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Director of Elementary Professional Learning and New Hire Induction

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T-TESS: DOMAIN 1
Understanding and Evaluating the Planning Domain
Domain 1: Planning

https://teachfortexas.org/Default
Domain 1: Planning

"The world around you is all abuzz and there you are - lesson planning ... for years to come."

"I need five weekly lesson plan books. Not only do I tend to overplan, but I feel more comfortable with contingency plans."

ACE NETWORK
Advancing Classrooms thru Evaluation
Presentation Organization

Information and understanding

“Look-fors”

Embedding it in your work
Domain 1: Planning

- Standards and Alignment
- Data and Assessment
- Planning
- Knowledge of Students

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Advancing Classrooms thru Evaluation
Domain 1: Planning

Teacher designs clear, well organized, sequential lessons that build on students’ prior knowledge.

Teacher designs developmentally appropriate, standards-driven lessons that reflect evidence-based best practices.

Teacher designs lessons to meet the individual needs of diverse learners, adapting methods when appropriate.
Domain 1: Planning

- Knowledge of Content and Discipline
- Knowledge of Research-Based Instructional Practices
- Knowledge of Students
- Knowledge of Technology
### High-Yield Instructional Strategies

<table>
<thead>
<tr>
<th>Identifying Similarities and Differences</th>
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<tr>
<td>Students should <strong>compare</strong>, <strong>classify</strong>, and <strong>create</strong> metaphors, analogies and graphic representations.</td>
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<tr>
<th>Summarizing and Notetaking</th>
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<td>Students should learn to delete unnecessary information, substitute some information, keep some information, write and rewrite, and analyze information.</td>
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<tr>
<th>Reinforcing Effort and Providing Recognition</th>
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<td>Students should be rewarded based on standards of performance and use symbolic recognition rather than tangible rewards.</td>
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<th>Homework and Practice</th>
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<tr>
<td>Homework should be varied based on the student’s grade level, parent involvement with homework should be minimal, state the purpose, and students should receive feedback.</td>
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<th>Non-Linguistic Representations</th>
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<td>Students should create graphic representations, models, mental pictures, drawings, pictographs, and participate in kinesthetic activities in order to assimilate knowledge.</td>
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*Classroom Instruction that Works: Research-based Strategies for Increasing Student Achievement, Robert Marzano (2001)*
High-Yield Instructional Strategies

Cooperative Learning
Student ability groups should be limited; keep groups small and apply this strategy consistently.

Setting Objectives and Providing Feedback
Goals should be specific, yet flexible, allowing for student choice; teacher feedback should be timely and specific.

Generating and Testing Hypotheses
Students should generate, explain, test and defend hypotheses using both inductive and deductive strategies that involve problem solving and decision making.

Questions, Cues, and Advance Organizers
Student questions should include cues and questions that focus on what is important, use ample wait time, elicit inference and analysis. Advanced organizers should focus on what is important and information that is not well organized.
1.1 – Standards and Alignment
1.1 – Standards and Alignment
1.1 – Standards and Alignment

The teacher designs clear, well-organized, sequential lessons that reflect best practice, align with standards, and are appropriate for diverse learners.
1.1 – Standards and Alignment
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1.1 – Standards and Alignment

- Develop lessons that build coherently toward objectives, course content, the scope and sequence and expected student outcomes.
- Meet the needs of all learners through varied methods and techniques.
- Communicate goals, expectations, and objectives with students.
- Adapt resources, technologies, and instructional materials that support learning goals.
- Connect students’ prior understanding and real-world experiences to new content and contexts.
- Include a range of instructional strategies appropriate to the content and make the subject matter accessible to students.

The teachers know the standards and use these as a basis for instructional planning and delivery.
1.1 – Standards and Alignment
1.1 – Standards and Alignment

Planned

Learner Outcome

Executed

Teacher Behaviors

Student Behaviors
1.1 – Standards and Alignment

- State Standards
- District Scope and Sequence
- “Standards” Clarification Documents
- Instructional Resources and Materials
- Assessments
Standards are aligned and sequenced in accordance with the district’s scope and sequence.

Teacher clearly understands the standards:
- The verb defines the observable student results.

