Module Five: Instruction (65 minutes)

Module at a Glance
This module allows trainers to explore the Instruction section of the SAS Portal in order to locate strategies and resources from this section that they feel will be most beneficial to their own audiences in their respective districts and schools. In addition, trainers will join the SAS Professional Learning Communities and discover how to communicate with other trainers and educators through the use of forums, blogs, and threaded discussions.

Objectives:

SASITs will:

- Examine the resources in the Instruction section and identify ways they can be integrated into SAS trainings.
- Examine the various instructional strategies, multiple intelligences, and levels of learning.
- View a video from the Instruction section of the SAS Portal and identify the best practices modeled in the video.
- Explore SAS Professional Learning Communities and participate in the Communities, Blogs, and Forums that are available for educators.

Train-the-Trainer Agenda

	Instruction and Interventions: • View Demonstration • Activity: Targeting Instructional Practices • Teacher Tools: My Communities	40 minutes
	Action Planning on Module 5	20 minutes
	Lingering Questions	5 minutes

Icon Legend

	Group Activity		Demonstration and Practice Using the SAS Portal
	Presentation		Action Planning Activity
	Teacher Tools		SAS 101 Training Materials

Module 5 Materials Checklist

SASIT Instructor

- o SASIT PowerPoint
- o SASIT Training Manual
- o SASIT Parking Lot posters
- o Laptop or computer with hardwired Internet connection

Participants

- o Name Tents
- o SASIT Training Manual
- o Laptop or computer with hardwired Internet connection
- o Markers (variety of colors; 4-5 markers per table)
- o Post-it Notes

Equipment and Site Requirements

- o Multimedia projector
- o Screen
- o Speakers/sound
- o Chart paper
- o Availability of loaner laptops or additional computer access

Module 5 Action Plan: (20 minutes)

Review the Train-the-Trainer information for Module 5 found below. Review the agenda and identify the activities you will be utilizing with your own audience as well as estimated time frames for each element.   This Module requires 45 minutes to provide full training.

Overview of this Module:

- Instruction Overview and Exploration
    - Teaching Frameworks
    - Principal Effectiveness
    - Instruction
    - Search Videos
    - Teacher of the Year
    - Interventions
- Activity: Instruction Quick Check

SAS 101 Participant Objectives:

- Identify and locate resources in the Instruction and Interventions sections that demonstrate effective instructional strategies as well as offering suggested interventions appropriate for their students.
- Examine the various instructional strategies, multiple intelligences, and levels of learning.
- View a video from the Instruction section of the SAS Portal and identify the best practices modeled in the video.

Suggested SAS 101 Agenda

Instruction	20 minutes
Activity: Instruction Quick Check	15 minutes
Lingering Questions	10 minutes
Total Duration:	**45 minutes**

Action Planning

Step One: *Identify Key Components*

Based on the information that we just viewed and knowing your target audience, identify the key components from this section you would like to include in your training.

Section:	Critical Components to Convey in Training:
▪ **Teachscape/Teaching Frameworks**	
▪ **Principal Effectiveness**	
▪ **Instruction**	
▪ **Search Videos**	
▪ **Interventions**	
▪ **Teacher of the Year**	
▪ **Keystones to Opportunity**	
▪ **My Communities**	

Step Two: *Sharing Your Thoughts*

Choose a table partner and share your identified key components. Update your list, as necessary.

Step Three: *Examples for Training*

Explore each tab in the Instruction element. Based on the critical components you selected in step one, identify an example that is appropriate for your specific target audience. Include as much detail as you will need in order to remember how you located these examples and the process you used to access them.

Section:	Example:
▪ **Teachscape/Teaching Frameworks**	
▪ **Principal Effectiveness**	
▪ **Instruction**	
▪ **Search Videos**	
▪ **Interventions**	
▪ **Teacher of the Year**	
▪ **Keystones to Opportunity**	
▪ **My Communities**	

Step Four: *Lingering Questions*

On a Post-It, write down any questions that you may have. Share with your table and discuss. If after discussion with your table you are still unclear, place the Post-It on the appropriate Parking Lot.

