Enhancing Professional Practice:

The Delaware Framework for Teaching*

Laying the Foundation — DPAS II

Delaware
Department of Education

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The Delaware Framework for Teaching

Component 1: Planning and Preparation	Component 2: Classroom Environment
1a Selecting Instructional Goals	2a Managing Classroom Procedures
1b Designing Coherent Instruction	2b Managing Student Behavior
1c Demonstrating Knowledge of Content and Pedagogy	2c Creating an Environment to Support Learning
1d Demonstrating Knowledge of Students	2d Organizing Physical Space
1e Designing Student Assessments	

The Delaware Framework for Teaching

Component 4: Professional Responsibilities	Component 3: Instruction
4a Communicating with Families	3a Engaging Students in Learning
4b Recording Data in a Student Record System	3b Demonstrating Flexibility and Responsiveness
4c Growing and Developing Professionally	3c Communicating Clearly and Accurately
4d Reflecting on Professional Practice	3d Using Questioning and Discussion Techniques
	3e Using Assesment in Instruction

Design of DPAS II:
Delaware's Professional Teaching Standards and Framework for Teaching

The Delaware Framework for Teaching, the basis for DPAS II, is aligned ot the Delaware Professional Teaching Standards and is based on Charlotte Danielson's book, *Enhancing Professional Practice: A Framework for Teaching (2nd Edition).*

The Delaware Professional Teaching Standards establish a common set of knowledge, skills, and attributes expected of Delaware's teachers. These standards are outlined in regulation. The Delaware framework and DPAS II are a modified version of Danielson's influential work wtih student improvement added as one of five components for teacher evaluation.

Delaware's framework for teaching defines professional practice and outlines essential criterion and elements of practice among five separate components of teaching. DPAS II is used to asess and support student improvement by evaluating a teacher's current practice, identifying ways to support that teacher's professional growth, and measuring student growth for each teacher.

DPAS II Guide Revised for Teachers, *Updated August 2015*

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Laying the Foundation—DPAS II

Outcomes:

Participants will :

- understand the Framework for Teaching

- become familiar with the levels of performance

- become familiar with the DPAS II process, procedures, and timelines for teachers

- understand the key ideas of Component Five

- learn how to navigate the DPAS II Guide

Agenda:
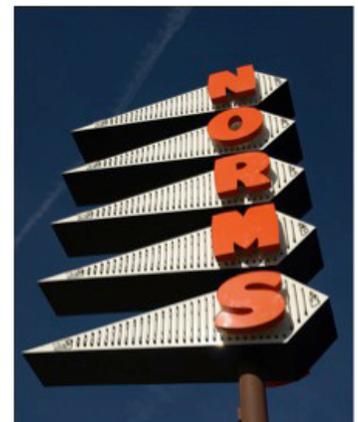
- Welcome! Getting focused

- Wisdom of Practice

- Overview of Components 1–4

- Levels of Performance

- Understand DPAS II Process:
    - Conferences
    - Groups and Measures
    - Resources

- Closure and Reflection

Norms:

- Equity of voice & safety to share different perspectives
- Attentive listening
- Commitment to the work
- Respect time frames
- Respectful use of technology

Component 1: Planning and Preparation*

The criteria in Component 1 describe how a teacher organizes the content that the students are to learn—how the teacher designs instruction. The component covers all aspects of instructional planning, beginning with a deep understanding of content and pedagogy and an understanding and appreciation of the students and what they bring to the educational encounter. But understanding the content is not sufficient; every adult has encountered the university professor who, while truly expert in a subject, was unable to engage students in learning it. The content must be transformed through instructional design into sequences of activities and exercises that make it accessible to students. All elements of the instructional design—learning activities, materials, and strategies—must be appropriate to both the content and the students, and aligned with larger instructional goals. In their content and process, assessment techniques must also reflect the instructional outcomes and should serve to document student progress during and at the end of a teaching episode. Furthermore, in designing assessment strategies, teachers must consider their use for formative purposes and how assessments can provide diagnostic opportunities for students to demonstrate their level of understanding during the instructional sequence, while there is still time to make adjustments.

