Highly Effective Instructional Practice
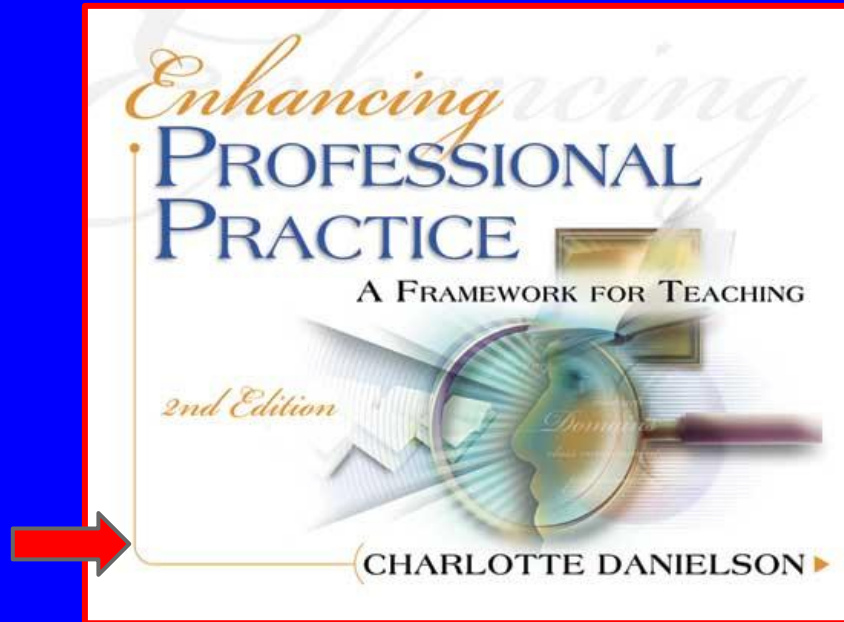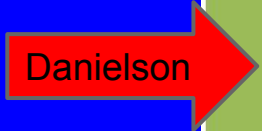
Enduring Understanding

Highly Effective lessons are prepared with student outcomes in mind and are differentiated to meet the learning needs of all students
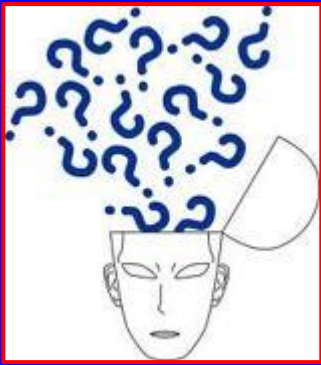
Essential Questions:

- How can lessons be planned to demonstrate a teacher's knowledge of pedagogy?(1a)
- How can lessons utilize resources that are relevant, differentiated and rigorous? (1d)
- How can plans set instructional outcomes with knowledge of students in mind? (1b, 1c)
- How can lessons be coherently developed to demonstrate a gradual release of responsibility so that students have opportunity to think and explore (1f)
- How will I know my students have achieved the planned outcome? (1e)

2013 - 2014 Lesson Plan Review
Little Silver, NJ

Lesson Plan Review

Teacher:	Grade Level: Subject:	Week of:	
Lesson Plan Component	Evident	Not Evident	Comments
1a: Demonstrating Knowledge of Content and Pedagogy • Common Core or NJCCCS	✓		
1b: Demonstrating Knowledge of Students • Differentiated Instruction • Modifications as per 504s and IEPs	✓		
1c: Setting Instructional Outcomes • Lesson Objectives • Modifications as per 504s and IEPs	✓		
1d: Demonstrating Knowledge of Resources • Materials • Technology Integration	✓		
1e: Designing Coherent Instruction • Procedures	✓		
1f: Designing Student Assessments • Validates the objective • Various formative and summative assessment options	✓		

Reviewed by: Date:

What needs to be evident for highly effective plans?

Failing to Plan is Planning to Fail

activity

DOMAIN 1

Planning and Preparation

1a Knowledge of Content and Pedagogy
1b Demonstrating Knowledge of Students
1c Setting Instructional Outcomes
1d Demonstrating Knowledge of Resources
1e Designing Coherent Instruction
1f Designing Student Assessments

Highly Effective Critical Attributes of Planning and Preparation

1a Knowledge of Content and Pedagogy

- How well do you know the content and how do you plan and prepare to implement content knowledge in each lesson?

    Enduring understanding and Essential questions in the curriculum can guide and help you prepare

- What evidence needs to be visible in the plan to demonstrate highly effective evidence of my knowledge of the subject?

    Show some examples of highly effective evidence

- Standards of the discipline

    Breaking the standards down

Video 5 Steps to Unpacking Standards

Highly Effective Critical Attributes of Planning and Preparation

1b Demonstrating Knowledge of Students

- Student need should guide and inform the objectives and instruction along with the standards provided in the curriculum.

