ELECTION DAY PROFESSIONAL DEVELOPMENT

NOVEMBER 3, 2015

AGENDA

Quote: "Our greatest glory is not in ever falling but in rising every time we fall". Confucius

8:15 – 8:30  Breakfast
8:30 – 9:30  Lesson Planning
            Pre K, K-2 – Ms. Green
            3-5 – Ms. Legere/Ms. Beecher
9:30 – 10:30 Annotated FOTD
            Score boarding
            Citing relevant text based evidence
            Explicit teaching and modeling
10:30 – 11:30 Collaborative planning by grade
11:30 – 12:30 LUNCH
12:30 – 2:30  Report cards
              Notices to parents
              Analyzing MOSL scores
Planning for Success
NOW...
Let’s talk about
YOUR
Lesson Plan!!
Subject: (CCSS:)

Objective:

Engagement: (Time )

Instruction: (Time )

(Guided Practice [time ])

(Independent Practice [time ])

(Differentiation:)

Summary: (Time )

Homework:

(Note: Differentiation can take place in any part or all parts of the lesson)
<table>
<thead>
<tr>
<th>Periods</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Subject</td>
<td>Objective</td>
<td>Engagement</td>
<td>Instruction</td>
<td>Summary</td>
</tr>
<tr>
<td>2</td>
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<td>4</td>
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<tr>
<td>5</td>
<td>Subject</td>
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<td>6</td>
<td>Subject</td>
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<td>Engagement</td>
<td>Instruction</td>
<td>Summary</td>
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<tr>
<td>7</td>
<td>Subject</td>
<td>Objective</td>
<td>Engagement</td>
<td>Instruction</td>
<td>Summary</td>
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</tbody>
</table>
PS 3
Lesson Plan MUST HAVES

All lesson plans must be dated, current and kept together.

There must be:
• An objective (The students will be able to add three two digits numbers with regrouping).
• Activities (teacher samples or workbook page).
• An assessment (two or three examples that the students will do on their own). Teacher will then check for accuracy to decide on next steps.
• Time next to each component of the lesson.
• Evidence that the lesson is tiered and suited for all the levels of learners in the class.

All subjects must be taught every day.
The following are examples of lesson plan templates
Summary/Assessment/Exit Ticket/Homework

- A lesson plan is not complete unless there is some form of assessing the final outcome of the lesson; assessing to what extent the learning objectives have been achieved.

Summary:
- One of the quickest forms of assessing is to restate the learning objective in the form of a question to be answered by the class as a whole, an individual, or a group.
- Or, A *turn and talk* to explain to your partner what you learned...

Exit Ticket:
This can be one or two questions/problems related to the objective.

Homework:
Homework is a necessary continuation of the lesson.
(Guided Practice/Independent Practice/Differentiation)

These are integral parts of Direct Instruction.

Guided Practice:
Together with YOU, your students will practice and apply the skills and strategies you taught through direct instruction.

Independent Practice:
Consider the following:-

- Based on observations during Guided Practice, what activity (activities) will your students be able to complete on their own?
- How can you provide new and different context in which the students can practice their skills?

Differentiation:
- How can you differentiate activities that meet the learning needs of all your students?
Direct Instruction

Here you delineate exactly what and how you will present the lesson information to the students so as to meet your learning objective.

Consider the following and ask yourself:

- Exactly how can I engage my students in the lesson and encourage learning, participation, and discussion?
- What do I have to do so that all my students have opportunity to complete my lesson plan objective and my guided and independent practice activities?
- What materials (including interactive technology) are available for use in meeting the lesson's objectives?
- What are the steps in the lesson?
Engagement

The purpose of the engagement component can be to:-

• Provide continuity from previous lessons.
• Gauge students’ collective background knowledge.
• Pique students’ interest.
• Allude to familiar concepts and vocabulary as a reminder or as a refresher.
• Whet students’ appetite for the lesson.
Objective

Objectives are written in terms of learning outcomes. The objective serves as a roadmap of what you want your students to accomplish by the end of your instruction. The objective must be written using precise goals for what students will be able to accomplish after the lesson has been taught.

Consider the following:

- What will my students accomplish during and after having completed this lesson?
- Are the objectives specific, measurable, short term, and observable?
- Are the directions clear and obtainable?
- Have Bloom’s Taxonomy verbs been used (Learning Wheel)?
Lesson plans come in a variety of formats. Find one that works for you and use it consistently.

Why write lesson plans?

Lesson plans:-

• Help you achieve your objectives.
• Help you to think in an organized manner.
• Help you to stay on track.
• Help you to prepare for every step of the lesson.
• Help inspire to improve future lessons.
<table>
<thead>
<tr>
<th>1e: Designing Coherent Instruction</th>
<th>Ineffective</th>
<th>Developing</th>
<th>Effective</th>
<th>Highly Effective</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td>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.</td>
<td>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.</td>
<td>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.</td>
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**Critical Attributes**
- 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.

- 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.

- 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.

- 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**
- After his ninth graders have memorized the parts of the microscope, the teacher plans to have them fill in a worksheet.
  - The teacher plans to use a 15-year-old textbook as the sole resource for a unit on communism.
  - 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.
  - 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.
  - And others...