It is difficult to overstate the importance of planning. In fact, one could go further and argue that a teacher's role is not so much to teach as it is to arrange for learning. That is, a teacher's essential responsibility is to ensure that students learn, to design (or select or adapt) learning activities such that students learn important content. Thus, planning is a matter of design. Teachers who excel in Component 1 design instruction that reflects an understanding of the disciplines they teach—the important concepts and principles within that content, and how the different elements relate to one another and to those in other disciplines. They understand their students—their backgrounds, interests, and skills. Their design is coherent in its approach to topics, includes sound assessment methods, and is appropriate to the range of students in the class. Skills in Component 1 are demonstrated primarily through the plans that teachers prepare to guide their teaching, by how they describe the decisions they make, and ultimately through the success of their plans as implemented in the classroom. But planning is about design. In other words, the instructional design, as a design, works. For example, a unit plan is a successful design if it is coherent and concepts are developed through a sequence of varied learning activities that progress from simple to complex. It's possible to envision, from reading the plans, how a teacher intends to engage students in the content. Furthermore, a teacher's intentions for a unit or a lesson are reflected not only in the written plans but also in the actual activities and assignments (worksheets, activity directions, and so on) the teacher gives to students for completion either during class or for homework. The level of cognitive challenge of such assignments is an important indication of the type of intellectual engagement the teacher intends for the students. The plans and the student assignments may be included in a teacher's professional portfolio; the plan's effects must be observed through action in the classroom.

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adapted from Enhancing Professional Practice: A Framework for Teaching by Charlotte Danielson
*The Delaware Framework for Teaching, which is based on the Danielson Framework for Teaching, uses different terminology.
For instance the four major parts of the Danielson Framework are called Domains, while in Delaware they are referred to
as Components

Component 2: Classroom Environment

The aspects of an environment conducive to learning are captured in Component 2. These aspects of teaching are not associated with the learning of any particular content; instead, they set the stage for all learning. The criteria of Component 2 establish a comfortable and respectful classroom environment that cultivates a culture for learning and creates a safe place for risk taking. The atmosphere is businesslike, with noninstructional routines and procedures handled efficiently; student behavior is cooperative and non-disruptive; and the physical environment is supportive of the stated instructional purposes. When students remember their teachers years later, it is often for the teacher's skill in Component 2. Students recall the warmth and caring their favorite teachers demonstrated, their high expectations for achievement, and their commitment to students. Students feel safe with these teachers and know that they can count on the teachers to be fair and, when necessary, compassionate. Students also notice the subtle messages they receive from teachers as to their capabilities; they don't want their teachers to be "easy." Instead, they want their teachers to push them while conveying confidence that they know the students are up to the challenge. Students are also sensitive to teachers' own attitudes toward their subjects and their teaching; they are motivated by teachers who care about what they are doing, who love their subjects, and who put their heart into their teaching. Teachers who excel in Component 2 create an atmosphere of excitement about the importance of learning and the significance of the content. They care deeply about their subject and invite students to share the journey of learning about it. These teachers consider their students as real people, with interests, concerns, and intellectual potential. In return, the students regard their teachers as concerned and caring adults and are willing to make a commitment to the hard work of learning. They take pride in a job well done. Such teachers never forget their proper role as adults, so they don't try to be pals. They also know that their natural authority with students is grounded in their knowledge and expertise rather than in their role alone. These teachers are indisputably in charge, but their students regard them as a special sort of friend, a protector, a challenger, someone who will permit no harm. As such, these teachers are remembered for years with appreciation. Skills in Component 2 are demonstrated through classroom interaction and captured on paper through interviews with or surveys of students. These skills are observed in action, either in person or on videotape.

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Component 3: Instruction

Component 3 contains the criteria that are at the essential heart of teaching—the actual engagement of students in content. It is impossible to overstate the importance of Component 3, which reflects the primary mission of schools: to enhance student learning. The criteria in Component 3 are unified through the vision of students developing complex understanding and participating in a community of learners. Component 3 criteria represent distinct aspects of instructional skill. Component 3 represents the implementation of the plans designed in Component 1. As a result of success in executing the criteria of Component 1, teachers prepare plans appropriate to their students, grounded in deep understanding of the content, aligned with state standards, and designed to engage students in important work. As a result of success in Component 3, teachers demonstrate, through their instructional skills, that they can successfully implement those plans. Their students are engaged in meaningful work, which carries significance beyond the next test and which can provide skills and knowledge necessary for answering important questions or contributing to important projects. Such teachers don't have to motivate their students, because the ways in which teachers organize and present the content, the roles they encourage students to assume, and the student initiative they expect serve to motivate students to excel. The work is real and significant, and it is important to students as well as to teachers. Teachers who excel in the criteria of Component 3 have finely honed instructional skills. Their work in the classroom is fluid and flexible; they can shift easily from one approach to another when the situation demands it. They seamlessly incorporate ideas and concepts from other parts of the curriculum into their explanations, relating, for example, what the students have just learned about World War I to patterns about conflicts they have previously learned in their studies about other wars. Their questions probe student thinking and serve to extend understanding. They are attentive to different students in the class and the degree to which the students are thoughtfully engaged; when they observe inattention, they move to correct it. And above all, they carefully monitor student understanding as they go (through well-designed questions or activities) and make minor midcourse corrections as needed. Skills in Component 3 are demonstrated through classroom interaction, observed either in person or on videotape. In addition, samples of student work can reveal the degree of cognitive challenge expected from students and the extent of their engagement in learning.

