DESIGNING COHERENT INSTRUCTION

Engage in the process of planning lessons and appropriately challenging learning activities aligned to CCLS

Presenter: Barbara Ferrante
Agenda

• A Sticky Self Assessment

• An Overview of the Danielson Framework for Teaching

• “Four” Corners
  (Danielson Framework 1e)

• Unpacking “Designing Coherent Instruction” - 1e

• Let’s Go to the Video

• Debrief Video with 1e elements

• Implications for Instruction
Outcomes

Participants will experience and practice:

• Designing well-planned lessons and learning activities to engage students that are aligned to instructional objectives

• Setting clear instructional objectives and learning targets aligned to CCLS

• Planning appropriate challenging learning activities aligned to instructional objectives that address students’ needs and strengths
Danielson’s Framework for Teaching

Where Are You?

Place a colored circle on the sentence strip indicating your knowledge and understanding of teaching expectations aligned to “Danielson's Framework for Teaching.”
# Danielson’s Framework for Teaching

<table>
<thead>
<tr>
<th>Domain 1: Planning and Preparation</th>
<th>Domain 2: The Classroom Environment</th>
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<td>a. Demonstrating knowledge of content and pedagogy</td>
<td>a. Creating an environment of respect and rapport</td>
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<td>b. Demonstrating knowledge of students</td>
<td>b. Establishing a culture for learning</td>
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<td>c. Setting instructional outcomes</td>
<td>c. Managing classroom procedures</td>
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<td>d. Demonstrating knowledge of resources</td>
<td>d. Managing student behavior</td>
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<tr>
<td>e. Designing coherent instruction</td>
<td>e. Organizing physical space</td>
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<td>f. Designing student assessments</td>
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<th>Domain 3: Instruction</th>
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<td>a. Communicating with students</td>
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<td>b. Using questioning and discussion techniques</td>
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<td>c. Engaging students in learning</td>
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<td>d. Using assessment in instruction</td>
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<td>a. Reflecting on teaching</td>
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<td>b. Maintaining accurate records</td>
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<td>c. Communicating with families</td>
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<td>d. Participating in a professional Community</td>
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<td>e. Growing and developing professionally</td>
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<td>f. Demonstrating professionalism</td>
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Danielson’s Framework for Teaching

**Domain 1: Planning and Preparation**
- a. Demonstrating knowledge of content and pedagogy
- b. Demonstrating knowledge of students
- c. Setting instructional outcomes
- d. Demonstrating knowledge of resources
- e. Designing coherent instruction
- f. Designing student assessments

**Domain 2: The Classroom Environment**
- e. Creating an environment of respect and support
- a. Creating a culture for learning
- b. Establishing a culture for learning
- c. Managing classroom procedures
- d. Managing student behavior
- e. Organizing physical space

**Domain 3: Instruction**
- a. Communicating with students
- b. Using questioning and discussion techniques
- c. Engaging students in learning
- d. Using assessment in instruction
- e. Demonstrating flexibility and responsiveness
- f. Demonstrating professionalism

**Domain 4: Professional Responsibilities**
- a. Reflecting on teaching
- b. Maintaining accurate records
- c. Communicating with families
- d. Participating in a professional community
- e. Growing and developing professionally
- f. Demonstrating professionalism

**PLAN**

**APPLY**

**TEACH**

**REFLECT**
Where Are You? (Learning Targets)

Place a sticker indicating where you are:

• I can produce clear and sequenced lessons.

• I can plan cognitively engaging learning activities

• I can intentionally organize instructional groups to support learning.
“Four” Corners

Which statement do you think is most important in Designing Coherent Instruction?

Go to the corner that best represents your thoughts on Designing Coherent Instruction.

Talk at your corner and share your reasoning for choosing that corner.
Corner 1

Teachers produce clear and sequenced lessons with reasonable time allocations.
Lessons contain cognitively engaging learning activities and support higher-level thinking.
Corner 3

Teachers intentionally organize instructional groups to support student learning.
Corner 4

Instruction is designed to support instructional outcomes and to advance students through the content.
Close Read (Think/Pair/Share) “Designing Coherent Instruction”

1. What is the gist?

Supporting evidence from the text…..
Close Read (Think/Pair/Share)
“Designing Coherent Instruction”

2. What does Danielson mean when she states:
“Designing coherent instruction is the heart of planning”

Supporting evidence from the text……..
“Designing Coherent Instruction”

3. Choose a phrase or sentence that resonates with you.

This word or phrase resonates with me because...
4. Danielson uses a variety of adjectives to support her description:
clear understanding; **coherent** plan; **required** content; thoughtful construction; **cognitively engaging** learning activities; **appropriate** resources; **intentional** grouping; **well-designed** instruction plan; various groups

Explain how the use of these adjectives enhance her description of “Designing Coherent Instruction?”
Let’s Unpack the “Elements” of 1e

• Reflect on each of the elements in Column 1

• In Column 2 - List some understandings and pre-planning needed to address each of the elements listed in Column 1
<table>
<thead>
<tr>
<th>Elements 1e</th>
<th>Pre Planning</th>
<th>Evidence</th>
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| Instruction is designed to support instructional outcomes and to advance students through the content | • Know & understand content  
• Know & understand standards  
• Know varied teaching strategies (Scaffolding; ESL; SWD; UDL)  
• Know & understand Backwards Design for planning  
• Plan informal assessments |          |
| Teachers produce clear and sequenced lessons with reasonable time allocations | • Know & understand Backwards Design for planning  
• Know & understand content  
• Know & understand standards  
• Know varied teaching strategies (Scaffolding; ESL; SWD; UDL)  
• Know workshop model  
• Plan informal assessments |          |
| Lessons contain cognitively engaging learning activities and support higher-level thinking | • Know varied teaching strategies (Scaffolding; ESL; SWD; UDL)  
• Plan questions using DOK |          |
| Resources and materials that aid instruction are appropriate to the learning needs of the students. | • Know all available resources on content (book, articles, technology and background information)  
• Know students’ educational, social, emotional strengths and needs  
• Be prepared (technology, charts, pictures, presumed misconceptions) |          |
| Teachers intentionally organize instructional groups to support student learning. | • Know students’ educational, social, emotional strengths and needs  
• Be prepared (use pre-assessments, informal & formal assessments)  
• Be prepared with classroom procedures (rules for group work) |          |
Let’s Go to the Video

In Column 3
List evidence from the video that addresses each element in Column 1
Where Are You Now?

*Place a sticker indicating where you are:*

- I can produce clear and sequenced lessons.

- I can plan cognitively engaging learning activities

- I can intentionally organize instructional groups to support learning.
Lights, Focus, Action

Red- One thing I will stop doing as a result of today’s learning...

Yellow- One thing I will continue to do as a result of today’s learning...

Green- One thing I will do as a result of today’s learning...
Strategy Toolkit

- Sticky Self Assessment – Learning Targets
- “Four” Corners
- Close Read
- Think/Pair/Share
- Unpacking 1e with graphic organizer
- Revisit Learning Targets
- Traffic Light Reflection