- After a mini-lesson, the teacher plans to have the whole class play a game to reinforce the skill she taught.
  - The teacher finds an atlas to use as a supplemental resource during the geography unit.
  - The teacher always lets students self-select a working group because they behave better when they can choose whom to sit with.
  - The teacher's lesson plans are well formatted, but the timing for many activities is too short to actually cover the concepts thoroughly.
  - The plan for the ELA lesson includes only passing attention to students' citing evidence from the text for their interpretation of the short story.
  - And others...

- 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.
  - The teacher creates a list of historical fiction titles that will expand her students' knowledge of the age of exploration.
  - The teacher plans for students to complete a project in small groups, where carefully selects group members by their reading level and learning style.
  - The teacher reviews lesson plans with her principal; they are well structured, with pacing times and activities clearly indicated.
  - The fourth-grade math unit plan focuses on the key concepts for that level.
  - And others...

- 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.
- 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.
- After the cooperative group lesson, the students will reflect on their participation and make suggestions.
- 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.
- The teacher has contributed to a curriculum map that organizes the ELA Common Core State Standards in tenth grade into a coherent curriculum.
- And others...
# Danielson's Framework for Teaching

## Domain #1 Planning and Preparation

### Component 1a: Demonstrating Knowledge of Content and Pedagogy

<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>UNSATISFACTORY</th>
<th>BASIC</th>
<th>PROFICIENT</th>
<th>DISTINGUISHED</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge of Content</td>
<td>Teacher makes content errors or does not correct content errors students make.</td>
<td>Teacher displays basic content knowledge but cannot articulate connections with other parts of the discipline or with other disciplines.</td>
<td>Teacher displays solid content knowledge and makes connections between the content and other parts of the discipline and other disciplines.</td>
<td>Teacher displays extensive content knowledge, with evidence of continuing pursuit of such knowledge.</td>
</tr>
<tr>
<td>Knowledge of Prerequisite</td>
<td>Teacher displays little understanding of prerequisite knowledge important for student learning of the content.</td>
<td>Teacher indicates some awareness of prerequisite learning, although such knowledge may be incomplete or inaccurate.</td>
<td>Teacher's plans and practices reflect understanding of prerequisite relationships among topics and concepts.</td>
<td>Teacher actively builds on knowledge of prerequisite relationships when describing instruction or seeking causes for student misunderstanding.</td>
</tr>
<tr>
<td>Relationships</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Knowledge of Content</td>
<td>Teacher displays little understanding of pedagogical issues involved in student learning of the content.</td>
<td>Teacher displays basic pedagogical knowledge but does not anticipate student misconceptions.</td>
<td>Pedagogical practices reflect current research on best pedagogical practice within the discipline but without anticipating student misconceptions.</td>
<td>Teacher displays continuing search for best practice and anticipates student misconceptions.</td>
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<tr>
<td>Related Pedagogy</td>
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But first...
a message from our sponsors

Danielson’s Framework
What are the components of an effective lesson plan?
## Component 1e: Designing Coherent Instruction

<table>
<thead>
<tr>
<th>ELEMENT</th>
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<th>PROFICIENT</th>
<th>Distinguished</th>
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<tr>
<td>Learning Activities</td>
<td>Learning activities are not suitable to students or instructional goals. They do not follow an organized progression and do not reflect recent professional research.</td>
<td>Only some of the learning activities are suitable to students or instructional goals. Progression of activities in the unit is uneven, and only some activities reflect recent professional research.</td>
<td>Most of the learning activities are suitable to students and instructional goals. Progression of activities in the unit is fairly even, and most activities reflect recent professional research.</td>
<td>Learning activities are highly relevant to students and instructional goals. They progress coherently, producing a unified whole and reflecting recent professional research.</td>
</tr>
<tr>
<td>Instructional Material and Resources</td>
<td>Materials and resources do not support the instructional goals or engage students in meaningful learning.</td>
<td>Some of the materials and resources support the instructional goals, and some engage students in meaningful learning.</td>
<td>All materials and resources support the instructional goals, and engage students in meaningful learning.</td>
<td>All materials and resources support the instructional goals, and most engage students in meaningful learning. There is evidence of student participation and selecting or adapting materials.</td>
</tr>
<tr>
<td>Instructional Groups</td>
<td>Instructional groups do not support the instructional goals and offer no variety.</td>
<td>Instructional groups are inconsistent in suitability to the instructional goals and offer minimal variety.</td>
<td>Instructional groups are varied, as appropriate to the different instructional goals.</td>
<td>Instructional groups are varied, as appropriate to the different instructional goals. There is evidence of student choice in selecting different patterns of instructional groups.</td>
</tr>
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<td>Lesson and Unit Structure</td>
<td>The lesson or unit has no clearly defined structure, or the structure is chaotic. Time allocations are unrealistic.</td>
<td>The lesson or unit has a recognizable structure, although the structure is not uniformly maintained throughout. Most time allocations are reasonable.</td>
<td>The lesson or unit has a clearly defined structure that activities are organized around. Time allocations are reasonable.</td>
<td>The lesson's or unit's structure is clear and allows for different pathways according to student needs.</td>
</tr>
</tbody>
</table>