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Component 4: Professional Responsibilities

The criteria in Component 4 are associated with being a true professional educator; they encompass the roles assumed outside of and in addition to those in the classroom with students. Students rarely observe these activities; parents and the larger community observe them only intermittently. But the activities are critical to preserving and enhancing the profession. Educators exercise some of them (such as maintaining records and communicating with families) immediately upon entering the profession, because they are integral to their work with students. Others (such as participating in a professional community) they develop primarily after their first few years of teaching, after they have mastered, to some degree, the details of classroom management and instruction. One of the contributions of the framework for teaching is its inclusion of the criteria of Component 4; previous enumerations of the work of teaching did not identify this important area. But the work of professional educators manifestly extends beyond their work in the classroom; in fact, it is through the skills of Component 4 that highly professional teachers distinguish themselves from their less proficient colleagues. And when teachers present evidence of their work in this area—through logs, summaries of their work on school and district committees, or descriptions of workshops for parents—they are frequently surprised (and impressed) by the extent of their professional engagement. Component 4 consists of a wide range of professional responsibilities, from self-reflection and professional growth, to participation in a professional community, to contributions made to the profession as a whole. The criteria also include interactions with the families of students, contacts with the larger community, the maintenance of records and other paperwork, and advocacy for students. Component 4 captures the essence of professionalism by teachers; teachers are, as a result of their skills in Component 4, full members of the teaching profession and committed to its enhancement. Teachers who excel in Component 4 are highly regarded by colleagues and parents. They can be depended on to serve students' interests and those of the larger community, and they are active in their professional organizations, in the school, and in the district. They are known as educators who go beyond the technical requirements of their jobs and contribute to the general well-being of the institutions of which they are a part. Skills in Component 4 are demonstrated through teacher interactions with colleagues, families, other professionals, and the larger community. Some of these interactions may be documented in logs and placed in a portfolio. It is the interactions themselves, however, that must be observed to indicate a teacher's skill and commitment.

Delaware Framework for Teaching: Component Jigsaw

Component 1: Planning and Preparation	Big Ideas and Questions
1a Selecting Instructional Goals	
1b Designing Coherent Instruction	
1c Demonstrating Knowledge of Content and Pedagogy	
1d Demonstrating Knowledge of Students	
1e Designing Student Assessments	
Component 4: Professional Responsibilities	**Big Ideas and Questions**
4a Communicating with Families	
4b Recording Data in a Student Record System	
4c Growing and Developing Professionally	
4d Reflecting on Professional Practice	

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Delaware Framework for Teaching: Component Jigsaw

Component 2: Classroom Environment	Big Ideas and Questions
2a Managing Classroom Procedures	
2b Managing Student Behavior	
2c Creating an Environment to Support Learning	
2d Organizing Physical Space	
Component 3: Instruction	**Big Ideas and Questions**
3a Engaging Students in Learning	
3b Demonstrating Flexibility and Responsiveness	
3c Communicating Clearly and Accurately	
3d Using Questioning and Discussion Techniques	
3e Using Assessment in Instruction	

