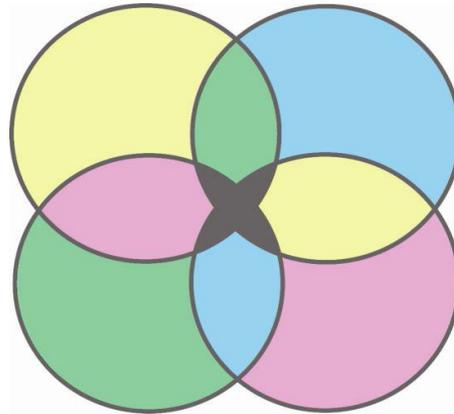


Domain 1: Planning and Preparation

1e: Designing Coherent Instruction



The Framework for Teaching
Charlotte Danielson

Objectives

1e: Designing Coherent Instruction

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

Why Is “Designing Coherent Instruction” an Important Component of Effective Teaching?

- ▶ Designing coherent instruction is the **heart** of planning which reflects
 - teacher's knowledge of content and students
 - intended outcomes of instruction
 - available resources
- ▶ Planning requires
 - clear understanding of the state, district, and school expectations for student learning
 - skill to translate these into a coherent plan
 - Understanding of the characteristics of students they teach and the active nature of student learning

Why Is “Designing Coherent Instruction” an Important Component of Effective Teaching?

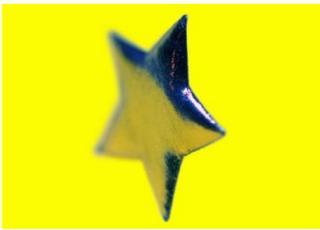
- ▶ Educators must determine how best to sequence instruction in a way that will advance student learning through the required content.
- ▶ Such planning requires
 - thoughtful construction of lessons that contain cognitively engaging learning activities
 - incorporation of appropriate resources and materials
 - intentional grouping of students.



Why Is “Designing Coherent Instruction” an Important Component of Effective Teaching

- ▶ Proficient practice in this component recognizes that a well-designed instruction plan addresses the learning needs of various groups of students; one size does not fit all.
- ▶ A distinguished teacher plans instruction that takes into account the specific learning needs of each student and solicits ideas from students on how best to structure learning. The plan is implemented in domain 3.





The Elements

1. Learning activities

Instruction is designed to engage students and advance them through the content.

2. Instructional materials and resources

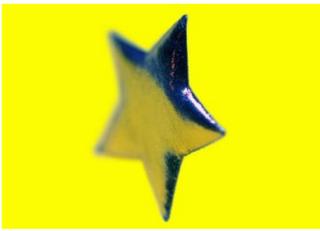
Aids to instruction are appropriate to the learning needs of students.

3. Instructional groups

Teachers intentionally organize instructional groups to support student learning.

4. Lesson and unit structure

Teachers produce clear and sequenced lesson and unit structures to advance student learning.



Questions on Elements

- ▶ How can you tell if your lessons are appropriately focused on student engagement?
- ▶ What are "aids to instruction"? What would make them appropriate or inappropriate?
- ▶ What is the difference between intentional and unintentional grouping of students?
- ▶ What is the relationship between standards, such as the Common Core State Standards, and clear and sequenced lesson and unit plans?

Performance Grounded in Evidence

- ▶ Lessons that support instructional outcomes and reflect important concepts
- ▶ Instructional maps that indicate relationships to prior learning
- ▶ Activities that represent high-level thinking
- ▶ Opportunities for student choice
- ▶ Use of varied resources
- ▶ Thoughtfully planned learning groups
- ▶ Structured lesson plans



Bloom's Taxonomy

Creating-Designing, constructing, planning, producing, making, inventing, devising, publishing, broadcasting, blogging

Evaluating-Checking, hypothesizing, critiquing, experimenting, judging, networking, posting, moderating, collaborating

Analyzing-Comparing, organizing, deconstructing, outlining, structuring, linking, media clipping, integrating, survey

Applying-Implementing, carrying out, using, loading, operating, uploading, painting, solving, explaining

Understanding-Interpreting, summarizing, inferring, paraphrasing, classifying, comparing, explaining, annotating

Remembering-Recognizing, listing, describing, identifying, finding, highlighting, Googling, matching, memorizing

Relevant because...

- ▶ The teacher's plan indicates that students will have 10 minutes to produce a poster illustrating the results of their experiment.

Relevant -A design to advance students through content

- ▶ The teacher's plan lists base 10 blocks as materials for students to use when modeling word problems with multi-digit numbers.

Relevant - Base 10 blocks are appropriate to the need

- ▶ After attending a conference on learning differences, the teacher starts to consider new ways to group students in her classroom.

Relevant - Intentionally grouping students

Performance Levels

- ▶ You will read four classroom observation descriptions.
- ▶ After each of the four descriptions, jot down on a post-it what performance level you would assign it and why.
- ▶ After all four, compare with your table and discuss specific reasons why you rated it as you did.

What Is the Level?

- A. Most of the learning activities are aligned with the instructional outcomes and follow an organized progression suitable to groups of students.

The learning activities have reasonable time allocations; they represent significant cognitive challenge, with some differentiation for different groups of students and varied use of instructional groups.

What Is the Level?

B. The sequence of learning activities follows a coherent sequence, is aligned to instructional goals, and is designed to engage students in high-level cognitive activity.

These are appropriately differentiated for individual learners.

Instructional groups are varied appropriately, with some opportunity for student choice.

What Is the Level?

