

Planning Instruction to Maximize Student Learning

The Danielson Framework for Effective Teaching

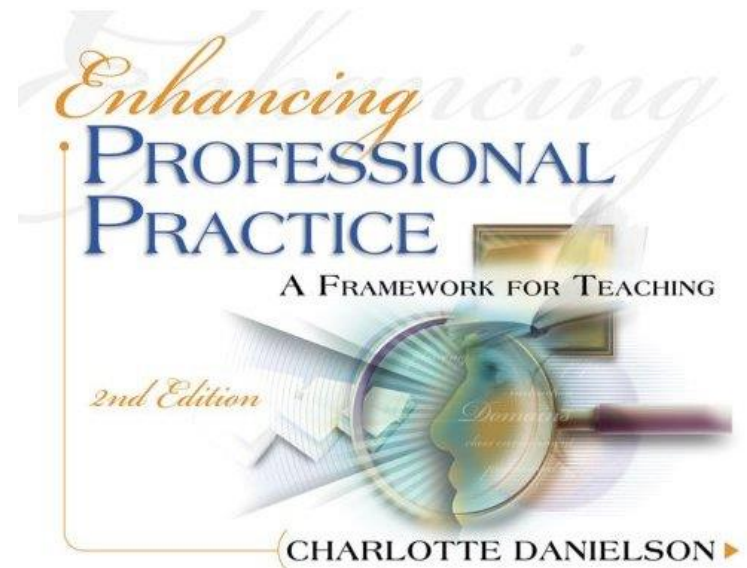


Our goals today

- * Develop a deeper understanding of the components within the Planning domain
- * See concrete examples of how those components manifest themselves in unit plans
- * Provide you with some additional resources to use on your own

Our primary resources

- * Pages 43-63 from our Danielson Text
- * Various Handouts from the Training Packet
- * Sample units of instruction



What's unique about our process?

- * Curriculum is teacher-directed
- * Created collaboratively on a web-based platform to ensure accuracy
- * Constantly evolving in an effort to stay on the cutting-edge in terms of:
 - * Science & technology
 - * Industry trends
 - * Pedagogy
 - * Global events

Why do we plan?

- * Ensure that we have everything that we need for our students to learn
- * Keep track of how our teaching today relates to the “big picture” for our course
- * Ensure proper pace and coverage
- * Ensure alignment between goals, assessments, and learning activities
- * Provide a window of communication (students, administration, post-secondary, industry, etc.)
- * Compliance

Activity: Matching components with purpose

Purpose for Planning	Danielson Component(s)
Ensure that we have everything that we need for our students to learn	
Keep track of how our teaching today relates to the “big picture” for our course	
Ensure proper pace and coverage	
Ensure alignment between goals, assessments, and learning activities	
Provide a window of communication	

Use the left-hand column of p. 3 of the Danielson text to place the number of the component(s) that align to each purpose

Big Picture: What is Ubd?

- * Stands for Understanding by Design
- * Created by Grant Wiggins in the early 90's
- * A method of planning that starts with the end in mind and works backwards through assessment and finishes with learning activities
- * Based on the premise that we teach for understanding (transfer)



Understanding and Transfer

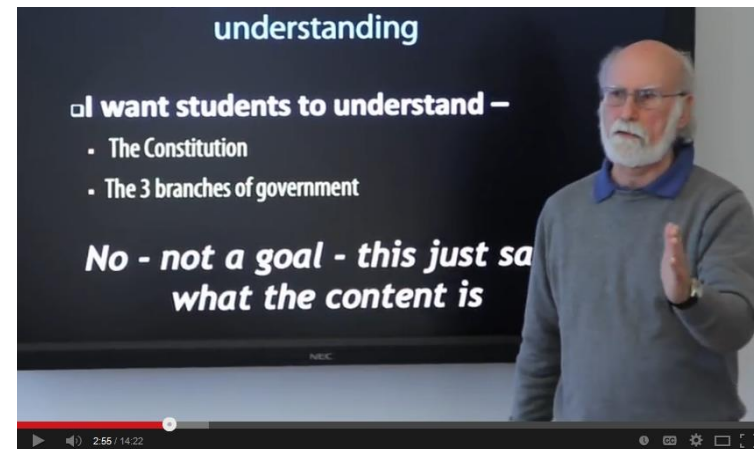
- * Select one of the courses that you will teach
- * Draft a one sentence mission statement for that course
- * Share with the person next to you
- * Share out