Technology is purposefully integrated (when applicable) to enhance the lesson and students’ understanding of the material.
1.1 – Standards and Alignment – “In Practice”

- Standards are spiraled in instruction throughout the year to ensure consistent exposure.

- Teacher understands the standards are vertically aligned across grade levels and connects to other disciplines.

- Relevant and enriching extensions are incorporated as the standards are addressed to meet the needs of diverse learners.
Questions to guide appraisers

- How are the standards studied and understood both vertically and horizontally?
- Why is aligning the lesson objectives to the standards important?
Questions to guide appraisers

- How do lesson structures and pacing contribute to effective teaching and learning?
- How did you accommodate students’ individual interests and needs?
- Which standards seem the most difficult for students to master? Why?
- Standards and Alignment
Questions to guide appraisers

- How do you choose the activities, materials, and assessments included in the lesson plan?
- What was the connection between students’ mastery of the learning objective and the lesson plan?
- How is technology integrated?
- Standards and Alignment
The learner outcomes or lesson objectives are explicitly communicated – ideally written and verbal - throughout the lesson where both the teacher and students understand what is to be accomplished during the lesson.

There is a clear connection between the learner outcomes, the TEKS or other standards, and how the lesson is designed in the lesson plan and executed during instruction.

The teacher continuously makes references to the learner outcomes and connects what students are doing to the lesson’s objective.

Learning objectives are consistently connected to what students have previously learned and their experiences.

There is a clear beginning, middle and end to the lesson, including logical design and pacing that meets the needs of all learners.

Sub-objectives are included to review and connect prior learning, teach a new sub-skill that is required in this objective, and/or to teach a process that supports the lesson objective.
1.1 – Standards and Alignment – “Feedback Stems”

Connections are made with new learning to prior learning, including real-world connections and how learning impacts them (students).

There are horizontal (other standards across the course/grade level) and vertical (from course to course/grade to grade) connections with the standards.

Students are involved in some way to reference and reflect on the standards/learner outcomes, including connecting their product outcomes to the standards.

Technology is incorporated in a way that clearly aligns with the lesson outcomes and supports students in moving towards mastery of those objectives – purposeful by design.

Activities, materials and assessments support teaching and assessing learning for these specific learner outcomes/lesson objectives.

Other disciplines are connected through themes, concepts, issues, problems, etc., with the lesson objectives.

Students can answer the questions: Why am I studying/learning this information? When and how am I going to use this information?
1.1 – Standards and Alignment Summary

- Teachers are clear about the standards and at students are expected to know and be able to do.
- Teachers understand how the standards are aligned vertically and horizontally structured.
- Classroom learning outcomes are aligned to the state standards.
- Both the teacher and student understand the learning outcomes and focus of the lesson.
- Lessons are clear, sequenced, research-based, connect to the real world, and convey expected student outcomes.

Planning
T-TESS
Texas Teacher Evaluation & Support System

Data and Assessment

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PLANNING DIMENSION 1.2
Data and Assessment

The teacher uses formal and informal methods to measure student progress, then manages and analyzes student data to inform instruction.

Distinguished

- Conducts formal and informal assessments to monitor progress of all students.
- Incorporates self-reflection, constructive feedback, and lesson planning.
- Supports students in identifying and implementing strategies for improvement.
- Utilizes data to drive instructional decisions.

Accomplished

- Utilizes a variety of assessment tools to monitor student progress.
- Provides timely feedback to students and their families.
- Maintains student confidence in their abilities.
- Reflects on student outcomes and adjusts instruction accordingly.

Proficient

- Conducts formal and informal assessments to monitor progress of all students.
- Incorporates self-reflection, constructive feedback, and lesson planning.
- Supports students in identifying and implementing strategies for improvement.
- Utilizes data to drive instructional decisions.

Developing

- Conducts formal and informal assessments to monitor progress of all students.
- Provides feedback to students and their families.
- Maintains student confidence in their abilities.
- Reflects on student outcomes and adjusts instruction accordingly.

