

1e: Designing Coherent Instruction Planning Tool

Considering a recent lesson you plan to teach, review the reflection questions below. Select one or two questions and reflect upon instructional strengths and areas of growth to consider as you plan.

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?
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Prioritize Focus Area

Considering recent planning, instruction, and your self-reflection, growth in which element of 1e (*Learning activities, Instructional materials and resources, Instructional groups, and Lesson and Unit Structure*) will have the most impact on student learning? Why? How do you know your students will benefit?

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

Keeping in mind your self-assessment, browse the idea bank of next steps below for practices that may enhance your planning and instruction. *Please note that these next steps are shared to support the process of generating ideas through self-reflection and discussion among teachers. They are not an exhaustive list, nor would it be expected to see all of these in a single lesson or unit plan. The idea bank should not be viewed as a replacement for the Danielson Framework for Teaching and should not be converted into a checklist format.*

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.

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