Instruction   (40 minutes)

1. Navigate to the **Home Page** of the SAS Portal at http://www.pdesas.org

2. You can access the **Instruction** element of the Portal by clicking the **Instruction** tab or by clicking the circle labeled **Instruction** on the SAS logo in the middle of the **Home Page**.

Teachscape:

1. Select the **Teaching Frameworks** tab.

2. **Locate the Teachscape area in the center of the tab.**

3. Participation in the **Teachscape** course requires that you have a validated **PPID** number stored in the **My Profile** section of your SAS account.

   - Follow the links provided to determine and/or enter your **PPID** number in **My Profile**:

> **SASIT Tip:** The **PPID** is a 7-digit number that all certified educators in Pennsylvania are assigned. If you are unsure of your **PPID**, please visit the PERMS site at
> https://www.perms.ed.state.pa.us/Screens/wfProfessionalPersonnelID.aspx

   - When a validated **PPID** number is stored in **My Profile**, the link to the **Teachscape** series will appear in the **Teachscap**e section of the **Teaching Frameworks** tab:

   - Click on the **Teachscape Professional Learning Suite** link to access the online professional development courses. Be sure to agree to the **End User License Agreement** only if you are interested in taking the full course.

Teaching Frameworks:

> **SASIT Tip:** Pennsylvania has adopted Charlotte Danielson's Framework for Teaching as the overarching vision for effective instruction in the Commonwealth. The model focuses the complex activity of teaching by defining four domains of teaching responsibility; planning and preparation, classroom environment, instruction, and professional responsibilities.

1. Click the **plus sign (+)** to the left of *Charlotte Danielson: The Framework for Teaching*.

2. Click the **plus sign (+)** to the left of the **Domain** *Planning and Preparation*.

3. Click on **Component Rubric** icon to the right of the **Component** *Demonstrating Knowledge of Students*.

4. The **Component Rubric** will open in its own tab (or window). It will provide a description of the **Domain**, and will show the four (4) levels of quality for the **Component.**

> **SASIT Tip:** Note that a rubric with all **Components** is available at the **Domain** level. Also, a **Complete Rubric** with all **Domains** and **Components** is available at the top of **The Framework for Teaching**.

5. Click on the **PD Modules** icon to the right of the **Component** *Demonstrating Knowledge of Students*.

6. The **Professional Development (PD) Center** will open in its own tab (or window). Here you can preview and register for selected **Self-Paced Courses** that address skills related to that **Component** of the **Teaching Framework**.

7. At present, the icon for **Videos** is not active. In the near future, this icon will point to videos that show teachers modeling that **Component** in the classroom.

8. Click the **plus sign (+)** to the left of the **Component** *Demonstrating Knowledge of Students*.

9. Notice that the **Elements** that the **Component** is comprised of appear:

   - *Knowledge of child and adolescent development*
   - *Knowledge of the learning process*
   - *Knowledge of students' skills, knowledge, and language proficiency*
   - *Knowledge of students' interests and cultural heritage*
   - *Knowledge of students' special needs*

10. Click the **minus sign (-)** to the left of *Charlotte Danielson: The Framework for Teaching* to close the **Framework**.

Principal Effectiveness:

> **SASIT Tip:** Beginning in the 2014-2015 school year, **Principal Effectiveness** will be measured using an instrument that establishes a set of four leadership domains: Strategic Cultural Leadership, Systems Leadership, Leadership for Learning, and Professional and Community Leadership.

1. Select the **Principal Effectiveness** tab.

2. Click the **plus sign (+)** to the left of *Principal Evaluation Rubric*.

3. Click the **plus sign (+)** to the left of the **Domain** *Leadership for Learning*.

4. Each of the **Components** within the selected **Domain** will appear.

5. Scroll to a **Component** – for example, *Component 3a: Leads School Improvement Initiatives*. Preview the **Rubric** for the selected **Component**.

6. The PDF version of the **Rubric** is also available as a download.

Action Plan (2-3 minutes)

Have participants complete Step One of the Module 5 Action Plan for these sections of Instruction (p. 73), identifying the key components from this section to include in their training.

Instruction:

1. Select the **Instruction** tab**.**

2. Scroll down the page, mentioning to the participants that it contains videos highlighting various instructional practices being modeled by Pennsylvania teachers.