[Video 1: Understanding and Transfer](#)

Transfer and Performance

- * Based on your mission, what will you have students **do** to prove that they have reached that mark?
- * Share with the person next to you
- * How does this shape your approach to assessment?



[Video 2: Transfer and Performance](#)

What is backward design?

- * Identify desired results
 - Knowledge (content and skills)
 - Deeper understanding
- * Determine acceptable evidence
 - Performance
 - Requires transfer (apply to new situation)
- * Plan learning activities



Danielson Planning Components

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

1a: Demonstrating Knowledge of Content & Pedagogy

- * What does it look like?
 - * Knowledge of content and the structure of the discipline
 - * Knowledge of prerequisite relationships
 - * Knowledge of content-specific pedagogy

1a: Demonstrating Knowledge of Content & Pedagogy

- * Where do observers find evidence within your unit plan(s)?
- * Content & Skills
- * Activities

Course Description	Unit Calendar	Curriculum Map						
Diamond's Theory & Early Islam (Week 1, 2, 3) (Weeks)	Essential Questions <ul style="list-style-type: none">Why have some people evolved down a path of modernity while others have about still?Can Diamond's theory help explain current HD discrepancies?What does Diamond's theory explain about the path that some Middle Eastern societies took towards modernity?How did this September 11th shape your views on the Middle East as well as the people who live there?What is the purpose of this class and what nations do we hope to achieve?What is the Human Development Index and how could it explain the growth of a global terror network like Al Qaeda?	Content <ul style="list-style-type: none">To articulate Jared Diamond's theory on the relationship between agriculture and modernity.To define the Human Development Index (HDI) as well as its role in our big question.To evaluate if Arab societies evolved through an industrial path.To examine early Islamic societies and how they shaped the internal conflict that exists within Islam today.	Skills <ul style="list-style-type: none">To evaluate our own personal feelings about that tragic day.To define the focus of this project.	Assessment <p>EDQ on Early Islam Imported Artifact analysis Statement: The students will know To examine early Islamic societies and how they shaped the internal conflict that exists within Islam today</p> <p>Directions: Students will complete SAS interactivity #1224</p> <p>Scoring Criteria: Relevance: Selected passages are relevant to the focus question ___/5 Analysis: Responses to selected passages accurately reflect the original meaning ___/5 Interpretation: Drawing accurate conclusions on key concepts from the scenarios ___/5 Application: Applying those conclusions to a response to the final prompt ___/5 Participation: Staying on task throughout the activity ___/5</p> <p>Learning Log: Diamond & Early Islam Imported Brief Response Statement: The students will know To articulate Jared</p>	Activities <p>Week 1: Students will use brief clips from the film The Great Wall of China and Fight 9/11 to assess how the emotions of this day shape our views of the Middle East. Students will also take part in a pre-assessment when they will attempt to answer the two focus questions for the course. Students will also engage in a lecture/discussion on the Human Development Index before discussing its role in today's lesson.</p> <p>Week 2: Students will do a Think Pair Share on the connections between the HDI and the growth of terrorism as review. Students will then engage in a lecture/discussion on the reading on Jared Diamond's theory of how societies evolve into modern industrial nations. Students will finally complete a EDQ from the SAS site (Interactivity # 1224).</p>	Resources/Optional <ul style="list-style-type: none">1 Introduction v2 ppt https://www.sascurriculumpathways.com/portals/launch?id=1223Jared Diamond 978033117558_300.jpg	Modifications/Optional	Standards (Imported) <p>6.1.12.A.15.Evaluates the effectiveness of United States policies and actions in supporting the economic and democratic growth of developing nations. 6.1.12.A.16.I.Assesses from various perspectives the effectiveness with which the United States government addresses economic issues that affect individuals, business, and/or other countries.</p>

