

Domain 1: Planning and Preparation



Component 1c. Setting Instructional Outcomes

Arkansas TESS Training

Based on:

The Framework for Teaching by Charlotte Danielson

Overview. . .

The purpose of this training is to provide access for Arkansas educators who wish to create or add to understanding of the content of the Arkansas Teacher Excellence and Support System Rubric.

The TESS Rubric is based on The Framework for Teaching Rubric by Charlotte Danielson. The Rubric of this presentation is used to guide Classroom Educators. Other rubrics for this system exist for Specialty Educators.

For further assistance:

Office of Educator Effectiveness

Arkansas Department of Education

501.683.3160

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Components of Domain 1: Planning and Preparation

- 1a. Demonstrating Knowledge of Content and Pedagogy
- 1b. Demonstrating Knowledge of Students
- 1c. Setting Instructional Outcomes**
- 1d. Demonstrating Knowledge of Resources
- 1e: Designing Coherent Instruction
- 1f: Designing Student Assessments

Learning Outcomes:

1c. Setting Instructional Outcomes

- Understand the elements of 1c
- Distinguish the difference in levels of performance
- Review examples of 1c evidence
- Identify my level of performance on 1c
- Create next steps to improve my level of performance in 1c

Understanding 1c. Setting Instructional Outcomes

- Teachers create purpose for student work. It is a teacher's responsibility to implement instruction designed to lead to student success.
- Teachers must build student learning outcomes in consideration of curriculum and school initiative requirements, not to forget external requirements (tests, programs, etc.).
- Teachers demonstrate this skill when Outcomes are worthwhile, based on central concepts, clear and understood in terms of student learning – not student activities, and written to cover different 'types' of learning.

Elements of 1c

1. Value, sequence, and alignment

- ▶ Most outcomes represent high expectations and rigor and important learning in the discipline. They are connected to a sequence of learning.*

*Proficient Level of Performance

Elements of 1c

2. Clarity

- ▶ All the instructional outcomes are clear, written in the form of student learning. Most suggest viable methods of assessment.*

*Proficient Level of Performance

Elements of 1c

3. Balance

- ▶ Outcomes reflect several different types of learning and opportunities for coordination.*

*Proficient Level of Performance

Elements of 1c

4. Suitability for diverse learners

- ▶ Most of the outcomes are suitable for all students in the class and are based on evidence of student proficiency. However, the needs of some individual students may not be accommodated.*

*Proficient Level of Performance

TESS Evidence for 1c

Artifacts (Products of teacher or student work)

- Lesson and Unit Plans
- Instructional Materials and Resources (plans for and results from teacher and student work)
- For summative teachers: Pre-Observation Form

Evidence from Planning Conferences and Conversations

Planning for 1c Evidence

If the teacher's goal is to have outcomes with high expectations and rigor and important learning concepts in an appropriate sequence, then

1. How should a teacher show the connection to standards and planned individual lesson outcomes?
2. What could be done to plan for supported scaffolding for learning prerequisites?
3. What is 'rigor'? What does it mean for instructional implementation?
4. What does 'appropriate sequence' mean for your students?

Planning for 1c Evidence

If the teacher's goal is to have clear outcomes written in the form of student learning with visible methods of assessment, then

1. What can be done to make sure instructional outcomes express 'what students will learn' and not 'what students will do'?
2. What does it mean to set instructional outcomes with a connection to 'visible methods of assessment'?
3. How should the plan for instruction include connections to previous and future student learning?

Planning for 1c Evidence

If the teacher's goal is to have outcomes reflecting different types of learning and opportunities for coordination, then

1. What should be done to ensure inclusion of different 'types' of outcomes for different 'types' of learning (e.g. factual, conceptual, social, communication, reasoning)?
2. Describe your experience (or opportunity for learning) with the coordination of learning in and among disciplines.

Planning for 1c Evidence

If the teacher's goal is to have outcomes suitable for most students and based on evidence of student proficiency, then

1. What is a good plan for consideration of students' academic and cultural background and experiences when setting instructional outcomes?
2. Describe the range of learners you spend instructional time with every day.
3. What is your plan for consideration of levels of proficiency when creating instructional outcomes?

Which 1c element does this pre-observation conference evidence address?

"Students will learn: Print has meaning; participation in group discussion [social]; understanding of numbers and numeral relationships [cognitive]; classification [cognitive]; following directions [social]; eye-hand coordination to complete tasks [motor]."

"I have chosen these goals because I have been building on their prior knowledge and I've taken some of their skills that are needed from their Individual Pupil Plan [IPP]. I'm building on what we're doing next."

- a. Value, sequence, and alignment**
- b. Clarity**
- c. Balance**
- d. Suitability for diverse learners**

Answer is d.

Which 1c element does this pre-observation conference evidence address?

Lesson outcome: “The learner will be able to determine if they have enough information to begin writing their research paper.”

“I will use one to one conference notes and anecdotal notes and observation sheets for students to write whether they have all their information or not and what they need to finish. The one to one conferences allow me to check for understanding and provide immediate feedback to the students. Anecdotal notes and observation allow me to see growth, check for patterns later on to determine where to go. The worksheets from the group work will get them to state whether or not they need to work on gathering more information or if they are ready to write their research paper.

- a.** *Value, sequence, and alignment*
- b.** *Clarity*
- c.** *Balance*
- d.** *Suitability for diverse learners*

Answer is b.

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Which 1c element does this pre-observation form evidence address?

