

Sumter District Schools
Teacher Evaluation System
Online PD Course

Lesson 2

The Road to Effective Teaching



"Your evaluation will be based on what you do in the next thirty seconds. Go!"

Course Objectives



- △ Explore the Danielson Framework for teaching, each of the domains, and the rating levels.
- △ Examine the 15 components in the Sumter Framework.
- △ Analyze the components of each domain in the Sumter Framework.
- △ Develop ideas for each component to implement in the classroom.

Lesson #2

Domain 1; Component 1e

DESIGNING COHERENT INSTRUCTION



Remember the Domains of “A Framework for Teaching”

- Domain 1: Planning and Preparation
- Domain 2: Classroom Environment
- Domain 3: Instruction
- Domain 4: Professional Responsibilities



A Framework for Teaching: Components of Professional Practice

Domain 1: Planning and Preparation

- a. Demonstrating knowledge of content and pedagogy
- b. Demonstrating knowledge of students
- c. Selecting instructional outcomes
- d. Demonstrating knowledge of resources
- e. **Designing coherent instruction**
- f. Designing student assessment

Domain 2: The Classroom Environment

- a. Creating an environment of respect and rapport
- b. Establishing a culture for learning
- c. Managing classroom procedures
- d. Managing student behavior
- e. Organizing physical space

Domain 4: Professional Responsibilities

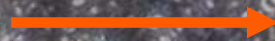
- a. Reflecting on teaching
- b. Maintaining accurate records
- c. Communicating with families
- d. Participating in a professional community
- e. Growing and developing professionally
- f. Demonstrating professionalism

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

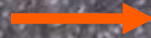
Structure of FFT (Common Vocabulary)

Domains



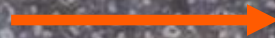
Domain 1: Planning and Preparation

Components



Component 1e: Designing Coherent Instruction

Elements



**Learning Activities
Instructional Materials and Resources
Instructional Groups
Lesson and Unit Structure**

With rubrics

Sumter County Schools

15 Essential Components

Domain 1

- **1e: Designing Coherent Instruction**

Domain 4

- 4a: Reflective Practice
- 4b: Maintaining Accurate Records
- 4c: Communicating with Families
- 4d: Participating in a Professional Community
- 4e: Growing & Developing Professionally
- 4f: Demonstrating Professionalism

PLAN

APPLY

REFLECT

Domain 2

Creating an Environment of Respect and Rapport

- 2b: Establishing a Culture for Learning
- 2c: Managing Classroom Procedures
- 2d: Managing Student Behavior

Domain 3

- 3a: Using Formative Assessment to Monitor Student Learning
- 3b: Using Questioning and Discussion Techniques
- 3c: Engaging Students in Learning
- 3d: Using Assessment in Instruction

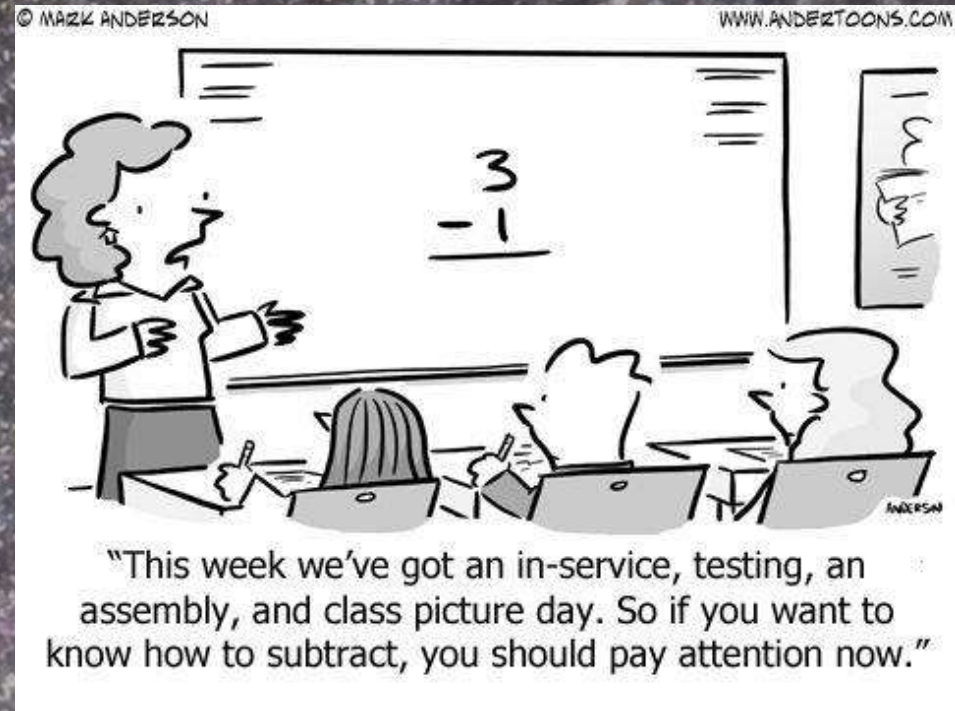
TEACH

Domain 1: Planning and Preparation

Component 1e: Designing Coherent Instruction

Elements:

