

Component 1e:	Designing Coherent Instruction
	<p>Designing coherent instruction is the heart of planning, reflecting the teacher's knowledge of content and of the students in the class, the intended outcomes of instruction, and the available resources. Such planning requires that educators have a clear understanding of the state, district, and school expectations for student learning and the skill to translate these into a coherent plan. It also requires that teachers understand the characteristics of the students they teach and the active nature of student learning. Educators must determine how best to sequence instruction in a way that will advance student learning through the required content. Furthermore, such planning requires the thoughtful construction of lessons that contain cognitively engaging learning activities, the incorporation of appropriate resources and materials, and the intentional grouping of students. Effective practice in this component recognizes that a well-designed instruction plan addresses the learning needs of various groups of students; one size does not fit all. At the highly effective level, the teacher plans instruction that takes into account the specific learning needs of each student and solicits ideas from students on how best to structure the learning. This plan is then implemented in domain 3.</p> <p>The elements of component 1e are:</p> <ul style="list-style-type: none"> • Learning activities <i>Instruction is designed to engage students and advance them through the content.</i> • Instructional materials and resources <i>Aids to instruction are appropriate to the learning needs of the students.</i> • Instructional groups <i>Teachers intentionally organize instructional groups to support student learning.</i> • Lesson and unit structure <i>Teachers produce clear and sequenced lesson and unit structures to advance student learning.</i> <p>Indicators include:</p> <ul style="list-style-type: none"> • Lessons that support instructional outcomes and reflect important concepts • Instructional maps that indicate relationships to prior learning • Activities that represent high-level thinking • Opportunities for student choice • Use of varied resources • Thoughtfully planned learning groups • Structured lesson plans

	Ineffective	Developing	Effective	Highly Effective
1e: Designing Coherent Instruction	Learning activities are poorly aligned with the instructional outcomes, do not follow an organized progression, are not designed to engage students in active intellectual activity, and have unrealistic time allocations. Instructional groups are not suitable to the activities and offer no variety.	Some of the learning activities and materials are aligned with the instructional outcomes and represent moderate cognitive challenge, but with no differentiation for different students. Instructional groups partially support the activities, with some variety. The lesson or unit has a recognizable structure; but the progression of activities is uneven, with only some reasonable time allocations	Most of the learning activities are aligned with the instructional outcomes and follow an organized progression suitable to groups of students. The learning activities have reasonable time allocations; they represent significant cognitive challenge, with some differentiation for different groups of students and varied use of instructional groups.	The sequence of learning activities follows a coherent sequence, is aligned to instructional goals, and is designed to engage students in high-level cognitive activity. These are appropriately differentiated for individual learners. Instructional groups are varied appropriately, with some opportunity for student choice
Critical Attributes	<ul style="list-style-type: none"> • Learning activities are boring and/or not well aligned to the instructional goals. • Materials are not engaging or do not meet instructional outcomes • Instructional groups do not support learning • Lesson plans are not structured or sequenced and are unrealistic in their expectations. 	<ul style="list-style-type: none"> • Learning activities are moderately challenging. • Learning resources are suitable, but there is limited variety. • Instructional groups are random, or they only partially support objectives. • Lesson structure is uneven or may be unrealistic about time expectations. 	<ul style="list-style-type: none"> • Learning activities are matched to instructional outcomes. • Activities provide opportunity for higher-level thinking. • The teacher provides a variety of appropriately challenging materials and resources. • Instructional student groups are organized thoughtfully to maximize learning and build on students' strengths. • The plan for the lesson or unit is well structured, with reasonable time allocations. 	<ul style="list-style-type: none"> • Activities permit student choice. • Learning experiences connect to other disciplines. • The teacher provides a variety of appropriately challenging resources that are differentiated for students in the class. • Lesson plans differentiate for individual student needs.
Possible Examples	<ul style="list-style-type: none"> • <i>After his ninth graders have memorized the parts of the microscope, the teacher plans to have them fill in a worksheet.</i> • <i>The teacher plans to use a 15-year-old textbook as the sole resource for a unit on communism.</i> • <i>The teacher organizes her class in rows, seating the students alphabetically; she plans to have students work all year in groups of four based on where they are sitting.</i> • <i>The teacher's lesson plans are written on sticky notes in his gradebook; they indicate: lecture, activity, or text, along with page numbers in the text.</i> • <i>And others...</i> 	<ul style="list-style-type: none"> • <i>After a mini-lesson, the teacher plans to have the whole class play a game to reinforce the skill she taught.</i> • <i>The teacher finds an atlas to use as a supplemental resource during the geography unit.</i> • <i>The teacher always lets students self-select a working group because they behave better when they can choose whom to sit with.</i> • <i>The teacher's lesson plans are well formatted, but the timing for many activities is too short to actually cover the concepts thoroughly.</i> • <i>The plan for the ELA lesson includes only passing attention to students' citing evidence from the text for their interpretation of the short story.</i> • <i>And others...</i> 	<ul style="list-style-type: none"> • <i>The teacher reviews her learning activities with a reference to high-level "action verbs" and rewrites some of the activities to increase the challenge level.</i> • <i>The teacher creates a list of historical fiction titles that will expand her students' knowledge of the age of exploration.</i> • <i>The teacher plans for students to complete a project in small groups; he carefully selects group members by their reading level and learning style.</i> • <i>The teacher reviews lesson plans with her principal; they are well structured, with pacing times and activities clearly indicated.</i> • <i>The fourth-grade math unit plan focuses on the key concepts for that level.</i> • <i>And others...</i> 	<ul style="list-style-type: none"> • <i>The teacher's unit on ecosystems lists a variety of challenging activities in a menu; the students choose those that suit their approach to learning.</i> • <i>While completing their projects, the students will have access to a wide variety of resources that the teacher has coded by reading level so that students can make the best selections.</i> • <i>After the cooperative group lesson, the students will reflect on their participation and make suggestions.</i> • <i>The lesson plan clearly indicates the concepts taught in the last few lessons; the teacher plans for his students to link the current lesson outcomes to those they previously learned.</i> • <i>The teacher has contributed to a curriculum map that organizes the ELA Common Core State Standards in tenth grade into a coherent curriculum.</i> • <i>And others...</i>