

1e: Designing Coherent Instruction Next Steps

When examining teaching practice with the Danielson Framework for Teaching, it is essential to look across a component to determine where the preponderance of evidence lies. As the Measures of Effective Teaching (MET) project found in 2009, determining the level of performance is easier and more accurate when done at the component level rather than at the element level. Apart from determining the level of practice, at times focusing on the elements within a component can support a teacher in identifying next steps to improve practice and, ultimately, student outcomes. There are also times when next steps would appropriately focus on one component or touch upon several components.

“Ask Abouts” with Component 1e: Designing Coherent Instruction

Designing Coherent Instruction focuses on four aspects of a teacher’s practice:

- Planning **learning activities** designed to engage students and advance them through the content
- Designing and selecting **instructional materials and resources** that are appropriate to the learning needs of the students
- Organizing **instructional groups to support** student learning
- Producing clear and sequenced **lesson and unit structures** to advance student learning

These “ask abouts” can be used to support professional conversations such as (but not limited to) pre-observation conferences, post-observation conferences, and feedback conversations.

Learning activities:

- What conceptual or content understanding do you want students to learn from this lesson?
- How will the lesson activities support students in learning the content or concept?

Instructional materials and resources:

- How will the materials and resources support the learning outcomes?
- How are the materials and resources appropriate to the learning needs of the students?

Instructional groups:

- How will you group students and why?

Lesson and unit structure:

- How is your lesson/unit organized to advance student learning and why?

Supporting Teachers with Identifying Next Steps for a 1e Priority Area

Teachers and administrators discuss: Considering the level of teaching practice, growth in which element of 1e (Learning activities, Instructional materials and resources, Instructional groups, and Lesson and unit structure) would most positively impact student learning? What might be some reasons for choosing that particular aspect?

Focusing on that one element of 1e, what could be some effective next steps?

Keeping in mind the element of Component 1e you discussed, browse the idea bank of next steps below:

What are some next steps that could support the teacher?

In considering these next steps, what might be some additional next steps to share?

1e Instructional Next Steps Idea Bank¹
Learning activities
<ul style="list-style-type: none">• Ensure that units and lessons align to outcomes that reflect important concepts of the content.• Design activities that present students with opportunities for higher-level thinking.• Design an instructional map that builds on students' prior knowledge and advances student learning.• Design activities that permit student choice and offer opportunities for students to work with one another.• Plan activities using Universal Design for Learning (UDL) principles and specially designed instruction.
Instructional materials and resources
<ul style="list-style-type: none">• Identify a collection of materials and resources that align with the intended learning.• Differentiate materials and resources so all students may access the instruction and experience success.• Ensure that materials and resources are aligned with learning outcomes.
Instructional groups
<ul style="list-style-type: none">• Ensure that grouping choices support the intended learning outcome of the lesson.• Consider the different learning needs of the students when determining groups.• Plan specific roles and responsibilities for all group members.
Lesson and unit structure
<ul style="list-style-type: none">• Plan how each lesson fits into the larger learning goals of the unit.• Plan lessons that connect and build upon each other.• Structure learning activities to build upon one another in order to achieve the instructional outcomes.• Plan units and lessons that allow ample time for students to engage in meaningful learning that ensures that every student achieves identified outcomes.

Discuss together:

What strategy might you incorporate in your practice? Does this bank of ideas spark other strategies you might try?

How might the outcomes in student learning be different as a result of that strategy?

When might you incorporate this strategy? How will you monitor progress and analyze the success of this strategy?

What resources might you need? Who could you reach out to for this support?

¹ Adapted from Danielson, C. (2009). *Implementing the Framework for Teaching in Enhancing Professional Practice*. Alexandria, VA: ASCD. These next steps are shared to prompt discussion between evaluators and teachers. They are not an exhaustive list, should not be viewed as a replacement for the performance rubric, and should not be converted into a checklist format. One cannot infer a rating of teaching practice from the presence or absence of these alone.