*Evidence gathered at the post conference is supplemental and cannot be used to replace missing information from Atlas

1a: Demonstrating Knowledge of Content & Pedagogy

- * Helpful hints:
 - * Phrase your content & skills in terms of what you expect students to know or do
 - * Be specific
 - * Use a sentence or two to explain your activities in terms of what the students will actually do
 - * Example- ***Lesson 4:*** *Students create an interactive digital food web of the biome that serves to explain to other students how energy is transferred among the organisms present in their biome*


1b: Demonstrating Knowledge of Students

- * What does it look like?
 - * Knowing your audience (student profile)
 - * Knowledge of the learning process
 - * Knowledge of students' skills, content background, and language proficiency
 - * Knowledge of students' interests and culture
 - * Knowledge of students' special needs

1b: Demonstrating Knowledge of Students

- * Where do observers find evidence within your unit plan?
- * Content & skills
- * Essential questions
- * Activities

The screenshot displays a course plan for 'Diamond's Theory & Early Islam' (Unit 1, 3 Weeks). The plan is organized into several columns: Essential Questions, Content, Skills, Assessment, and Activities. The Essential Questions column lists several key inquiries, such as 'Why have some people evolved down a path of modernity while others have stood still?' and 'What does Diamond's theory help explain about the path that some Middle Eastern societies took towards modernity?'. The Content column details the articulation of Jared Diamond's theory on the relationship between agriculture and modernity, and the Human Development Index (HDI) as well as its role in our 'big question'. The Skills column includes evaluating one's own personal feelings about that topic and defining the focus of a project. The Assessment column describes a DQO on Early Islam, including an imported artifact analysis, scoring criteria, and a learning log. The Activities column outlines two weeks of instruction, including a pre-assessment, a lecture/discussion, and a Think Pair Share activity. A 'Resources/Optional' section provides a link to a website and a video resource.

Essential Questions	Content	Skills	Assessment	Activities	Resources/Optional	Modifications/Optional	Standards (Imported)
Diamond's Theory & Early Islam (Unit 1, 3 Weeks)	<ul style="list-style-type: none">Why have some people evolved down a path of modernity while others have stood still?Can Diamond's theory help explain current HDI discrepancies?What does Diamond's theory explain about the path that some Middle Eastern societies took towards modernity?How did this September 11th shape your views on the Middle East as well as the people who live there?What is the purpose of this class and what outcomes do we hope to achieve?What is the Human Development Index and how could it explain the growth of a global terror network like Al Qaeda?	<ul style="list-style-type: none">To articulate Jared Diamond's theory on the relationship between agriculture and modernityTo define the Human Development Index (HDI) as well as its role in our 'big question'To evaluate if Arab societies evolved through an industrial pathTo examine early Islamic societies and how they shaped the internal conflict that exists within Islam today	<ul style="list-style-type: none">To evaluate our own personal feelings about that topicTo define the focus of this project	DQO on Early Islam Imported Artifact analysis Statement: The students will know To examine early Islamic societies and how they shaped the internal conflict that exists within Islam today Directions: Students will complete SAS interactivity #1224 Scoring Criteria: Relevance: Selected passages are relevant to the book question. ___/5 Analysis: Responses to selected passages accurately reflect the original meaning. ___/5 Interpretation: Drawing accurate conclusions on key concepts from the estimate ___/5 Application: Applying those conclusions to a response in the third person ___/5 Participation: Staying on task throughout the activity ___/5 Learning Log: Diamond & Early Islam Imported Brief Response Statement: The students will know To articulate Jared	Week 1: Students will use brief clips from the film <i>The World Trade Center</i> and Figure 13 to assess how the emotions of this day shape our views of the Middle East. Students will also take part in a pre-assessment where they will attempt to answer the key focus questions for the course. Students will also engage in a lecture/discussion on the Human Development Index before discussing its role in fostering terrorism. Week 2: Students will do a Think Pair Share on the connections between the HDI and the growth of terrorism as review. Students will then engage in a lecture/discussion on the reading on Jared Diamond's theory of how societies evolve into modern, industrial nations. Students will finally complete a DQO from the SAS site (interactivity # 1223)	Assessments/Optional Introduction v2 ppt https://www.asscurriculumpathways.com/portals/launch?ip=1223  JAMES ELLROY 9780303217558_200.jpg	6.1.12.A.15 Evaluate the effectiveness of United States policies and actions in supporting the economic and democratic growth of developing nations 6.1.12.A.16 Assess from various perspectives the effectiveness with which the United States government addresses economic issues that affect individuals, business, and/or other countries.

