**TPGES**

**Matching Evidence to Domains and Components of KY Framework for Teaching**

*There may be more than one correct answer*

|  |  |  |
| --- | --- | --- |
| Evidence | Domain | Component |
| Before beginning a unit on Civil Rights, the teacher surveys the class on their beliefs about why Rosa Parks was arrested. |  |  |
| The teacher analyzes student scores on past information/explanatory LDC tasks to analyze student learning needs prior to unit on Civil Rights |  |  |
| The teacher engages with other social studies teachers to identify instructional strategies most appropriate for using sources regarding Rosa Parks and the Montgomery Bus Boycott. |  |  |
| The teacher participates in the KVEC Social Studies Network learning about current information and resources regarding teaching Social Studies in KY. |  |  |
| The teacher begins class with drawing student’s attention to the learning targets of their unit and students make connection between the targets and learning activities they have engaged in. |  |  |
| The teacher notices that some students are not working with their group to identify what led to the success of the Montgomery Bus Boycott. Without a word, the teacher moves nearer to them, the students join the group conversation. |  |  |
| As students are sharing their predictions about where Rosa Parks sat on the bus, students listen carefully to each other’s predictions and ask follow up questions about the predictions when necessary. |  |  |
| The teacher stops midstream of the lesson on Scenario 2 and says, “This activity doesn’t seem to be working! Here’s another way I’d like you to try it.” |  |  |
| A student asks a classmate to explain Source 7.1: Police Report since she didn’t quite follow the teacher’s directions. |  |  |
| Students working to create a timeline of the Montgomery Bus Boycott, direct classmates in small groups to be more efficient in their work. |  |  |
| When beginning Scenario 1: Where did Rosa Parks sit? the teacher begins by asking a student to explain the task to other students. |  |  |
| As students are working in groups on their timeline, they move their desks out of rows into small groups. |  |  |
| Students are asked to write an essay in response to the question “How should we remember Rosa Parks?” |  |  |
| Teacher provides biographies and autobiographies of other key Civil Rights champions (different reading levels) for students who would like to learn/read more. |  |  |
| In a conversation with colleagues, the teacher considers different group strategies for improving the lesson on the Montgomery Bus Boycott.  |  |  |