Improvement Needed

- Conducts formal and informal assessments to monitor student progress.
- Provides feedback to students and their families.
- Maintains student confidence in their abilities.
- Reflects on student outcomes and adjusts instruction accordingly.
The teacher uses formal and informal methods to measure student progress, then manages and analyzes student data to inform instruction.
1.2 – Data and Assessment
Student-Centered Actions
Moving from Proficient to Distinguished

Moves to student-centered actions
- Consistent feedback to students and stakeholders on their students’ progress; works with colleagues to adapt school-wide instructional goals and strategies to meet students’ needs.

Moves to student-centered actions
- Analysis of student data connected to specific instructional strategies; uses results to monitor effectiveness in relation to student success.

Moves to student-centered actions
- Formal and informal assessments to monitor progress of all students, engages students in self-assessment and goal setting, and helps students track their growth.

Moves to student-centered actions
- Analysis of student data connected to specific instructional strategies; uses results to monitor effectiveness in relation to student success.
1.2 Data and Assessment
Backwards Design

What do I want students to know and be able to do as a result of instruction?

How do I know students learned what was taught?

Data and assessments to drive instruction

Data and assessments to evaluate learning
### 1.2 Data and Assessment

#### Elements of High-Quality Assessments

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<tr>
<th>Category</th>
<th>Description</th>
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<tr>
<td><strong>Clear Purpose</strong></td>
<td>Teachers have a purpose for using an assessment</td>
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<td><strong>Specific Learning Targets</strong></td>
<td>Teachers start with a clear understanding of the learning outcome</td>
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<td><strong>Sound Design</strong></td>
<td>The test is designed to provide accurate results/data</td>
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<tr>
<td><strong>Effective Communication Results</strong></td>
<td>Timelines, next steps, and relevant information is clearly shared</td>
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<tr>
<td><strong>Student Involvement</strong></td>
<td>Teachers involve students in taking ownership of their learning (learning targets, self-assessments, goal setting, and tracking)</td>
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Developing an Assessment Plan

1. What will I assess?
2. How will I assess?
3. When will I assess?
4. What will I do at each point if students do not demonstrate MASTERY?
1.2 Data and Assessment

Assessment Cycle

**Pre-Assessment**

**Finding Out**
Used to determine a student’s current level of knowledge, level of interest, or readiness to plan instruction

**Formative Assessment**

**Tracking and Monitoring**
A range of formal and informal assessments used in order to modify teaching and learning activities to improve student achievement

**Summative Assessment**

**Making Sure**
Assessments used to evaluate student learning at the conclusion of a unit

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Advancing Classrooms thru Evaluation
1.2 Data and Assessment “Look Fors”

Data and assessments are used to set individual and group learning goals. Teachers consistently review student data in relation to student curriculum standards to ensure instruction is on track and make adjustments, as necessary, to meet the needs of all students. Teachers consistently utilize both formal and informal methods of measuring student progress and mastery towards learning objectives and content knowledge and skills.

Learning outcomes are directly linked to assessment measures that most accurately predict and assess student learning. Teachers use varied methods of assessing student learning, accommodate students’ learning needs with these assessments, and compare data measures, as appropriate to determine trends and patterns over time and develop a holistic picture of students’ strengths and learning needs.
1.2 Data and Assessment “Look For”

It is evident that data is used to plan for how individual and group learning will occur in the lesson plan and during the lesson, as articulated during instruction and evidenced with artifacts during or following the lesson in discussion with the teacher. *(Use of data binders, assessment results, prior day’s instruction, etc.)*

Assessments (formal and informal) are aligned with the lesson outcomes/objectives to measure mastery and include more than one way for students to demonstrate and teachers to measure learning and performance.

Clear measurement criteria are included for activities and products. *(How do we know?)*
1.2 Data and Assessment “Look Fors”

Student work, products and outcomes are aligned to the lesson outcomes/objectives and can be used to assess mastery in some form.

Students are setting goals and self-assessing/self-monitoring learning.

Connections with families to share data and feedback are discussed and evident.

Progress charts and other anecdotal measures are used to track progress/learning.

Use of IEPs, 504s, etc. in designing and delivering instruction, as evidenced in lesson plans and lesson delivery.

Evidence that the teacher understands what is working/not working during the lesson, e.g., “I see these struggles,” etc.
1.2 Data and Assessment
Guiding Questions for Administrators

How is data collected and managed in your school to facilitate access for teachers?