C. Some of the learning activities and materials are aligned with the instructional outcomes and represent moderate cognitive challenge, but with no differentiation for different students. Instructional groups partially support the activities, with some variety. The lesson or unit has a recognizable structure; but the progression of activities is uneven, with only some reasonable time allocations.

What Is the Level?

D. Learning activities are

- poorly aligned with the instructional outcomes
- do not follow an organized progression
- are not designed to engage students in active intellectual activity
- have unrealistic time allocations.

Instructional groups are not suitable to the activities and offer no variety.

Level of Performance Answers

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

Any surprises?



Level 3 Proficient Critical Attributes

- ▶ Learning activities are matched to instructional outcomes.
- ▶ Activities provide opportunity for higher-level thinking.
- ▶ The teacher provides a variety of appropriately challenging materials and resources.
- ▶ Instructional student groups are organized thoughtfully to maximize learning and build on students' strengths.
- ▶ The plan for the lesson or unit is well structured, with reasonable time allocations.

Level 2 Basic Critical Attributes

- ▶ Learning activities are moderately challenging.
- ▶ Learning resources are suitable, but there is limited variety.
- ▶ Instructional groups are random, or they only partially support objectives.
- ▶ Lesson structure is uneven or may be unrealistic about time expectations.

Level 1 Unsatisfactory Critical Attributes

- ▶ Learning activities are boring and/or not well aligned to the instructional goals.
- ▶ Materials are not engaging or do not meet instructional outcomes.
- ▶ Instructional groups do not support learning.
- ▶ Lesson plans are not structured or sequenced and are unrealistic in their expectations.

Level 4 Distinguished Critical Attributes

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

- ▶ Activities permit student choice.
- ▶ Learning experiences connect to other disciplines.
- ▶ The teacher provides a variety of appropriately challenging resources that are differentiated for students in the class.
- ▶ Lesson plans differentiate for individual student needs.

Level 4 Distinguished Evidence Examples Check

- ▶ The teacher's unit on ecosystems lists a variety of challenging activities in a menu; the students choose those that suit their approach to learning.
- ▶ While completing their projects, the students will have access to a wide variety of resources that the teacher has coded by reading level so that students can make the best selections.
- ▶ After the cooperative group lesson, the students will reflect on their participation and make suggestions.
- ▶ The lesson plan clearly indicates the concepts taught in the last few lessons; the teacher plans for his students to link the current lesson outcomes to those they previously learned.
- ▶ The teacher has contributed to a curriculum map that organizes the ELA Common Core State Standards in tenth grade into a coherent curriculum.

Level 3 Proficient Evidence Examples Check

- ▶ The teacher reviews her learning activities with a reference to high-level "action verbs" and rewrites some of the activities to increase the challenge level.
- ▶ The teacher creates a list of historical fiction titles that will expand her students' knowledge of the age of exploration.
- ▶ The teacher plans for students to complete a project in small groups; he carefully selects group members by their reading level and learning style.
- ▶ The teacher reviews lesson plans with her principal; they are well structured, with pacing times and activities clearly indicated.
- ▶ The fourth-grade math unit plan focuses on the key concepts for that level.

Level 2 Basic Evidence Examples Check

- ▶ After a mini-lesson, the teacher plans to have the whole class play a game to reinforce the skill she taught.
- ▶ The teacher finds an atlas to use as a supplemental resource during the geography unit.
- ▶ The teacher always lets students self-select a working group because they behave better when they can choose whom to sit with.
- ▶ The teacher's lesson plans are well formatted, but the timing for many activities is too short to actually cover the concepts thoroughly.
- ▶ The plan for the ELA lesson includes only passing attention to students' citing evidence from the text for their interpretation of the short story.

Level 1 Unsatisfactory Evidence Examples Check

- ▶ After his ninth graders have memorized the parts of the microscope, the teacher plans to have them fill in a worksheet.
- ▶ The teacher plans to use a 15-year-old textbook as the sole resource for a unit on communism.
- ▶ The teacher organizes her class in rows, seating the students alphabetically; she plans to have students work all year in groups of four based on where they are sitting.
- ▶ The teacher's lesson plans are written on sticky notes in his gradebook; they indicate: lecture, activity, or test, along with page numbers in the text.

Unit and Lesson Plans

- ▶ Does your plan present a coherent set of elements where the instructional outcomes, activities, materials, methods, and student groupings all work together?
- ▶ Does your plan provide a coherent sequence of activities that progress from simple to more complex? In other words, does the plan have a clearly recognizable structure?
- ▶ Do the learning activities have reasonable time allocations?

Unit and Lesson Plans

- ▶ What level of cognitive demand do the activities place on your students?
- ▶ Does your plan include student grouping? If so, how and why are students grouped in this way?
- ▶ Does your lesson plan fit within the overall unit plan as well as the goals for the year?
- ▶ Does your plan allow for student choice?

Pre-Observation Conference

- ▶ How do your instructional activities align to the outcomes?
- ▶ How will you engage students in the learning?
- ▶ What will you do in the lesson? What will your students do?
- ▶ Will you have student groups? If so, how did you select these groups?
- ▶ How does this lesson fit within the unit plan and overall goals for the year?

Discussion

- ▶ After reviewing the Performance Levels for **Domain 1e: Designing Coherent Instruction**, explain some methods of integrating higher levels of thinking into the plan?
- ▶ How can you differentiate instruction based on your knowledge of students in your classes?
- ▶ How does your plan reflect the time management strategies needed?