1b: Demonstrating Knowledge of Students

- * Complete the following activity in groups of 2-5:
 - * Use pp. 57-58 from the Danielson toolkit to identify relevant teacher practices
 - * Discuss the two focus questions on p. 59
 - * Groups report out



1b: Demonstrating Knowledge of Students

- * Follow-up resource:
 - * Tool for designing student interest inventories on pp. 61-62 from the Danielson toolkit.



1c: Setting Instructional Outcomes

- * What does it look like?
 - * High expectations
 - * Aligned and sequenced
 - * Clear and in student learning format
 - * Reflect different types of learning (content & process)
 - * Suitable for all students

1c: Setting Instructional Outcomes

- * Where do observers find evidence within your unit plan?
- * Content & skills
- * Standards

The screenshot displays a course management system interface for a unit plan titled "Diamond's Theory & Early Islam". The interface is organized into several columns: Essential Questions, Content, Skills, Assessment, Activities, Resources/Optional, and Modifications/Optional. The "Essential Questions" column lists several questions related to Diamond's theory, the relationship between agriculture and modernity, and the Human Development Index (HDI). The "Content" column provides a detailed description of the unit, including the relationship between agriculture and modernity, the Human Development Index (HDI), and the role of Islam in the modern world. The "Skills" column lists skills such as articulating Jared Diamond's theory, evaluating personal feelings about the topic, and defining the focus of the project. The "Assessment" column includes a "DDI on Early Islam" assessment with a rubric and a "Learning Log: Diamond & Early Islam" activity. The "Activities" column lists activities such as "Week 1: Students will use brief clips from the film 'The World Trade Center and Flight 93 to assess how the emotions of this day shape our views of the Middle East.' Students will also take part in a pre-assessment where they will attempt to answer the key focus questions for the course. Students will also engage in a lecture/discussion on the Human Development Index before discussing its role in fostering terrorism." and "Week 2: Students will do a Think-Pair-Share on the connections between the HDI and the growth of terrorism as a result. Students will then engage in a lecture/discussion on the reading on Jared Diamond's theory of how societies evolve into modern, industrial nations. Students will finally complete a DDI from the SAS site (Interactivity # 1223)". The "Resources/Optional" column includes a link to "Introduction v2.ppt" and a video titled "Jared Diamond". The "Modifications/Optional" column lists standards such as "6.1.2.A.15 Evaluate the effectiveness of United States policies and actions in supporting the economic and democratic growth of developing nations" and "6.1.2.A.16 Assess from various perspectives the effectiveness with which the United States government addresses economic issues that affect individuals, business, and/or other countries".