- 1) Learning Activities
- 2) Instructional Materials and Resources
- 3) Instructional Groups
- 4) Lesson and Unit Structure



Component 1e Element #1

1) Learning Activities

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

*"A good plan is like a road map. It shows the final destination and usually the best way to get there."
Donald Judd*

Component 1e Element #1

Important questions regarding
Learning Activities when
planning lessons:



- Will my lesson engage students?
- Will the activities I have planned move students through the content standards?
- Do my activities support instructional outcomes?

Learning Activities

- **EFFECTIVE**

- 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.

- **HIGHLY EFFECTIVE**

- Learning activities are highly suitable to diverse learners and support the instructional outcomes. They are all designed to engage students in high-level cognitive activity and are differentiated for individual learners, as appropriate.

Component 1e Element #2

2) Instructional Materials and Resources

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



Instructional Materials and Resources

- EFFECTIVE

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

- HIGHLY EFFECTIVE

- All of the materials and resources are suitable to students, support instructional outcomes, and are designed to engage students in meaningful learning. There is evidence of appropriate use of technology and of student participation in soliciting or adapting materials.

Component 1e Element #3

3) Instructional Groups

Teachers intentionally organize instructional groups to support student learning.



Instructional Groups

- EFFECTIVE

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

- HIGHLY EFFECTIVE

- Instructional groups are varied as appropriate to the students and different instructional outcomes.
There is evidence of *student choice* in selecting the different patterns of instructional groups.

Component 1e Element #4

4) Lesson and Unit Structure

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



Lesson and Unit Structure

- **EFFECTIVE**

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

- **HIGHLY EFFECTIVE**

- The lesson's or unit's structure is clear and allows for different pathways according to diverse student needs. The progression of activities is highly coherent.

LEVELS OF PERFORMANCE

Component 1e: Designing Coherent Instruction

Elements: *Learning Activities, Instructional Materials and Resources, Instructional groups, Lesson and Unit Structure*

Component 1e	Unsatisfactory	Needs Improvement/ Developing/ BASIC	Effective/ PROFICIENT	Highly Effective/ DISTINGUISHED
Guiding Principles	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, and have unrealistic time allocations. Instructional groups are not suitable to the activities and offer no variety.	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.	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.	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.

LEVELS OF PERFORMANCE

Component 1e: Establishing a Culture for Learning

Elements: Importance of the content, Expectations for learning and achievement, Student pride in work

	Unsatisfactory	Needs Improvement/ Developing/ BASIC	Effective/ PROFICIENT	Highly Effective/ DISTINGUISHED
Critical Attributes	<p>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, and have unrealistic time allocations. Instructional groups are not suitable to the activities and offer no variety.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>

LEVELS OF PERFORMANCE

Component 1e: Establishing a Culture for Learning

Elements: Importance of the content, Expectations for learning and achievement, Student pride in work

	Unsatisfactory	Needs Improvement/ Developing/ BASIC	Effective/ PROFICIENT	Highly Effective/ DISTINGUISHED
Examples	<ul style="list-style-type: none"> • <i>After his ninth graders have memorized the parts of the microscope, the teacher plans to have them fill in a worksheet.</i> • <i>The teacher plans to use a 15-year-old textbook as the sole resource for a unit on communism.</i> • <i>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.</i> • <i>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.</i> • <i>And others...</i> 	<ul style="list-style-type: none"> • <i>After a mini-lesson, the teacher plans to have the whole class play a game to reinforce the skill she taught.</i> • <i>The teacher finds an atlas to use as a supplemental resource during the geography unit.</i> • <i>The teacher always lets students self-select a working group because they behave better when they can choose whom to sit with.</i> • <i>The teacher's lesson plans are well formatted, but the timing for many activities is too short to actually cover the concepts thoroughly.</i> • <i>The plan for the ELA lesson includes only passing attention to students' citing evidence from the text for their interpretation of the short story.</i> • <i>And others...</i> 	<ul style="list-style-type: none"> • <i>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.</i> • <i>The teacher creates a list of historical fiction titles that will expand her students' knowledge of the age of exploration.</i> • <i>The teacher plans for students to complete a project in small groups; he carefully selects group members by their reading level and learning style.</i> • <i>The teacher reviews lesson plans with her principal; they are well structured, with pacing times and activities clearly indicated.</i> • <i>The fourth-grade math unit plan focuses on the key concepts for that level.</i> • <i>And others...</i> 	<ul style="list-style-type: none"> • <i>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.</i> • <i>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.</i> • <i>After the cooperative group lesson, the students will reflect on their participation and make suggestions.</i> • <i>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.</i> • <i>The teacher has contributed to a curriculum map that organized the ELA Common Core State Standards in tenth grade into a coherent curriculum.</i> • <i>And others....Student</i>