Component 1: Planning and Preparation

CRITERION	LEVEL OF PERFORMANCE			
	INEFFECTIVE	NEEDS IMPROVEMENT	EFFECTIVE	HIGHLY EFFECTIVE
1a: Selecting Instructional Goals	Teacher's goals represent trivial learning, are unsuitable for students, or are stated only as instructional activities, and they do not permit viable methods of assessment.	Teacher's goals are of moderate value or suitability for students in the class consisting of a combination of goals and activities, some of which permit viable methods of assessment.	Teacher's goals represent valuable learning and are suitable for most students in the class; they reflect opportunities for integration and permit viable methods of assessment.	Teacher's goals reflect high-level learning relating to curriculum frameworks and standards; they are adapted, where necessary, to the needs of individual students and permit viable methods of assessment.
1b: Designing Coherent Instruction	The various elements of the instructional design do not support the stated instructional goals or engage students in meaningful learning and the lesson or unit has no defined structure.	Some of the elements of the instructional design support the stated instructional goals and engage students in meaningful learning, while others do not. Teacher's lesson or unit has a recognizable structure.	Most of the elements of the instructional design support the stated instructional goals and engage students in meaningful learning and the lesson or unit has a clearly defined structure.	All of the elements of the instructional design support the stated instructional goals, engage students in meaningful learning, and show evidence of student input. Teacher's lesson or unit is highly coherent and has a clear structure.
1c: Demonstrating Knowledge of Content and Pedagogy	Teacher displays little understanding of the subject, or structure of the discipline, or of content-related pedagogy.	Teacher's content and pedagogical knowledge represents basic understanding but does not extend to connections with other disciplines or to possible student misconceptions.	Teacher demonstrates solid understanding of the content and its prerequisite relationships and connections with other disciplines. Teacher's instructional practices reflect current pedagogical knowledge.	Teacher's knowledge of the content and pedagogy is extensive, showing evidence of a continuing search for improved practice. Teacher actively builds on knowledge of prerequisites and misconceptions when describing instruction or seeking causes for student misunderstanding.
1d: Demonstrating Knowledge of Students	Teacher makes little or no attempt to acquire knowledge of students' backgrounds, skills, or interests and does not use such information in planning.	Teacher demonstrates partial knowledge of students' backgrounds, skills, and interests and attempts to use this knowledge in planning for the class as a whole.	Teacher demonstrates thorough knowledge of students' backgrounds, skills, and interests and uses this knowledge to plan for groups of students.	Teacher demonstrates thorough knowledge of students' backgrounds, skills, and interests and uses this knowledge to plan for individual student learning.
1e: Designing Student Assessments	Teacher's plan for assessing student learning contains no clear criteria or standards, is poorly aligned with the instructional outcomes, or is inappropriate to many students. The results of assessment have minimal impact on the design of future instruction.	Teacher's plan for student assessment is partially aligned with the instructional outcomes, without clear criteria, and inappropriate for at least some students. Teacher intends to use assessment results to plan for future instruction for the class as a whole.	Teacher's plan for student assessment is aligned with the instructional outcomes, uses clear criteria, and is appropriate to the needs of the students. Teacher intends to use assessment results to plan for future instruction for groups of students.	Teacher's plan for student assessment is fully aligned with the instructional outcomes and uses clear criteria and standards that show evidence of student contribution to their development. Assessment methodologies may have been adapted for individuals, and the teacher intends to use assessment results to plan future instruction for individual students.

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Component 2: The Classroom Environment

CRITERION	LEVEL OF PERFORMANCE			
	INEFFECTIVE	NEEDS IMPROVEMENT	EFFECTIVE	HIGHLY EFFECTIVE
2a: Managing Classroom Procedures	Classroom routines and procedures are either nonexistent or inefficient, resulting in the loss of much instruction time.	Classroom routines and procedures have been established but function unevenly or inconsistently with some loss of instruction time.	Classroom routines and procedures have been established and function smoothly for the most part, with little loss of instruction time.	Classroom routines and procedures are seamless in their operation, and students assume considerable responsibility for their smooth functioning.
2b: Managing Student Behavior	Student behavior is poor, with no clear expectations, no monitoring of student behavior, and inappropriate responses to student misbehavior.	Teacher makes an effort to establish standards of conduct for students, monitor student behavior, and respond to student misbehavior, but these efforts are not always successful.	Teacher is aware of student behavior, has established clear standards of conduct, and responds to student misbehavior in ways that are appropriate and respectful of the students.	Student behavior is entirely appropriate, with evidence of student participation in setting expectations and monitoring behavior. Teacher's monitoring of student behavior is subtle and preventive, and teacher's response to student misbehavior is sensitive to individual student needs.
2c: Creating an Environment to Support Learning	The classroom does not represent a culture for learning and is characterized by low teacher commitment to the subject, low expectations for student achievement, and little student pride in work.	The classroom environment reflects only a minimal culture for learning, with only modest or inconsistent expectations for student achievement, little teacher commitment to the subject, and little student pride in work. Both teacher and students are performing at the minimal level to "get by."	The classroom environment represents a genuine culture for learning, with commitment to the subject on the part of the teacher and students, high expectations for student achievement, and student pride in work.	Students assume much of the responsibility for establishing a culture for learning in the classroom by taking pride in their work, initiating improvements to their products, and holding the work to the highest standard. Teacher demonstrates a passionate commitment to the subject.
2d: Organizing Physical Space	Teacher makes poor use of the physical environment, resulting in unsafe or inaccessible conditions for some students or a serious mismatch between the furniture arrangement and the lesson activities.	Teacher's classroom is safe and essential learning is accessible to all students, but the furniture arrangement only partially supports the learning activities.	Teacher's classroom is safe and learning is accessible to all students; teacher uses physical resources well and ensures that the arrangement of furniture supports the learning activities.	Teacher's classroom is safe and students contribute to ensuring that the physical environment supports the learning of all students.