- Evidence for knowledge of Students
  - Pre-testing and baseline data is evidence
  - Grouping by level
  - Plans to differentiate by:
    - Content
    - Product
    - Process

Content activity: build spreadsheets

Creating
Evaluating
Analyzing
Applying
Understanding
Remembering

Highly Effective Critical Attributes of Planning and Preparation

1c Setting Instructional Outcomes

- Objectives should be developed by breaking down the standards:
  - Look at a standard in your content that you plan to work on during the first week of school
  - Circle the nouns, underline the verbs
  - Use Bloom's taxonomy for "verbage" and break down the standard
  - Create objectives that will lead to mastery of the standard

Use Unpacking a Standard worksheet

CRITICAL THINKING SKILLS

1 Knowledge
Identification and recall of information

define	label	name	state
fill in the blank	locate	recall	tell
list	match	spell	underline
identify	memorize		

Who _____? How _____?
What _____? Describe _____?
Where _____? What is _____?
When _____?

2 Comprehension
Organization and selection of facts and ideas

convert	interpret	restate	summarize
describe	paraphrase	retell in your own words	trace
explain	put in order	rewrite	translate

Re-tell _____ in your own words. What differences exist between _____?
What is the main idea of _____? Can you write a brief outline?

3 Application
Use of facts, rules, and principles

apply	demonstrate	give an example	show
compute	determine	illustrate	solve
conclude	draw	make	state a rule or principle
construct	find out	operate	use

How is ____ an example of ____? Do you know of another instance where ____?
How is ____ related to ____? Could this have happened in ____?
Why is ____ significant?

4 Analysis
Separating a whole into component parts

analyze	contrast	diagram	examine
categorize	debate	differentiate	infer
classify	deduct	dissect	specify
compare	determine the factors	distinguish	

What are the parts or features of ____? How does ____ compare/contrast with ____?
Classify ____ according to _____. What evidence can you present for ____?
Outline/diagram/web/map _____.

5 Synthesis
Combining ideas to form a new whole

change	find an unusual way	predict	revise
combine	formulate	pretend	suggest
compose	generate	produce	suppose
construct	invent	rearrange	visualize
create	originate	reconstruct	write
design	plan	reorganize	

What would you predict/infer from ____? What solutions would you suggest for ____?
What ideas can you add to ____? What might happen if you combined ____
How would you create/design a new ____? with ____?

6 Evaluation
Developing opinions, judgements, or decisions

appraise	decide	judge	rate
choose	defend	justify	select
compare	evaluate	prioritize	support
conclude	give your opinion	rank	value

Do you agree that ____? Explain. Prioritize ____ according to ____?
What do you think about ____? How would you decide about ____?
What is most important? What criteria would you use to assess ____?

Highly Effective Critical Attributes of Planning and Preparation

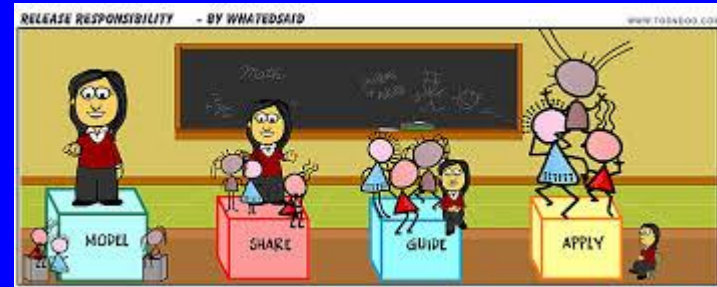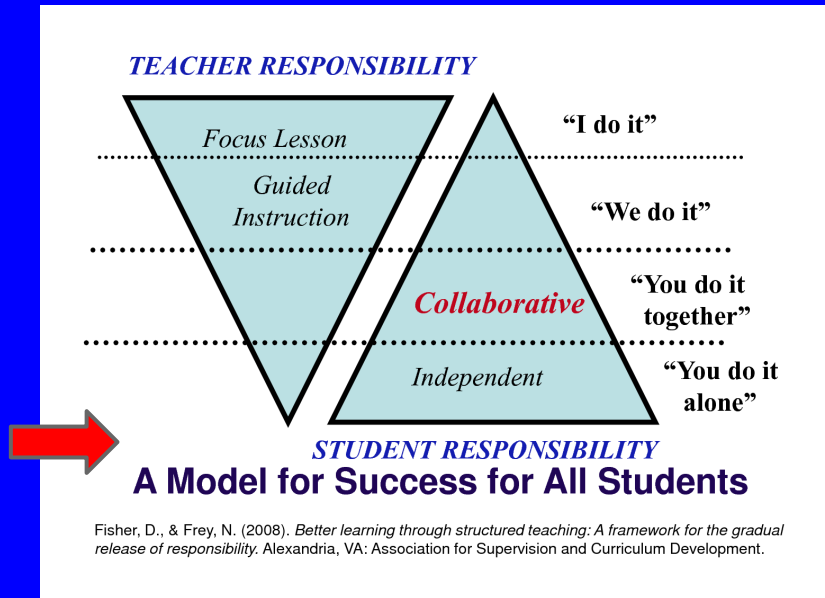## 1d Demonstrating Knowledge of Resources

Describe the resources that you will use to implement the instruction. Keep 21st Century learning in mind and use current, relevant and real world resources that motivate and engage students.