What types of data and assessments does your school use to guide instructional decisions?

How is data used to inform instructional practices and individualize learning for all students?

How are other stakeholders, including students, involved in reviewing and understanding data and assessment measures?
1.2 Data and Assessment Guiding Questions for Teachers

Before the Lesson
How does the teacher use multiple sources of data and assessments to plan for classroom instruction, including what students already know and what they need to know?

During the Lesson
How does the teacher collect data and use assessments (formal & informal) to determine whether students are learning what was expected during classroom instruction?

After the Lesson
How does the teacher continue to analyze data and assessments after the lesson to plan for subsequent classroom instruction that will allow students to master and/or extend their learning, including sharing this information with students, families, and school staff?
1.2 Data and Assessment
Pre-Conference Sample Questions

- What assessment data did you use to plan this lesson?
- What does this assessment data indicate about learning, including academic, language, and behavioral needs?
- How will you decide on the types of assessments needed to evaluate student learning on the objective?
- How will the assessment accommodate the learning needs of all students?
- In what ways will students use data to guide their own learning?
What types of formal and informal data did you use to determine whether students mastered the learning objective?

What types of feedback did you provide students during the lesson to inform them of their understanding of the material?

What do you believe will strengthen your use and understanding of data and assessment?

How did your assessments accommodate the learning needs of all students?

What types of instructional adjustments did you make based on data?
Let’s Review...

“What do I want my students to be able to do as a result of my teaching?”

“How do/will I know the students learned what I taught?”
Knowledge of Students
PLANNING DIMENSION 1.3
Knowledge of Students

Through knowledge of students and proven practices, the teacher ensures high levels of learning, social-emotional development and achievement for all students.

Distinguished

Instructional Planning Includes:
- All lessons that connect to students' prior knowledge, experiences, interests and future learning expectations across content areas.
- Guidance for students to apply their strengths, background knowledge, life experiences and skills to enhance each other's learning.
- Opportunities for students to utilize their individual learning patterns, habits and needs to achieve high levels of academic and social-emotional success.

Accomplished

Instructional Planning Includes:
- All lessons that connect to students' prior knowledge, experiences and future learning expectations.
- Guidance for students to apply their strengths, background knowledge, life experiences and skills to enhance their own learning.
- Opportunities for students to utilize their individual learning patterns, habits and needs.

Proficient

Instructional Planning Includes:
- All lessons that connect to students' prior knowledge and experiences.
- Adjustments to address strengths and gaps in background knowledge, life experiences and skills of all students.

Developing

Instructional Planning Includes:
- Most lessons that connect to students' prior knowledge and experiences.
- Adjustments to address strengths and gaps in background knowledge, life experiences and skills of most students.

Improvement Needed

Instructional Planning Includes:
- Few lessons that connect to students' prior knowledge and experiences.
- Adjustments to address strengths and gaps in background knowledge, life experiences and skills of few students.

Sources of Evidence:
Analysis of Student Data, Pre-Conference, Formal Observation

Standards Basis: 1A, 1B, 1C, 2A, 2B, 2C
1.3 – Knowledge of Students

Thorough knowledge of students and proven practices, the teacher ensures high levels of learning, social-emotional development and achievement for all students.
1.3 – Knowledge of Students
Student-Centered Actions
Moving from Proficient to Distinguished

• All lessons connect to students’ prior knowledge, life experiences, interests, and future learning expectations across content areas.

Moves to student-centered actions

• Opportunities for students to utilize their individual patterns, habits, and needs to achieve high levels of academic and social-emotional success.

Moves to student-centered actions

• Guidance for students to apply their strengths, background knowledge, life experiences, and skills to enhance each others’ learning.

Moves to student-centered actions
1.3 – Knowledge of Students

The teachers know the students, their learning styles, interests, backgrounds, life experiences and skills. Teachers design and execute quality lessons that...

- Connect to Future Learning Expectations Across Content Areas
- Address Strengths, Skills and Unique Needs
- Are Differentiated to Address Individual Learning Patterns, Habits and Needs
- Connect Students’ Prior Knowledge and Life Experiences
- Create Relevance and Link to Interests
1.3 – Knowledge of Students

Teachers design lessons that are developmentally appropriate based on the standards, reflect research-based practices, and build coherently towards the learning outcome based on the content, scope & sequence, and students’ prior knowledge.