1c: Setting Instructional Outcomes

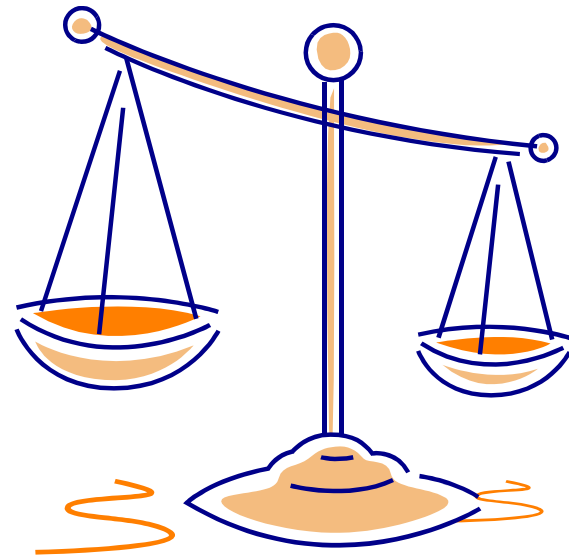
- * Work in groups of 2-5
- * Examine the sample **evidence** from the handout titled “Evidence: Instructional Outcomes”
- * Match each piece of evidence to the proper performance level from the component rubric on pp. 70-72 of the Danielson Toolkit (p. 54 of textbook)
- * Report out

1c: Setting Instructional Outcomes

- * Helpful hints:
 - * Make sure that you are familiar with the Common Core or NJCCCS that correspond to each unit
 - * Consider universal skills (i.e. communication, problem-solving, etc.) as well as content

1c: Setting Instructional Outcomes

- * Follow-up resource:
 - * Table to help balance the outcomes for a given unit on p. 85 of the Danielson Toolkit



1d: Demonstrating Knowledge of Resources

- * What does it look like?
 - * Awareness of **classroom** resources in and outside of school
 - * Awareness of **student** resources in and outside of school
 - * Awareness of resources to extend professional knowledge

1d: Demonstrating Knowledge of Resources

- * Where do observers find evidence?
 - * Pre and/or post conference
 - * Resource section of unit plan
 - * Activities section of unit plan



1d: Demonstrating Knowledge of Resources

- * Helpful hints:
 - * Assess the different types of resources for a given unit and compare to this list of resource types
 - * Identify additional possibilities
- * Resource types:
 - * Teacher-made
 - * School materials
 - * Electronic
 - * Community
 - * Parents
 - * Peers


1e: Designing Coherent Instruction

- * What does it look like?
 - * Activities aligned to outcomes
 - * Resources aligned to outcomes
 - * Instructional groups are planned
 - * Activities represent a clear progression

1e: Designing Coherent Instruction

- * Where do observers find evidence?
- * Activities
- * Assessments

The screenshot displays a curriculum map for 'Diamond's Theory & Early Islam' (Year 1, 3 Weeks). The map is organized into several columns: Essential Questions, Content, Skills, Assessment, Activities, Resources/Optional, and Modifications/Optional. The 'Essential Questions' column lists several inquiry-based questions about the evolution of societies and the impact of the Industrial Revolution. The 'Content' column details the relationship between agriculture and modernity, the Human Development Index (HDI), and the internal conflict of Islam. The 'Skills' column focuses on evaluating personal feelings and defining the focus of a project. The 'Assessment' column includes a DBQ on Early Islam, artifact analysis, and a scoring rubric. The 'Activities' column describes a week-long project where students use clips from 'The World Trade Center and Flight 93' to assess emotions and engage in a pre-assessment. The 'Resources/Optional' column provides a link to an introduction video and a book cover for 'Guns, Germs, and Steel' by Jared Diamond. The 'Modifications/Optional' column lists standards such as 6.1.12.A.15.1 and 6.1.12.A.16.