> **SASIT Tip:** Each subject area contains four videos for each academic level; **Elementary School**, **Middle School**, and **High School**. Videos for each subject area can be shown or hidden by clicking on the **plus sign (+)** to the left of each subject.

3. Click on the **plus sign (+)** next to **Science Videos** to demonstrate how the videos can be hidden. Click on the **plus sign (+)** once again to show the videos.

4. Locate the video *Science 3 - Middle School: Asteroid Speed Lab* and click the **View Details** button. Read the **Description** of the video aloud.

> **SASIT Tip:** Clicking the **View Details** button provides users with a summary **Description** of the video content, as well as the **Length** of each **Video**.

5. Select *Science 3 - Middle School: Asteroid Speed Lab* and demonstrate how to use controls to play and pause the video, mute the sound, and turn on and off the closed-captioning.

6. Click the **Full Screen** icon to expand the video to full screen. Click the **Esc key** on your keyboard to minimize the video.

7. **Close** the video.

Search Videos:

1. Select the **Search Videos** tab.

> **SASIT Tip:** The **Search Videos** tab allows users to search by **Keyword**, **Grade Level** and **Subject Area**, or by **Course**. Users can also use the checkboxes to filter the search by specific **Instructional Practices**.

2. Place a checkmark next to **Kinesthetic/Tactile**, and then click **Search**.

3. A list of videos that show this instructional strategy will appear.   Remind participants that they can use the search tools (e.g., selecting a **Subject Area** and/or **Grade Level**) at the top of the page to further filter their results.

4. Select *Science 3 - Middle School: Asteroid Speed Lab* and allow time for the video to buffer while participants complete *Step One* of the *Targeting Instructional Practices* activity.

 Targeting Instructional Practices:

1. Direct participants to review the **Instructional Practices** list (pp. 80-81). A reproducible version of this document can be found in the **Appendix** (pp. 211-212).

2. After they have reviewed the chart, ask participants to count off by fours. Assign each numbered group an **Instructional Practice**:

    - **Group 1:** Explicit Instruction
    - **Group 2:** Kinesthetic/Tactile
    - **Group 3:** Higher Order Thinking – Application
    - **Group 4:** Webb's Depth of Knowledge – Strategic Thinking.

3. Each participant will watch the ***Science 3 - Middle School: Asteroid Speed Lab*** video, noting examples of when their assigned strategy is apparent during instruction.

4. Following the video, participants will share with their table.

Targeting Instructional Practices

Step One: Review the list of **Instructional Practices** below.

Instructional Practices	
Instructional Strategies:	
Scaffolding	An instructional technique whereby the teacher models the desired learning strategy or task, then gradually shifts responsibility to the students.
Active Engagement	All students are actively learning, interacting with others, and responding to instruction.
Metacognition	Refers to an individual's awareness of his or her cognitive processes and strategies. It involves self-regulation, reflection upon an individual's performance strengths, weaknesses, learning and study strategies.
Modeling	Involves demonstrating the specific behaviors, language, actions, and patterns of an expectation.
Explicit Instruction	Directing student attention toward specific learning in a structured environment focused on producing specific learning outcomes. Involves modeling skills and behaviors, think-alouds, setting a purpose, and guided practice.
Simulation	Staged replication of an event or concept through the teacher's manipulation of the classroom setting in order to enhance students' understanding of the nature of the concept or event.
Project Based Learning	An instructional approach built upon authentic learning activities that engage student interest and motivation. They are designed to answer a question or solve a problem and generally reflect the types of learning and work people do in the everyday world outside the classroom.
Inquiry Based	A learning process through questions generated from the interests, curiosities, and perspectives/experiences of the learner. The learner generates questions, then follows a learning process/cycle to investigate and answer the question.
Nonlinguistic Representation	The teacher provides ongoing instruction and explicit guidance in helping students to create nonlinguistic representations for acquiring knowledge within or across subject areas. Examples of nonlinguistic representation include: movement, images, sounds, various graphic organizers, etc.
Differentiated Learning	Varying instructional approaches based on student readiness, interest, and/or learning style to provide multiple pathways for learning and understanding information. Content, process, or product can be differentiated based on student needs and interests.