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Component 3: Instruction

CRITERION	LEVEL OF PERFORMANCE			
	INEFFECTIVE	NEEDS IMPROVEMENT	EFFECTIVE	HIGHLY EFFECTIVE
3a: Engaging Students in Learning	Students are not at all intellectually engaged in significant learning as a result of inappropriate activities or materials, poor representations of content, or lack of lesson structure.	Students are intellectually engaged only partially, resulting from activities or materials of uneven quality, inconsistent representations of content, or uneven structure or pacing.	Students are intellectually engaged throughout the lesson with appropriate activities and materials, instructive representations of content and suitable structure, and pacing of the lesson.	Students are highly engaged throughout the lesson and make material contributions to the representation of content, the activities, and the materials. The structure and pacing of the lesson allow for student reflection and closure.
3b: Demonstrating Flexibility and Responsiveness	Teacher adheres to the instruction plan in spite of evidence of poor student understanding or of students' lack of interest and fails to respond to students' questions; teacher assumes no responsibility for students' failure to understand.	Teacher demonstrates moderate flexibility and responsiveness to students' needs and interests during a lesson and seeks to ensure the success of all students.	Teacher seeks ways to ensure successful learning for all students, making adjustments as needed to instruction plans and responding to student interests and questions.	Teacher is highly responsive to students' interests and questions, making major lesson adjustments if necessary, and persists in ensuring the success of all students.
3c: Communicating Clearly and Accurately	Teacher's oral and written communication contains errors or is unclear or inappropriate to students.	Teacher's oral and written communication contains no errors but may not be completely appropriate or may require further explanations to avoid confusion.	Teacher communicates clearly and accurately to students, both orally and in writing.	Teacher's oral and written communication is clear and expressive, anticipating possible student misconceptions.
3d: Using Questioning and Discussion Techniques	Teacher makes poor use of questioning and discussion techniques with low-level questions, limited student participation, and little true discussion.	Teacher's use of questioning and discussion techniques is uneven with some high-level questions, attempts at true discussion, and moderate student participation.	Teacher's use of questioning and discussion techniques reflects high-level questions, true discussion, and full participation by most students.	Students formulate many of the high-level questions and assume responsibility for the participation of all students in the discussion. Teacher employs cognitive coaching in questioning.
3e: Using Assessment in Instruction	Assessment is used for the purpose of grading rather than informing instruction. Students are not aware of the assessment criteria; the teacher does not monitor progress of students, nor provide feedback to them. Students are not engaged in self-assessment.	Assessment is occasionally used to support instruction through some monitoring of progress of learning by teacher and/or students. Feedback to students is uneven, and students are aware of only some of the assessment criteria used to evaluate their work. Assessment is primarily summative, although formative and informal assessments are used occasionally.	Assessment is regularly used during instruction through monitoring of progress of learning by teacher and/or students and through high quality feedback to students. Occasional formative assessment is used and students are aware of most summative assessment criteria.	Assessment is used in a sophisticated manner in instruction through student involvement in establishing the assessment criteria, self-assessment by students and monitoring of progress by both students and teachers, and high quality feedback to students from a variety of sources. Formative assessment is used regularly and students are aware of summative assessment criteria.