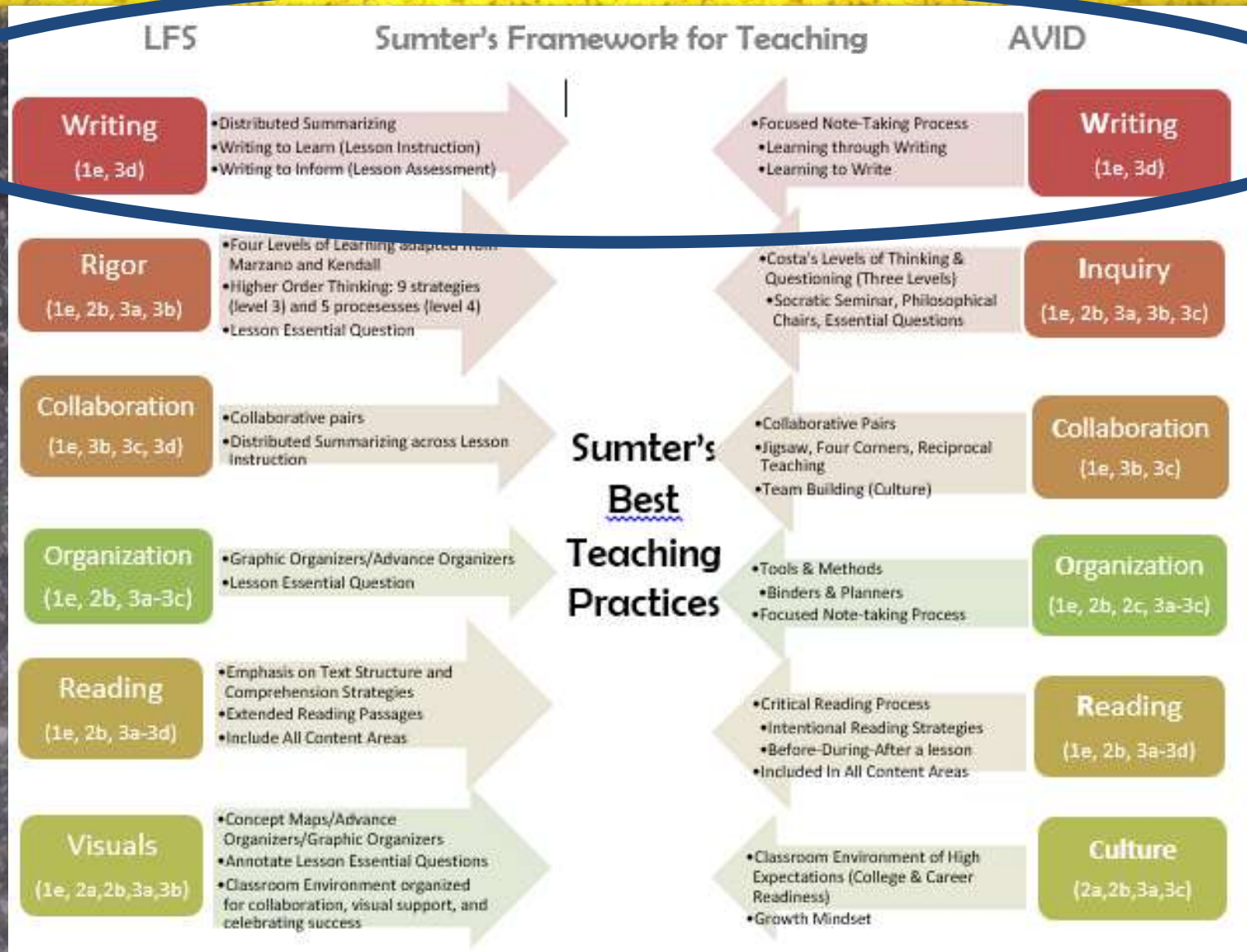
Teaching is Complex Work!

REMARKS

If a doctor, lawyer, or dentist had 40 people in his office at one time, all of whom had different needs, and some of whom didn't want to be there and were causing trouble, and the doctor, lawyer, or dentist, without assistance, had to treat them all with professional excellence for nine months, then he might have some conception of the classroom teacher's job.

-Donald D. Quinn

LFS/AVID/Danielson (SF)



The Rear View Mirror

- Congratulations! You have finished the content for Lesson #2.
- Please review the content and complete the Forms assessment using the link below:

<https://forms.office.com/Pages/ResponsePage.aspx?id=2pKTVglifkqusoJ5cOrsYCSC5vX-rqdMr3hUu8ZKjJIUNFpBQTIXVzQ1SzJPRUFJWk1aMUJSOVBaUS4u>