Multiple Intelligences:		
	Kinesthetic/Tactile	Students with this learning style prefer use of body and sense of touch to learn and process information.
	Auditory	Students with this learning style prefer use of listening to learn and process information.
	Visual/Spatial	Students with this learning style prefer using images, pictures, colors, and maps to learn, organize, and process information.
	Verbal/Linguistic	Students with this learning style prefer using words, both oral and written, to learn and process information.
	Musical/Rhythmic	Students with this learning style prefer using sounds, rhythms, and patterns to learn and process information.
Higher Order Thinking Skills (HOTS):		
	Higher Order Thinking: Knowledge (Remembering):	Student recalls or remembers relevant information.
	Higher Order Thinking: Comprehension (Understanding):	Student explains information or concept; construct meaning.
	Higher Order Thinking: Application (Applying)	Student uses information in new ways (implementation).
	Higher Order Thinking: Analysis (Analyzing)	Student can distinguish between different parts, compare, etc.
	Higher Order Thinking: Evaluation (Evaluating)	Student can justify or argue for/against; make judgment based on criteria.
	Higher Order Thinking: Creation/Synthesis (Creating)	Student can create/develop something new based on information; put together a variety of elements or reorganize elements.
Webb's Depth of Knowledge (DOK):		
	Webb's Depth of Knowledge: Recall	Students can recall a fact, information, or procedure.
	Webb's Depth of Knowledge: Skill/Concept	Students can use information or conceptual knowledge, follow or select appropriate procedures, follow two or more steps with decision points along the way, solve routine problems, and/or organize/display data.
	Webb's Depth of Knowledge: Strategic Thinking	Requires students to use reasoning, develop a plan, develop a sequence of steps to approach a problem; requires some decision making and justification; abstract and complex; often having more than one possible answer.
	Webb's Depth of Knowledge: Extended Thinking	Students investigate, process multiple conditions, apply learning to real work/life situations; requires time to research, think, and process multiple conditions of the problem or task across disciplines.

Step Two: The instructor will assign an **Instructional Practice** to each participant. The whole group will watch the video *Science 3-Middle School: Asteroid Speed Lab*. You will record instances in the video where your assigned strategy was apparent.

Explicit Instruction

- Examples:

Kinesthetic/Tactile

- Examples:

HOTS: Application

- Examples:

DOK: Strategic Thinking

- Examples:

Step Three: Following the video, share your findings with your table.

> **SASIT Tip:** Point out the presence of the **Instructional Strategies Documents** at the top of the Instruction tab. These documents can be used to assist classroom teachers in developing new strategies to use with their students.

Action Plan (2-3 minutes)

Have participants complete Step One of the Module 5 Action Plan for these sections of Instruction (p. 73), identifying the key components from this section to include in their training.

Interventions:

1. Select the **Interventions** tab.

   > **SASIT Tip:** At present, **Interventions** is a separate element of the SAS Portal. During the beginning of the 2011-2012 school year **Interventions** will become part of the **Instruction** element. This section of training may be revised due to these changes.

2. Currently, two videos entitled *Data Informed Instructional and Intervention Practices* and *Data Informed Instructional and Intervention Practices – Student Data Supplement* are available. These videos show examples of how to use data in student level planning meetings.

   > **SASIT Tip:** The current **Interventions** tab provides a link to resources that were previously posted on this tab. These resources include links to websites that contain a variety of intervention resources.

3. Click on **Interventions Resources** at the bottom of the page.

4. Click on the *Supplementary Aids and Services Toolkit*, listed under the heading **Reading and Writing Interventions – Reading**.

5. Briefly read the description of the resource. Click **Back to Top** to return to the top of the page.

Action Plan (2-3 minutes)

Have participants complete Step One of the Module 5 Action Plan for this section of Instruction (p. 73), identifying the key components from this section to include in their training.

Teacher of the Year:

> **SASIT Tip:** The **Teacher of the Year** program began in 1952 and recognizes one outstanding teacher in Pennsylvania annually. It celebrates excellence in teaching, and honors individuals who have made outstanding contributions to the young people of Pennsylvania

1. Select the **Teacher of the Year** tab.

2. Point out the section on the right entitled *Teacher of the Year Information*. The documents provide information on how to nominate educators for **Teacher of the Year**, as well as a timeline for important due dates for nomination/application materials.