Essential Questions	Content	Skills	Assessment	Activities	Resources/Optional	Modifications/Optional	Standards (imported)
Diamond's Theory & Early Islam (Year 1, 3 Weeks)	<ul style="list-style-type: none">Why have some people evolved down a path of modernity while others have stood still?Can Diamond's theory help explain current HDI discrepancies?What does Diamond's theory explain about the path that some Middle Eastern societies took towards modernity?How did this September 11th shape your views on the Middle East as well as the people who live there?What is the purpose of this class and what outcomes do we hope to achieve?What is the Human Development Index and how could it explain the growth of a global terror network like Al Qaeda?	<ul style="list-style-type: none">To articulate Jared Diamond's theory on the relationship between agriculture and modernityTo define the Human Development Index (HDI) as well as its role in our big questionTo evaluate if Arab societies evolved through an industrial pathTo examine early Islamic societies and how they shaped the internal conflict that exists within Islam today	<ul style="list-style-type: none">To evaluate our own personal feelings about that tragic dayTo define the focus of this project	DBQ on Early Islam Imported Artifact Analysis Statement: The students will know To examine early Islamic societies and how they shaped the internal conflict that exists within Islam today Directions: Students will complete SAS interactivity #1224 Scoring Criteria: Relevance: Selected passages are relevant to the focus question ___/5 Analysis: Responses to selected passages accurately reflected the original meaning ___/5 Interpretation: Drawing accurate conclusions on key concepts from the scenario ___/5 Application: Applying these conclusions to a response in the third person ___/5 Participation: Staying on task throughout the activity ___/5 Learning Log: Diamond & Early Islam Imported Brief Response Statement: The students will know To articulate Jared Diamond's theory on the	Week 1: Students will use brief clips from the film The World Trade Center and Flight 93 to assess how the emotions of this day shape our views of the Middle East. Students will also take part in a pre-assessment where they will attempt to answer the two focus questions for the course. Students will also engage in a lecture/discussion on the Human Development Index before discussing it's role in fostering terrorism. Week 2: Students will do a Think Pair Share on the connections between the HDI and the growth of terrorism as review. Students will then engage in a lecture/discussion on the reading on Jared Diamond's theory of how societies evolve into modern industrial nations. Students will finally complete a DBQ from the SAS site (interactivity # 1223)	1.Introduction v2 ppt https://www.sascurriculumpathways.com/portallaunch?id=1223  978039317558_300.jpg	6.1.12.A.15.1 Evaluate the effectiveness of United States policies and actions in supporting the economic and democratic growth of developing nations. 6.1.12.A.16.1 Assess from various perspectives the effectiveness with which the United States government addresses economic issues that affect individuals, business, and/or other countries.

1e: Designing Coherent Instruction

- * Work in groups of 2-5
- * Examine the sample evidence from the handout titled “Evidence: Coherent Instruction”
- * Match each piece of evidence to the proper performance level from the component rubric on pp. 113-115 of the Danielson Toolkit (p. 60-61 of textbook)
- * Report out

1f: Designing Student Assessments

- * What does it look like?
 - * All outcomes are assessed
 - * Assessment criteria are clear (rubrics)
 - * Formative assessment is evident
 - * Assessment results are used to inform instruction

1f: Designing Student Assessments

- * Where do observers find evidence?
- * Assessments

The screenshot displays a curriculum map for 'Diamond's Theory & Early Islam' (Unit 1.3). The map is organized into several columns: Essential Questions, Content, Skills, Assessment, and Activities. The 'Essential Questions' column lists several key inquiries, such as 'Why have some people evolved down a path of modernity while others have stood still?' and 'Can Diamond's theory help explain current HDI discrepancies?'. The 'Content' column details the Human Development Index (HDI) and the evolution of Islamic societies. The 'Skills' column lists evaluation and analysis skills. The 'Assessment' column includes a DDO on Early Islam and a Scoring Rubric. The 'Activities' column describes a DDO on Early Islam and a Pair Share activity. The 'Assessments/Optional' column lists resources like 'Introduction v2 ppt' and '9780393317558_300.jpg'. The 'Standards (reported)' column lists standards 6.1.12.A.15.1 and 6.1.12.A.16.1.

