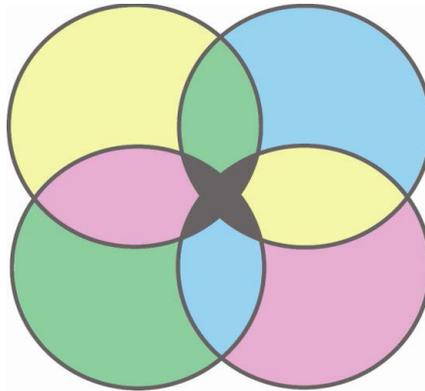


Domain 1: Planning and Preparation

1c: Setting Instructional Outcomes



The Framework for Teaching
Charlotte Danielson

Objectives

1c: Setting Instructional Outcomes

- ▶ Understand the elements of 1c
- ▶ Distinguish the difference in Levels of Performance
- ▶ Review examples of 1c behavior
- ▶ Identify my level of performance on 1c
- ▶ Incorporate strategies to improve my level of performance in 1c

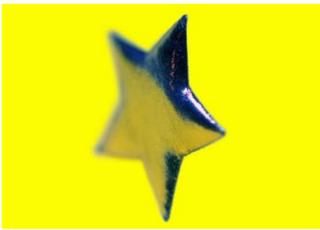


Why Is “Setting Instructional Outcomes” an Important Component of Effective Teaching?

- ▶ Teaching is a purposeful activity; even the most imaginative activities are directed toward certain desired learning.
- ▶ Establishing instructional outcomes entails identifying exactly what students will be expected to learn; *the outcomes describe not what students will do, but what they will learn.*
- ▶ The instructional outcomes should reflect important learning and must lend themselves to various forms of assessment through which all students can demonstrate their understanding of content.
- ▶ The outcomes determine the instructional activities, the resources used, their suitability for diverse learners, and the methods of assessment employed; they hold a central place in Domain 1.

Why Is “Setting Instructional Outcomes” an Important Component of Effective Teaching?

- ▶ Learning outcomes may be of a number of different types: **factual and procedural knowledge, conceptual understanding, thinking and reasoning skills, and collaborative and communication strategies.**
- ▶ Some learning outcomes refer to dispositions; it's important not only that students learn to read but also that they *like* to read.
- ▶ Experienced teachers are able to link their learning outcomes with outcomes both within their discipline and in other disciplines.



The Elements

1. Value, sequence, and alignment

- ▶ Outcomes represent significant learning in the discipline reflecting, where appropriate, the Common Core State Standards.

2. Clarity

- ▶ Outcomes must refer to what students will learn, not what they will do, and must permit viable methods of assessment.

3. Balance

- ▶ Outcomes should reflect different types of learning, such as knowledge, conceptual understanding, and thinking skills.

4. Suitability for diverse students

- ▶ Outcomes must be appropriate for all students in the class.

Let's Think

- ▶ How can state standards help define instructional outcomes?
- ▶ Why does the Framework distinguish between what students will do and what they will learn?
- ▶ What impact does this have on lesson planning?
- ▶ How would you define the terms *knowledge*, *conceptual understanding*, and *thinking skills*?
- ▶ Why is it important to consider all three types of learning?
- ▶ How does this component relate to component 1b: Demonstrating Knowledge of Students?



Performance Grounded in Evidence

Outcomes are:

- ▶ of a challenging cognitive level
- ▶ statements of student learning, not student activity
- ▶ central to the discipline and related to those in other disciplines
- ▶ permit assessment of student attainment
- ▶ differentiated for students of varied ability



Relevant because...

- ▶ The teacher's lesson plan states that she wants students to formulate hypotheses about which objects conduct electricity.

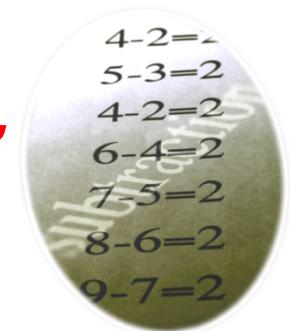
Relevant – Outcomes will allow ‘all’ students to learn

- ▶ During a planning conference, the teacher says that students will learn about how differences in the points of view of the characters in the story create suspense.