3. Scroll down the page to view the list of past winners and the map that shows their location in Pennsylvania.

Action Plan (2-3 minutes)

Have participants complete Step One of the Module 5 Action Plan for this section of Instruction (p. 73), identifying the key components from this section to include in their training.

Keystones to Opportunity:

> **SASIT Tip:** The Pennsylvania Department of Education (PDE) has been awarded $38.6 million through the United States Department of Education's Striving Readers Comprehensive Literacy Program. The Keystones to Opportunity (Striving Readers) Grant was awarded to support Pennsylvania's comprehensive approach to improving literacy outcomes for all children, including disadvantaged students, limited English proficient students and students with disabilities.
>
> Local Education Agencies (LEAs) and early childhood education (ECE) programs with the greatest academic need and the greatest capacity for improving student literacy scores are welcome to apply for grant monies via a two-step application process.

1. Select the **Keystones to Opportunities** tab.

2. This tab contains various reference materials related to the grant including the **PA Comprehensive Literacy Plan**. Click on the link under the **Literacy Plan** heading.

3. The document will open in a new tab (or window).

   - The **Pennsylvania Comprehensive Literacy Plan** (PaCLP) was written to provide guidance to stakeholders about their roles in developing an integrated, aligned, and comprehensive set of

literacy experiences for children (Birth-grade 12). Educators will find specific information about developing, implementing, and evaluating an evidence-based school literacy program.

4. Close the tab to return to the **Keystones to Opportunity** tab.

Action Plan (2-3 minutes)

Have participants complete Step One of the Module 5 Action Plan for this section of Instruction (p. 73), identifying the key components from this section to include in their training.

My Communities:

> **SASIT Tip: SAS Professional Learning Communities (PLCs)** were developed for educators to communicate and collaborate across the Commonwealth via communities, threaded discussion forums, and blogs. **PLCs** provide an excellent place to discuss approaches to **Instruction** and **Interventions**.

1. Click **Teacher Tools** in the upper-right hand corner of any page in **SAS**, and then click **Ok**.

2. Choose **My Communities** from the **Teacher Tools** menu.

3. When a user first enters **My Communities**, they will be taken to **My Navigator**.

    This page contains:

    ▪ **Keyword Search** and **Browse** features that allow users to locate communities.

    ▪ A list of the **Learning Communities** a user is a member of.

    ▪ Invitations to **Learning Communities** from other users.

    ▪ A highlighted community, referred to as a **Featured Community**.

4. Enter the **Keyword *arts***, and click the **Search icon** (magnifying glass).

> **SASIT Tip:** Users can also view a list of all **Communities**, **Forums**, and **Blogs** by clicking on ***Browse Communities, Forums, and Blogs***, located directly underneath the **Keyword Search** tool.

5. A list of all related **Communities** will appear. Select the ***Arts and Humanities Learning Community***.

6. You will be taken to the **Dashboard** tab, which provides an overview of a **Community**.

   Here users can:

   - View the **Moderator's Message**.

   - **Join** a **Community,** and send an **Invitation** to join a **Community**. Point out the **Join** button in the upper-right corner of the **Dashboard**. Joining a **Community** includes membership to all **Forums** within the **Community**.

   > **SASIT Tip:** Participants are only able to read postings and cannot post any information until they become a **Member** of the **Community**.

   - View **Members**. Point out the **Members** area in the left side, and demonstrate how to see **Member** names by hovering your mouse over the avatars.

   - View and add any **Upcoming Events**. Point out the **Upcoming Events** area.

   - View the **Latest Activity**, or most recent posts to **Forums**, and enter **Forums** related to the **Community**. Click on the *General Discussions* **Forum**. Click on the **Topic Name** *For discussion: The role of the arts and arts education in the community*. Show how the postings within a **Forum** can be **Replied** to, and discuss how to flag a posting as **Inappropriate**.

   > **SASIT Tip:** Postings flagged as Inappropriate will be temporarily removed from view in the **PLC** until the **Moderator** has had a chance to review the posting. The **Moderator** will either return the posting to the **PLC**, or remove it permanently following their evaluation.

