

Domain 1: Planning and Preparation



Component 1e. Designing Coherent Instruction

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

<http://www.arkansased.gov/>

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:

1e. Designing Coherent Instruction

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

Understanding 1e. Designing Coherent Instruction

- Teachers – the original ‘design thinkers’. It’s the core competence of instructional planning. 1e is the complete combination of all other Domain 1 components.
- Even if students are ‘responsible for learning’, teachers remain responsible for organization to ensure that learning. Learning must be clearly and definably sequenced and structured.
- From Enhancing Professional Practice by Charlotte Danielson, successful teachers 1. emphasize thinking and problem-based learning; 2. permit student choice and initiative; and 3. encourage depth rather than breadth.

Elements of 1e

1. Learning Activities

- ▶ All of the learning activities are suitable to students or to the instructional outcomes, and most represent significant cognitive challenge, with some differentiation for different groups of students.*

*Proficient Level of Performance

Elements of 1e

2. Instructional Materials and Resources

- ▶ All of the materials and resources are suitable to students, support the instructional outcomes, and are designed to engage students in meaningful learning.*

*Proficient Level of Performance

Elements of 1e

3. Instructional groups

- ▶ Instructional groups are varied as appropriate to the students and the different instructional outcomes.*

*Proficient Level of Performance

Elements of 1e

4. Lesson and unit structure

- ▶ The lesson or unit has a clearly defined structure around which activities are organized. Progression of activities is even, with reasonable time allocations.*

*Proficient Level of Performance

TESS Evidence for 1e

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 1e Evidence

If the teacher's goal is to plan learning activities which are suitable to students or to instructional outcomes and have cognitive challenge with some differentiation, then

1. Realizing that student engagement with learning is the target, can the teacher describe characteristics of activities which will engage learners in his/her room?
2. Is the teacher able to talk about planned learning activities in terms of cognitive complexity with instructional scaffolding as well as student diversity address in the plan?

Planning for 1e Evidence

If the teacher's goal is to have materials and resources that are suitable to students, support the outcomes and are designed to engage students, then

1. What would a teacher need to know to say that lesson materials and resources are 'suitable' for the students?
2. Could the teacher tell the alignment to outcomes while sharing the plan for addressing the diversity of learning needs of the students?
3. Should the teacher stretch to involve students in selecting materials and resources for learning?
How? When? Why?

Planning for 1e Evidence

If the teacher's goal is to have instructional groups which are varied and appropriate for students and learning outcomes, then

1. Explain an instructional grouping strategy that is unique to the subject(s) and students you teach. How will you measure success?
2. Do students need to be taught to work together? How does this idea fit with the students you teach?
3. Should a teacher document successful grouping approaches? How? When?

Planning for 1e Evidence

If the teacher's goal is to have a lesson or unit with a clearly defines structure and appropriate timeline for activities, then

1. Does every lesson require a clear beginning, middle and end? Why or why not?
2. If you do not know an appropriate timeline for activities, how could you find out?
3. How should a summative teacher handle the timeline issue during a formal observation?

Which 1e element does this pre-observation evidence address?

“Work together from aplia.com 11-4, 10 minutes; On your own from aplia.com 11-4, 5 minutes; Venn Diagram, 10 minutes; 11-4 worksheet, (if time permits or homework); Exit slip, 1 minute; Accounting simulation, (if time permits).”

“We will work together with questions and answers to do the worksheet to see the steps to post in the journals. The Venn diagram compares and contrasts a sole proprietorship with a merchandising business. The worksheet helps with literacy. The exit slips tell if they learned. The accounting simulation gives them real world experience.”

- a. Learning activities**
- b. Instructional materials and resources**
- c. Instructional groups**
- d. Lesson and unit structure**

Answer is a.

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

“The reading of the book and lab directions are oral for E. During the lab, the children will be working together. This will help E. because he won’t have to read. During the discussion in the groups, it will be oral, and he will be able to pick up on the objective. For R., the drawing of the names for the groups helps her because she has issues with fairness. She has favorite people to work with. She also has ADHD. Working in groups and hands-on labs helps her focus her attention.”

- a. Learning activities**
- b. Instructional materials and resources**
- c. Instructional groups**
- d. Lesson and unit structure**

Answer is c.

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

“Epson Projector, SMART software, rocks, teacher material, science book, pencils” “Using the SMART software and Epson projector makes it easier for the entire class to see and works well for the visual and auditory learner. By using the science books the students can follow along as the text is read. The kinesthetic and visual learner can use the samples of rocks at the station to better understand the definition of each rock.”

- a. Learning activities**
- b. Instructional materials and resources**
- c. Instructional groups**
- d. Lesson and unit structure**

Answer is b.

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Which 1e element does this pre-observation evidence address?

“In the previous lesson the students learned how to analyze transactions in order to record them in the appropriate journals. Today’s lesson will explain how to post them to the general ledgers in order to calculate the balance for each account. The students need to understand the steps required for posting to the general and subsidiary ledgers in order to have accurate records for future analysis. Mastering the concepts of this class will enable the students to apply them for a career in the accounting field such as bookkeeping or opening their own business. It will also prepare them for any accounting classes they may take in college.”

- a. Learning activities**
- b. Instructional materials and resources**
- c. Instructional groups**
- d. Lesson and unit structure**

Answer is d.

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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 1e?

1. The series of learning experiences is poorly aligned with the instructional outcomes and does not represent a coherent structure. The experiences are suitable for only some students.

- Distinguished
- Proficient
- Basic
- Unsatisfactory

This is which level of performance for 1e?

2. The series of learning experiences demonstrates partial alignment with instructional outcomes, and some of the experiences are likely to engage students in significant learning. The lesson or unit has a recognizable structure and reflects partial knowledge of students and resources..

- Distinguished
- Proficient
- Basic
- Unsatisfactory

This is which level of performance for 1e?

3. The teacher coordinates knowledge of content, of students, and of resources to design a series of learning experiences aligned to instructional outcomes and suitable for groups of students. The lesson or unit has a clear structure and is likely to engage students in significant learning.

- Distinguished
- Proficient
- Basic
- Unsatisfactory

This is which level of performance for 1e?

4. The teacher coordinates knowledge of content, of students, and of resources, to design a series of learning experiences aligned to instructional outcomes, differentiated where appropriate to make them suitable to all students and likely to engage them in significant learning. The lesson or unit structure is clear and allows for different pathways according to student needs.

- Distinguished
- Proficient
- Basic
- Unsatisfactory

Level of Performance Answers

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

Any surprises?

How is 1e successfully demonstrated?

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

- A lesson which is part of a larger unit of instruction. This giving more evidence about a teacher's ability to organize appropriately.
- Purposeful activities, variety of appropriate resources and materials, productive grouping strategies – along with a reasonable timeline for learning.

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 1e: Designing Coherent Instruction**, how would you rate on the rubric?
- Where do you shine: selecting learning activities; designing instructional groups; selecting materials and resources; or creating a strong and meaningful lesson and/or unit line for learning?
- Have you learned observed other lessons where an element of coherent instruction was absent? What would the 911 be for that situation?
- Which one of these elements surprise you? Which one makes you think most? Which one will be part of your professional learning?

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