Relevant – Outcomes are what students will ‘learn’

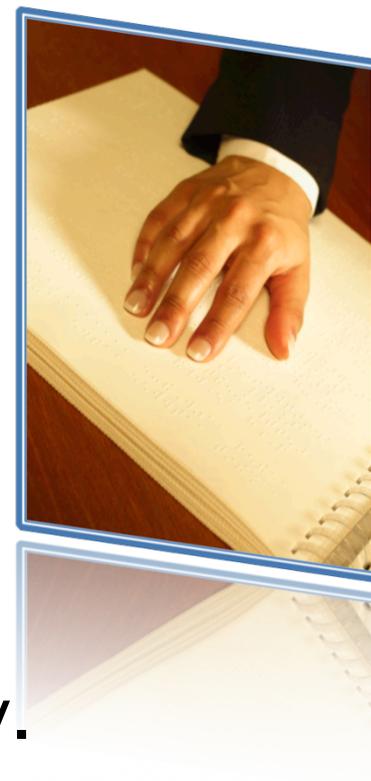
- ▶ During a planning conference, the teacher explains that the lesson is about having students measure the area and perimeter of objects in the room.

Relevant – Outcomes represent different ‘types’ of learning



Performance Levels

- ▶ You will read four classroom observation descriptions.
- ▶ Arrange each of the four descriptions in left to right order beginning with Unsatisfactory.
- ▶ After all four, compare with your table and discuss specific reasons why you rated it as you did.



What Is the Level?

A. All outcomes represent high-level learning in the discipline.

They are clear, are written in the form of student learning, and permit viable methods of assessment.

Outcomes reflect several different types of learning and, where appropriate, represent both coordination and integration.

Outcomes are differentiated, in whatever way is needed, for individual students.



What Is the Level?

B. Outcomes represent moderately high expectations and rigor.

Some reflect important learning in the discipline and consist of a combination of outcomes and activities.

Outcomes reflect several types of learning, but the teacher has made no effort at coordination or integration.

Outcomes, based on global assessments of student learning, are suitable for most students in class.



What Is the Level?

C. Most outcomes represent rigorous and important learning in the discipline and are clear, are written in the form of student learning, and suggest viable methods of assessment.

Outcomes reflect several different types of learning and opportunities for coordination, and they are differentiated, in whatever way is needed, for different groups of students.



What Is the Level?

D. The outcomes represent low expectations for students and lack of rigor, and not all of these outcomes reflect important learning in the discipline.

They are stated as student activities, rather than as outcomes for learning.

Outcomes reflect only one type of learning and only one discipline or strand and are suitable for only some students.



Level of Performance Answers

- ▶ A. Distinguished (Level 4)
- ▶ B. Basic (Level 2)
- ▶ C. Proficient (Level 3)
- ▶ D. Unsatisfactory (Level 1)

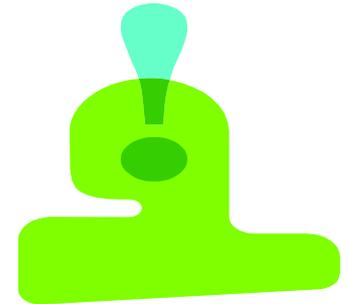
Any surprises?



Level 3 Proficient Critical Attributes

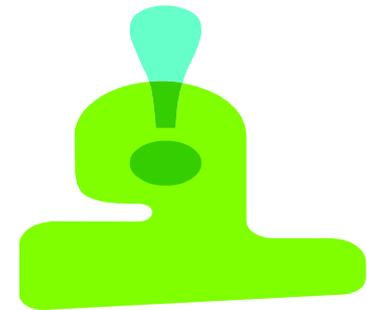
Outcomes:

- ▶ represent high expectations and rigor.
- ▶ are related to "big ideas" of the discipline.
- ▶ are written in terms of what students will learn rather than do.
- ▶ represent a range of types: factual knowledge, conceptual understanding, reasoning, social interaction, management, and communication.
- ▶ differentiated where necessary, are suitable to groups of students in the class.