   - Add **Digital Content** to the **Repository**, and rate it. Return to the **Dashboard tab**, and show the resources that are currently hosted in the **Repository**. Show users how to **Rate** the items and make **Comments**.

   > **SASIT Tip:** Members may only delete their own files from the **Digital Content Repository**.

   - Briefly review the *SAS Professional Learning Communities: Guidelines* documents on pp. 87 – 89. These documents provide guidance on requesting a **Community**, moderating a **Community**, and participation as a member of a **Community**.

SAS Professional Learning Communities: Guidelines for Requesting a Community

SAS Professional Learning Communities (PLCs) are collaborative learning environments for educators in which they can reflect on practice with colleagues; share expertise and resources; and build a common understanding of instructional approaches, standards, and curriculum.

Individuals interested in establishing a community should review the [Frequently Asked Questions (FAQ)](#) prior to submitting a request. After a FAQ review, individuals may click on *Request New Community* in the *My Communities* section of the SAS Portal to submit a request.

Is there a community that already addresses the topic or theme?
Please conduct a keyword search in the *My Communities* section of the SAS portal to see if a community or forum already exists for your desired topic or theme in order to avoid duplication.

Is the PLC purpose broad enough to support a multitude of interactions and discussions?
A community that relies too heavily on a single focus can get tiring quickly. Challenge yourself to find a topic that there will be enough interest in and knowledge of to promote active participation.

Is there a strong relationship to Pennsylvania Department of Education (PDE) priorities?
The Pennsylvania Standards Aligned System (SAS) is a collaborative product of research and good practice that identifies six distinct elements which when utilized together, provide schools and districts a common framework for continuous school and district enhancement and improvement. Your community should add to discussion on furthering student achievement in the Commonwealth.

Who will moderate the community?
Professional Learning Community moderators will monitor content posted by community members and must prohibit content that can detract from the experience of other members or the purposes of the community. A request must include the name of at least one individual willing to moderate the community. If the moderator role may exceed an individual's level of commitment, co-moderators may be named.

Will the community be ongoing or does it have a finite end date?
Some communities may be short-term and may be established for the purpose of giving participants in a special project, conference, etc., a place to come together for discussion and sharing resources. Other communities may focus on topics that are enduring and may continue in the long term.

Requests must include an end date for a community if it will be short-term in nature. (Note: Ongoing communities that do not maintain a consistent level of activity will be removed from SAS once the moderator has been notified.)

Additional information?
Contact the SAS Portal Help Desk at helpdesk@pdesas.org, or toll free at 1-877-973-3727.

SAS Professional Learning Communities: Guidelines for Moderators

SAS Professional Learning Communities (PLCs) are collaborative learning environments for educators in which they can reflect on practice with colleagues, share expertise and resources, and build a common understanding of instructional approaches, standards, and curriculum. Moderators play a central role as caretaker of the community.

Moderator Role:

- Create a place where members feel safe and comfortable sharing ideas by actively monitoring comments.
- Introduce discussion topics and resources relevant to the goals of the community.
- Maintain an enthusiastic role in the community by participating in conversations and promoting the exchange of ideas.

Contributing as a moderator requires a strong commitment to furthering the aims of standards-based education in the Commonwealth. The community needs to have confidence that leaders are listening in a consistent, predictable way; this requires visiting the community on a regular basis.

A good host wants the community to be worth a return visit and dedicated participation. Here are some guiding principles:

Be welcoming: Be aware of interactions by members that are new to a discussion. Recognize their participation with a simple greeting; it can mean the difference between them feeling a part of the community or not making a return visit.

Be professional: Express thoughts in ways that encourage ongoing discussion. Shift between active participation and allowing members to carry the conversation. Empower natural leaders that emerge from discussion; acknowledge helpful or positive contributions by others and reference them when appropriate.

Be prepared: Keep a list of discussion topic ideas and resources in case the community experiences a downturn in activity. A community has to provide some sort of value or it will disappear. Communities that do not maintain a consistent level of activity will be removed from SAS once the moderator has been notified.

Be vigilant: Remove inappropriate postings quickly; specifically those that are deemed harmful, objectionable, or inaccurate. Contact the member responsible and explain that the posting does not comply with user guidelines.