- Are materials differentiated to meet student needs?
- How?

Highly Effective Critical Attributes
of Planning and Preparation

1e Designing Coherent Instruction

Fisher, D., & Frey, N. (2008). *Better learning through structured teaching: A framework for the gradual release of responsibility.* Alexandria, VA: Association for Supervision and Curriculum Development.

Gradual Release of Responsibility:

Whole Group: Modeling
        Shared Group
            Guided Practice
                Independent Practice

From Teacher Directed to Student Directed

Highly Effective Critical Attributes
of Planning and Preparation

1f Designing Student Assessments

- Lesson plans indicating correspondence between assessments and instructional outcomes

- Assessment types suitable to the style of outcome

- Variety of performance opportunities for students

- Modified assessments available for individual students as needed

- Expectations clearly written , with descriptors for each level of performance

- Formative assessments designed to inform minute-to-minute decision making by the teacher during instruction

Highly Effective Strategies
through Questioning

Domain 3
Dependent and Impacted by
Domain 1

Preparation and Planning

1a Knowledge of Content and Pedagogy
- Content knowledge. Prerequisite relationships.Content pedagogy

1b Demonstrating Knowledge of Students
- Child development. Learning process. Special needs. Student skills, Knowledge, and Proficiency. Interests and Cultural heritage

1c Setting Instructional Outcomes
- Value, Sequence, and alignment. Clarity. Balance. Suitability for diverse learners

1d Demonstrating Knowledge of Resources
- For classroom. To extend content knowledge. For students

1e Designing Coherent Instruction
- Learning activities. Instructional materials and resources, Instructional groups. Lesson and unit structure

1f Designing Student Assessments
- Congruence with outcomes. criteria and standards. formative assessments. Use for planning

Instruction

3a Communicating with Students
- Expectations for learning.directions and procedures. Explanations of content. Use of oral and written language

3b Questioning and discussion Techniques
- Quality of questions. Discussion Techniques. Student participation

3c Engaging Student in Learning
- Activities and assignments. Student groups. Instruction materials and resources. Structure and pacing

3d Using Assessment in Instruction
- Assessment criteria. Monitoring of student learning. Feedback to students, Student self-assessment and monitoring

3e Demonstrating Flexibility and Responsiveness
- Lesson adjustment. Response to students. Persistence

Time to Plan!

1. Using the spreadsheets created for your grade level begin to create your student roster and fill in known information.

| Last Name	First Name	Date of Birth	2013 NJASK LA	CoGAT score	Sept. Holiday Writing Prompt	Sept. Study Island LA Benchm	Jan. Study Island LA Benchm	April Study Island LA Benchm	June Study Island LA Benchmar	Sept. F&P Level	Jan. F&P Level	May F&P Level	May Holiday Writing Prompt	CCC Benchm Assess. Sept. OEQ (#6 Finding the Unexpe	CCC Benchma Assess. Jan. OEQ	CCC Benchma Assess. May OEQ

2. Begin to develop your lesson plan for the first week of school with your team.

3. Plans can be created in any format but will all be uploaded to the google drive this year instead of the shared drive.
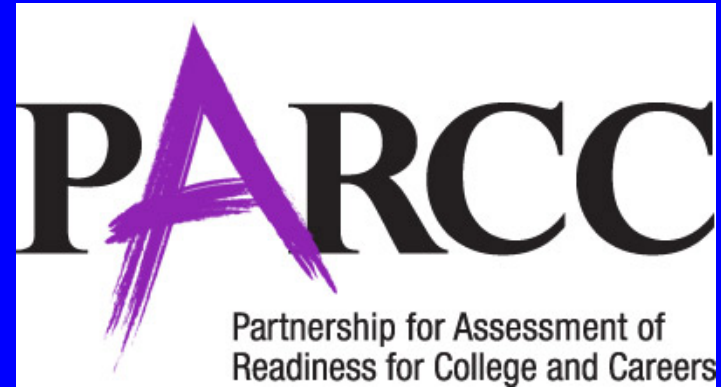
Professional Development Evaluation (PD)

Please fill out an evaluation of this PD session located on the PD drive at Staff logins and a certificate will be emailed to you.

Welcome Back to School Professional Development Days	
Point Road Agenda Markham Place Agenda	If you have not had your Google training yet, please click the link below to access your Data Collection Sheets (you must be logged into your Google Drive) **Data Collection Sheets**
Click the link below to enter the **Google Training Site**	Click the link below for the **Welcome Back Presentations** (you must be logged into your Google Drive)
Click the link below for the Welcome Back **PD Evaluations and Certificates**	