Essential Questions	Content	Skills	Assessment	Activities	Assessments/Optional	Standards (reported)
Diamond's Theory & Early Islam (Unit 1.3) <ul style="list-style-type: none">Why have some people evolved down a path of modernity while others have stood still?Can Diamond's theory help explain current HDI discrepancies?What does Diamond's theory explore about the path that some Middle Eastern societies took towards modernity?How did this September 11th shape your views on the Middle East as well as the people who live there?What is the purpose of this class and what outcomes do we hope to achieve?What is the Human Development Index and how could it explain the growth of a global terror network like Al Qaeda?	<ul style="list-style-type: none">To articulate Jared Diamond's theory on the relationship between agriculture and modernity.To define the Human Development Index (HDI) as well as its role in our "big question".To evaluate if Arab societies evolved through an industrial path.To examine early Islamic societies and how they shaped the internal conflict that exists within Islam today.	<ul style="list-style-type: none">To evaluate our own personal feelings about that tragic day.To define the focus of this project.	DDO on Early Islam Imported Artfact analysis Statement: The students will know To examine early Islamic societies and how they shaped the internal conflict that exists within Islam today. Directions: Students will complete SAS interactively #1224 Scoring Rubric: Relevance: Selected passages are relevant to the focus question ___/5 Analysis: Responses to selected passages accurately reflect the original meaning ___/5 Interpretation: Creating accurate conclusions on key concepts from the scenario ___/5 Application: Applying these conclusions to a response in the 3rd person ___/5 Participation: Staying on task throughout the activity ___/5 Learning Log: Diamond & Early Islam Imported Brief Response Statement: The students will know To articulate Jared Diamond's theory on the	Week 1: Students will use brief clips from the film The World Trade Center and Fight 93 to assess how the emotions of this day shape our views of the Middle East. Students will also take part in a pre-assessment where they will attempt to answer the two focus questions for the course. Students will also engage in a lecture/discussion on the Human Development Index before discussing it's role in fostering terrorism. Week 2: Students will do a "Think Pair Share" on the connections between the HDI and the growth of terrorism as review. Students will then engage in a lecture/discussion on the reading on Jared Diamond's theory of how societies evolve into modern, industrial nations. Students will finally complete a DDO from the SAS site (interactivity # 1223)	1 Introduction v2 ppt https://www.sascurriculumpathways.com/jportal/assess?id=1223 9780393317558_300.jpg	6.1.12.A.15.1 Evaluate the effectiveness of United States policies and actions in supporting the economic and democratic growth of developing nations. 6.1.12.A.16.1 Assess from various perspectives the effectiveness with which the United States government addresses economic issues that affect individuals, business, and/or other countries.

Example: Math

Probability Performance Assessment:

Students will consider a game in a casino where the player has a red die and the bank has a white one. They must find a model for a game where the casino makes a reasonable profit in the case where the player rolls the die once and the bank rolls the die once.

When creating a model, they will need to consider how much a player must pay to play a game and how much the bank will pay out if the player wins. They will do this from the perspective of both the player and the casino and carefully explain whether the game can be considered worthwhile for both the player and the casino. (upload rubric)

1f: Designing Student Assessments

- * Complete the following activity individually:
 - * Use pp. 151-152 from the Danielson toolkit to identify formative assessment strategies
 - * Using any current unit that you teach, identify the strategies that you already use as well as one that you would like to explore
 - * Individuals report out

Lingering Questions

- * Engage in a whole group discussion on some of the lingering questions related to this domain:
 - * 1a: Demonstrating Knowledge of Content & Pedagogy
 - * 1b: Demonstrating Knowledge of Students
 - * 1c: Setting Instructional Outcomes
 - * 1d: Demonstrating Knowledge of Resources
 - * 1e: Designing Coherent Instruction
 - * 1f: Designing Student Assessments