Level 2 Basic Critical Attributes

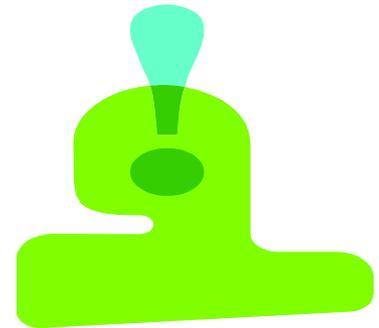
- ▶ Outcomes represent a mixture of low expectations and rigor.
- ▶ Some outcomes reflect important learning in the discipline.
- ▶ Outcomes are suitable for most of the class.



Level 1 Unsatisfactory Critical Attributes

Outcomes:

- ▶ lack rigor.
- ▶ do not represent important learning in the discipline.
- ▶ are not clear or are stated as activities.
- ▶ are not suitable for many students in the class



Level 4 Distinguished Critical Attributes



In addition to the characteristics of a level of performance 3,

- ▶ The teacher's plans reference curricular frameworks or blueprints to ensure accurate sequencing.
- ▶ The teacher connects outcomes to previous and future learning.
- ▶ Outcomes are differentiated to encourage individual students to take educational risks.

Level 4: Distinguished Evidence Examples Check

- ▶ The teacher encourages his students to set their own goals; he provides them a taxonomy of challenge verbs to help them strive to meet the teacher's higher expectations of them.
- ▶ Students will develop a concept map that links previous learning goals to those they are currently working on.
- ▶ Some students identify additional learning.
- ▶ The teacher reviews the project expectations and modifies some goals to be in line with students' IEP objectives.
- ▶ One of the outcomes for a social studies unit addresses students analyzing the speech of a political candidate for accuracy and logical consistency.

Level 3: Proficient

Evidence Examples Check

- ▶ One of the learning outcomes is for students to "appreciate the aesthetics of 18th-century English poetry."
- ▶ The outcomes for the history unit include some factual information, as well as a comparison of the perspectives of different groups in the run-up to the Revolutionary War.
- ▶ The learning outcomes include students defending their interpretation of the story with citations from the text.

Level: 2 Basic

Evidence Examples Check

- ▶ Outcomes consist of understanding the relationship between addition and multiplication and memorizing facts.
- ▶ The reading outcomes are written with the needs of the "middle" group in mind; however, advanced students are bored, and some lower-level students are struggling.
- ▶ Most English/ Language Arts outcomes are based on narrative.

Level 1: Unsatisfactory Evidence Examples Check

- ▶ A learning outcome for a fourth–grade class is to make a poster illustrating a poem.
- ▶ All the outcomes for a ninth–grade history class are based on demonstrating factual knowledge.
- ▶ Topic of the social studies unit involves the concept of revolutions, but the teacher expects his students to remember only the important dates of battles.
- ▶ Despite the presence of a number of ELL students in the class, the outcomes state that all writing must be grammatically correct.
- ▶ None of the science outcomes deals with students' reading, understanding, or interpretation of the text.



Lesson and Unit Plans

As you develop your lesson plans and unit plans, consider the following aspects:

- ▶ Do your plans identify what students will learn and not just what they will do?
- ▶ Are the outcomes a mix of different types? (e.g., factual and procedural knowledge, conceptual understanding, thinking and reasoning skills, and collaborative and communication strategies)
- ▶ Do your plans list any outcomes that refer to dispositions?
- ▶ Are the outcomes aligned to state standards (or, where appropriate, to the Common Core State Standards)?



Lesson and Unit Plans *(continued)*

- ▶ Are the outcomes important for the grade and subject you teach?
- ▶ Do the outcomes reflect several types of learning?
- ▶ Are the outcomes measurable? How do you know?
- ▶ Do your plans identify how you will assess your students?
- ▶ Do your plans identify connections with other subject areas?
- ▶ Are outcomes differentiated by groups of students or individuals?

Planning Conferences



Here are some questions you might be asked that are relevant to this component of the Framework:

- ▶ What do you expect students to learn from this lesson?
- ▶ Why did you choose these learning outcomes?
- ▶ Are these important learning outcomes for the grade and subject you teach? How do you know?
- ▶ Are these learning outcomes aligned to state standards (or Common Core State Standards)? How do you know?
- ▶ At the conclusion of the lesson, how will you know if students have learned what you expected?
- ▶ How have you differentiated the learning outcomes for different students?

Discussion

- ▶ After reviewing the Performance Levels for **Domain 1c: Setting Instructional Outcomes**, explain some methods of differentiation for your students?