Be in compliance: Do not post commercially licensed materials or anything that violates any patent, copyright, or trademark without express permission from the third party. Refrain from promoting or advertising any products or services. Please see the SAS Portal [Terms of Use](#) for further guidance.

Be informed: Review the *Guidelines for Members* and be aware of the terms of membership in a community.

SAS Professional Learning Communities: Guidelines for Members

SAS Professional Learning Communities (PLCs) are collaborative learning environments for educators in which they can reflect on practice with colleagues; share expertise and resources; and build a common understanding of instructional approaches, standards, and curriculum.

Members should be proactively engaged in communities to foster collegiality and professional practice. Members must agree to follow the guidelines listed below:

- **Search before posting:** Before posting a question, comment, or creating a new topic, search for existing discussions on the subject you are posting about.

- **Be specific and to the point:** Summarize your post in the title. Keep comments brief and make sure that the post is directly relevant to the forum and topic. Use paragraphs and bulleted lists to break up longer passages of text.

- **Maintain professionalism:** Respect people as individuals by keeping the tone positive and comments constructive. Active discussion and debate is encouraged, disrespect; harassment or other inappropriate conduct is not tolerated.

- **Respect privacy:** Do not post anyone's personal information, including name, address, phone number, email address, etc.

- **Observe copyright laws:** Do not post commercially licensed materials or anything that violates any patent, copyright, or trademark without express permission from the third party. Refrain from promoting or advertising any products or services. Please see the SAS Portal [Terms of Use](#) for further guidance.

- **Visit frequently:** The vitality of a professional learning community depends upon active participation from members. Be sure to visit the community 2-3 times per week, and post regularly.

PLC moderators will monitor content posted by community members and will prohibit content that can detract from the experience of other members or the purposes of the community. The Pennsylvania Department of Education (PDE) and moderators retain the right to remove material that does not comply with usage guidelines or is otherwise inappropriate, harmful, objectionable, or inaccurate.

If a post appears questionable, members should alert the moderator by checking the box within the posting that reads *"This is an inappropriate posting."* If you have any issues with another member of the community, please contact the moderator or the SAS Portal Help Desk at helpdesk@pdesas.org, or toll free at 1-877-973-3727.

Action Plan (2-3 minutes)

Have participants complete Step One of the Module 5 Action Plan for this section of Instruction (p. 73), identifying the key components from this section to include in their training.

When Step One is complete, have them move on to complete the remaining sections of the Action Plan.

Lingering Questions (5 minutes)

As part of the Action Plan activity, participants will identify Lingering Questions and will discuss them as a group.

- Participants will affix any remaining questions (written on a Post-It note) to the Instruction Parking Lot.
- The instructor(s) will remove the Post-Its, and will address the remaining questions or concerns with the whole group.

Trainer Activity: Review Action Planning Template (2-3 minutes)

Review the Action Planning Template (pp. 178-179) with participants. Ask them to begin thinking about their planning for Day 2.

SAS 101 Participant Activity: Instruction Quick Check

Instructor: Direct participants to the **Alignment - Tagging Definitions** handout of the Participant Guide on pages 18-19. Convey that this is also available in an electronic version in **About SAS** in the second tab entitled, **Related SAS Materials**.

- After viewing *Science 3 - Middle School: Asteroid Speed Lab* with the audience**,** break participants into groups and assign them to one of the following instructional strategies:

    o Active Engagement
    o Project Based Learning
    o Strategic thinking
    o Modeling

- Allow each group to complete the graphic organizer and respond to how their strategy was utilized in the video. At first, the groups should only respond in the box that contains their assigned strategy.

- Once the groups have discussed their strategy, debrief as an audience. Prompt them to record thoughts in the other boxes as other groups with differing strategies report out.

- Ask them to examine the **Alignment - Tagging Definitions** handout and discuss/record other strategies that were not noted for the activity.

Instruction Quick Check Activity

Instructions: Your group will be assigned one of the instructional strategies listed below. Complete the graphic organizer and respond to how the strategy was utilized in the video. You may also record additional instructional strategies that you observe while watching the video *Science 3 - Middle School: Asteroid Speed Lab*.

Active Engagement	
Project Based Learning	
Strategic Thinking	
Modeling	

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