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Component 4: Professional Responsibilities

CRITERION	LEVEL OF PERFORMANCE			
	INEFFECTIVE	NEEDS IMPROVEMENT	EFFECTIVE	HIGHLY EFFECTIVE
4a: Communicating with Family	The teacher provides little or no information to families and makes no effort to engage families in the instructional program.	The teacher complies with school procedures/policies for providing information to families and makes an effort to engage families in the instructional program.	The teacher communicates frequently with families and successfully engages families in the instructional program.	The teacher communicates frequently with families; communication is sensitive to families' cultures and values. The teacher successfully engages families in the instructional program. Students participate in communication with families.
4b: Recording Data in a Student Record System	The teacher does not maintain and record accurate data which results in errors and confusion.	The teacher maintains accurate data, but the teacher officially records data in a rudimentary and ineffective manner.	The teacher maintains and records accurate data in an efficient and effective manner.	The teacher maintains and records accurate data in an efficient and effective manner. Data are always recorded in a timely manner and readily accessible for those who have permission to access them.
4c: Growing and Developing Professionally	The teacher does not participate in professional development activities even when such activities are clearly needed for the development of teaching skills.	The teacher has limited participation or involvement in professional development activities.	The teacher actively participates in professional development activities and contributes to the profession.	The teacher makes a substantial contribution to the profession through activities such as action research and mentoring new teachers and actively pursues professional development.
4d: Reflecting on Professional Practice	The teacher does not accurately reflect on the lesson or propose ideas on how the lesson could be improved.	The teacher's reflection on the lesson is generally accurate and the teacher makes global suggestions about how the lesson may be improved.	The teacher's reflection on the lesson is accurate, citing general characteristics of the lesson, and the teacher provides specific suggestions about how the lesson may be improved.	The teacher's reflections on the lesson are accurate and perceptive, citing specific examples within the lesson and specific suggestions for improvement. The teacher draws on an extensive repertoire to support suggestions for alternative strategies.

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Levels of Performance

Directions: Thinking about all of the Components together, list some descriptive words that are common to each Level of Performance.

INEFFECTIVE	
NEEDS IMPROVEMENT	
EFFECTTIVE	
HIGHLY EFFECTIVE	

Component Quiz

Directions: For each statement, indicate on the line the component to which it primarily applies:

_____ A. The desks in Mr. T's 2nd grade classroom are arranged in groups of four. A couch and beanbag chairs are provided for students in the reading corner.

_____ B. Ms K asks students to create a concept map illustrating the connections among the different ideas in the history unit.

_____ C. Mr. J. stands by the classroom door, greeting the students as they enter the classroom, conversing with each of them briefly.

_____ D. Mr. E, like all the teachers on his 5th grade team, meets with the other teachers in his grade level on a regular basis.

_____ E. For one of her flexible grouping assignments, Ms. R plans to create cooperative groups that will each include two English language learners.

_____ F. Ms. C has her class watch a clip of Martin Luther King Jr.'s "I Have a Dream" speech, using a video guide containing questions that are factual, interpretive, and analytic in nature. After the film clip, students work in pairs to respond to the questions.

_____ G. After his 1st hour geography class, Mr. M concluded that the lesson was successful because everyone received an A on the quiz.

_____ H. Mr. B has designed a rubric for student presentations. It identifies key elements of a good presentation and three levels of performance for each of the elements.

_____ I. When students enter the classroom, they begin work on a brief assignment that is written on the board while Ms. L takes attendance.

_____ J. Students in Mr. H's math class are looking puzzled after he provides an explanation of "slope" in algebra. Instead of assigning a worksheet as he had planned, he tries a different approach to clarifying the concept.

DPAS II Process Overview—Graphic Organizer

	What stands out for you in this step?	What questions do you have about this step?
Step 1 **p. 45**		
Step 2 **p. 48**		
Step 3 **p. 51**		
Step 4 **p. 55**		
Step 5 **p. 58**		
Step 6 **p. 60**		
Step 7 **p. 62**		
Step 8 **p. 65**		

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Groups and Measures: Check for Understanding

Where do I fall? What measures can I use?

Educator	Group	Measures
1. Mr. A teaches 8th grade social studies to approximately 120 students.		
2. Ms. T is a Middle School Counselor, who teaches 6 lessons during the year to each of her three 7th grade teams.		
3. Mr. G teaches 4th grade in all core subject areas. He has 23 students in his class, 6 of whom have IEPs and special needs.		
4. Mrs. H is a school nurse, she sees all 450 students in her elementary school.		
5. Mr. Z teaches high school mathematics. He has 5 sections per year and teaches courses ranging from Algebra II through Calculus.		
6. Ms. M is a teacher on special assignment for the 2016-2017 school year and is serving as an instructional coach in her high school. She does not report grades on students.		

3–2–1 Reflection

3	What are three new learnings from our session today?
2	What are two things you might need support with during your first year?
1	What is one question you still have about the DPAS II process?

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