

IDENTIFYING THE RELATIONSHIP BETWEEN THE CCLS INSTRUCTIONAL SHIFTS AND DANIELSON'S FRAMEWORK FOR TEACHING, COMPETENCY 1E (90 MINUTES)

OVERVIEW

Rigor and access are fundamental to the Common Core Learning Standards (CCLS) Instructional Shifts, which need to be reflected in teachers' daily lesson plans. This session will help teachers understand how the CCLS Instructional Shifts impact lesson planning and how those Instructional Shifts can be seen in the Framework for Teaching (FfT) competency 1e. This session is equally applicable for teachers who are not highly adept at working with either the FfT or the Instructional Shifts and for teachers who are familiar with both because it allows them to dig more deeply into how the shifts inform lesson planning and FfT 1e.

GUIDING QUESTION

- How do the CCLS Instructional Shifts inform my lesson planning and my understanding of the FfT competency 1e?

OUTCOME

Teachers will understand how the Common Core Learning Standards and Instructional Shifts inform their lesson planning and their understanding of Danielson's FfT, competency 1e.

MATERIALS

- Part 1
 - Shifts handout (2-sided graphic organizer)
- Part 2
 - Lesson plan
 - Shifts Handout from Part 1
 - Competency 1e of FfT (2 copies for each teacher)
 - 3-column organizer

PART 1: IDENTIFYING CCLS INSTRUCTIONAL SHIFTS IN LESSON PLANS (25 MINUTES)

FACILITATION NOTES

- 1. Introduction. (5 minutes).** Introduce the activity by setting the context for the work:
 - The Instructional Shifts indicated by the Common Core Learning Standards are necessary for teachers to shift their classroom instruction, as called for in the Citywide Instructional Expectations.
 - Being mindful of the CCLS Shifts when lesson planning will help teachers increase access and rigor in their classroom, and better align lessons to the CCLS.
 - Looking at Danielson’s Framework for Teaching, component 1e, through the lens of the Instructional Shifts will give teachers insight into what the language describing effective and highly effective planning and preparation looks like.
- 2. Teachers identify what shifts would look like in lesson plans. (10 minutes).** Distribute the two-sided handout. Have teachers work in pairs to complete the front side, which asks them to consider what evidence of the shifts would look like in lesson plans.
 - Tell teachers that not all shifts will be represented in a single lesson plan.
 - Point out to teachers that there is an “optional” column to record ideas about unit planning if their conversations also go in that direction, but that the focus of the activity is on lesson planning.
- 3. Pairs of teachers share what evidence they developed with the table group. (5 minutes).** Table pairs share their ideas of what Instructional Shifts would “look like” in lesson (or unit) planning.
- 4. Individual reflection. (5 minutes).** Teachers independently consider how mindfulness of the Instructional Shifts will impact their own planning. They should use the back of the Shifts handout to record their thoughts.
- 5. Whole-group share. (10 minutes).** Teachers share how they foresee planning with the Instructional Shifts in mind impacting their lesson (or unit) plans. There is space on the graphic organizer for teachers to note others’ ideas.

PART 2: USING THE CCLS AND FFT TOGETHER (55 MINUTES)

FACILITATION NOTES

1. **Review lesson plan for evidence of Instructional Shifts. (5 minutes).** Tell teachers to read over the lesson plan and note where they see evidence of the Instructional Shifts. They should refer to the description of the Instructional Shifts on their handout from Part 1.
2. **Debrief. (5 minutes).** Teachers spend 5 minutes discussing:
 - Were my predictions of where I would see evidence of the Instructional Shifts accurate?
 - Where in this lesson plan is there evidence of the Instructional Shifts?
3. **Review lesson plan and consider FFT, competency 1e. (10 minutes).** Teachers reread the lesson plan, and then highlight attributes (*on one copy of the rubric*) that they see evidence of in the lesson plan.
4. **Debrief. (5 minutes).** Group or tables discuss:
 - What evidence did I find, and for which attributes?
5. **Compare FFT 1e and CCLS. (10 minutes).** In pairs, participants complete 3-column organizer that asks them to compare and contrast the information provided by the Instructional Shifts and the FFT.
6. **Debrief. (5 minutes).** Group or tables discuss:
 - How did attending to the CCLS and Instructional Shifts impact your thinking as you highlighted?
7. **Identify language in FFT 1e that can be further illuminated by the CCLS. (5 minutes).** Teachers examine 1e rubric and highlight or annotate (*on second copy of rubric*) what phrases can be illuminated by an understanding of the CCLS and Instructional Shifts.
8. **Share responses and discuss. (5 minutes).** Participants refer to explicit language in the rubric that is further clarified or explained by an understanding of the CCLS Instructional Shifts.
9. **Table or group debrief. (10 minutes).** Tables or the whole group should discuss:
 - What are the implications for your own work?
 - What are the implications for your planning and preparation for next year?