narrative writing instruction implementation.

The statements 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 consistently setting time aside to have collaborative discussions regarding ELA CCSS narrative writing implementation.

- I/We as a grade level team have determined skills necessary for students to write in a variety of contexts as per CCSS guidelines.

- I/We as a grade level team have begun collecting a toolbox of resources of instructional strategies to assist students with writing that uses text evidence.

- I/We as a grade level team have begun collecting a toolbox of formative assessments to monitor students' understanding and growth of narrative writing.

- I understand the CCSS narrative writing standard and can write engaging lessons using the standard while building on students' level of readiness.

- I understand the different text structures and purposes that narrative writing may require such as those described in PARCC.

- Students understand what it means to write for different purposes using narrative text elements and textual evidence.

- Students are engaged in the writing process as they write narratives using textual evidence and different text structures with teacher support.

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. 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 Charlotte Danielson, Illinois practitioners should notice that certain framework statements begin to make connections to some of the shifts in practice.

When working with the beginning implementation stages of narrative writing 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 CCSS, 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

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

Targeted Domain

Source: The Danielson Group at www.danielsongroup.org