“The students will learn the correct technique for bowling a ball [cognitive domain], they will be able to demonstrate and apply those techniques in different activities [psychomotor domain]. They will also be working together as a team to accomplish a goal and show good sportsmanship towards one another [social/affective domain].”

“Previously, the students learned the basic arm movements and footwork for bowling a ball. Now the students are taking those techniques and actually applying them to different activities. The particular activities are helping the students work on their hand-eye coordination.

“The bowling lessons started simple on day 1, then progressed as days went on. Start simple, then build from previous lessons. Every lesson involved the 3 domains that are mainly covered in a physical education classroom [cognitive, psychomotor, and affective].

- a. Value, sequence, and alignment**
- b. Clarity**
- c. Balance**
- d. Suitability for diverse learners**

Which 1c element does this pre-observation form evidence address?

“To encourage cooperation and sharing of materials with other students. To recognize similarities and differences as students create a book and compare with other student pages. I want them to be able to think outside the box and imagine what different shapes of clouds would be like by creating our own book. To enhance creativity and identify the shape and label the picture of the cloud formation. Create artwork and appropriate written responses that show comprehension. Recognize, extend, and create simple repeating and growing patterns. To develop fine muscle control by painting with a sponge and writing what the paint formation looks like.”

- a.** *Value, sequence, and alignment*
- b.** *Clarity*
- c.** *Balance*
- d.** *Suitability for diverse learners*

Answer is c.

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Arkansas TESS has 4 levels of performance. . . .

Distinguished

- Master Teacher
- Contributes to the field in and out of school
- Instructs for a 'community of learners'
- Facilitates motivated students: engaged and responsible for learning

Arkansas TESS has 4 levels of performance. . . .

Proficient

- Understands rubric component and proves competent implementation of concepts
- Possesses Professional and Decisional Capacity and commitment to them
- Constantly improving his/her practice through self-motivated learning and willingness to seek best practice for student growth

Arkansas TESS has 4 levels of performance. . . .

Basic

- Appears to understand concepts of a component and works to implement the elements
- Practice may not be consistent or entirely successful
- Willingness to learn from professional resources and other educators in seeking personal professional improvement

Arkansas TESS has 4 levels of performance. . . .

Unsatisfactory

- Doesn't appear to understand concepts of rubric component
- Exhibits little or no commitment for improving professional practice
- May be inappropriate in instruction and/or communication with students

Rubric Levels of Performance Vocabulary

Unsatisfactory	Basic	Proficient	Distinguished
<p>Not No Not clear Unaware Does not respond Poor Not congruent</p>	<p>Some Attempts to Limited Moderate Uneven Inconsistent Rudimentary</p>	<p>Consistent High quality Timely Accurate Appropriate Clear Effective High expectations</p>	<p>All students Highly effective Entirely appropriate Adapted for individual students Fully aligned Extensive</p>

This is which level of performance for 1c?

1. Instructional outcomes are stated as goals that can be assessed, reflecting rigorous learning and curriculum standards. They represent different types of content, offer opportunities for both coordination and integration, and take the needs of individual students into account.
 - Distinguished
 - Proficient
 - Basic
 - Unsatisfactory

This is which level of performance for 1c?

2. Instructional outcomes are stated as goals that can be assessed, reflecting rigorous learning and curriculum standards. They represent different types of content, offer opportunities for both coordination and integration, and take the needs of individual students into account.
 - Distinguished
 - Proficient
 - Basic
 - Unsatisfactory

This is which level of performance for 1c?

3. Instructional outcomes are of moderate rigor and are suitable for some students, but consist of a combination of activities and goals, some of which permit viable methods of assessment. They reflect more than one type of learning, but the teacher makes no attempt at coordination or integration.

- Distinguished
- Proficient
- Basic
- Unsatisfactory

This is which level of performance for 1c?

4. Instructional outcomes are unsuitable for students, represent trivial or low-level learning, or are stated only as activities. They do not permit viable methods of assessment.

- Distinguished
- Proficient
- Basic
- Unsatisfactory

Level of Performance Answers

- 1) Distinguished
- 2) Proficient
- 3) Basic
- 4) Unsatisfactory

Any surprises?

How is 1c successfully demonstrated?

When reviewing a teacher's lesson plans or during a planning conference, an observer/rater may look for the following:

- Skills for setting instructional outcomes either orally or in writing.
- A description of how outcomes relate to curriculum guides; student needs; and the sequence of learning, as well as a connection to other disciplines.
- A balanced approach to setting outcomes. Seeing outcomes in student learning language and connected to viable assessment.
- Success in finding outcomes based on existing student diversity, including range of learning abilities.

Remember

Target *Proficient* performance because
“Our performance goal is to LIVE in 3...
And vacation in 4.”

Think about it. . .

- After reviewing the Performance Levels for **Component 1c: Setting Instructional Outcomes**, how would you rate on the rubric?
- How could you verify your outcomes are written as student learning and not student activities?
- What system might be used to include balance in 'types' of learning and the ability to sequence and coordinate with other disciplines?
- How much time would you need to tell what you know about the learning needs and diversity of your students?

Resources for Additional Learning

- **Enhancing Professional Practice: A Framework for Teaching**, 2nd Edition (Professional Development) by Charlotte Danielson
- **The Handbook for Enhancing Professional Practice: Using the Framework for Teaching in Your School** by Charlotte Danielson
- **Implementing the Framework for Teaching in Enhancing Professional Practice: An ASCD Action Tool** by Charlotte Danielson