Teachers understand the qualities and needs of all students (disabilities, G/T, language, cultural, etc.) and know how to effectively address all of them through effective instructional strategies.

Teachers vary their methods of assessing student learning to reflect the needs of all students and use multiple forms of assessment to consistently gauge their students’ understanding of the learning target.
1.3 Knowledge of Students “Look fors”

Teachers are purposeful in utilizing students’ individual strengths as a basis for academic and social-emotional growth.

Teachers anticipate students’ learning difficulties and incorporate differentiated strategies to address these needs and master what is being taught.

A community of learners is established where teachers model continuous improvement and differences in learning and background are viewed as an asset and platform for growth.

Teachers understand the unique qualities of students with exceptional needs, including cultural, educational, linguistic, disabilities, and giftedness, and seek opportunities to learn how to effectively address these needs so that instruction is fully accessible.

Teachers understand how learners develop and construct meaning and the relationship of these concepts to acquiring specific knowledge and skills.
1.3 – Knowledge of Students “Look Fors”

Students’ prior knowledge and experiences are discussed, addressed, and incorporated in the lesson. The teacher and students can articulate learning strengths and gaps. The lesson capitalizes on students’ strengths and learning gaps and is structured in a way that addresses their unique learning needs. Learning styles are included using varied modalities in purposeful ways. Student choice is evident. Teacher practices incorporate student interests and cultural heritage, as appropriate.
1.3 Knowledge of Students
Guiding Questions for Administrators

What processes do teachers use to gain thorough knowledge of their students?

How are lessons connected to students’ prior knowledge, life experiences, interests, and subsequent expectations for learning?

How do lessons connect across content areas and disciplines?

How are lessons adjusted to address individual student needs?

How are students encouraged and supported in understanding and utilizing their individual learning patterns, habits and needs to facilitate academic and social-emotional success in classrooms that are student-centered, student-led?

In what ways are students guided to apply their own strengths, background knowledge, life experiences and skills to enhance each other’s learning?
1.3 – Knowledge of Students Summary

Knowledge of Students

- Prior Knowledge
- Life Experiences
- Interests
- Future Learning Expectations

Learning

Achievement

Social-Emotional Development

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T-TESS
Texas Teacher Evaluation & Support System
Activities
1.4 – Activities
Student-Centered Actions
Moving from Proficient to Distinguished

- Students generate questions
  - Moves to student-centered actions

- Students take ownership of groups and individual accountability within groups
  - Moves to student-centered actions

- Students set goals, reflect on their progress, evaluate their understanding, and hold each other accountable within instructional groups.
  - Moves to student-centered actions

- Based on activities, resources, and materials, students take ownership of learning.
  - Moves to student-centered actions
1.4 – Activities

The teacher plans engaging, flexible lessons that encourage higher-order thinking, persistence and achievement.
Descriptor 1: Questions that encourage students to engage in complex, higher-order thinking.

Descriptor 1: When planning instructional activities:

Teachers plan how they will pose questions where students are expected to engage in individual and collaborative thinking (analytical, creative and practical, research-based) and problem solving.

Questions are purposeful and consistently sequenced with attention to the instructional goals and move toward complex, higher-order thinking.

Questions create challenging learning experiences where students apply disciplinary and cross-disciplinary knowledge to real-world problems.

Students generate questions that lead to further inquiry and self-directed learning.
Descriptor 2: When planning instructional activities:
Teachers use student data to plan student groupings, including pairings and individualized and small-group instruction, to facilitate student learning.
Teachers design lessons and differentiate instruction, aligning methods and techniques to diverse student needs, including acceleration, remediation and implementation of individual education plans.
Teachers create a physical classroom set-up that is flexible and accommodates the different learning needs of students and student groups.
Teachers manage and facilitate groupings in order to maximize student collaboration, participation and achievement.
Teachers use results from different measures to develop a holistic picture of students strengths and learning needs as a basis for instructional groups.
**Descriptor 3: All students understanding their individual roles within instructional groups.**

**Descriptor 3: When planning instructional activities:**

- Routines and procedures are clear and concise to convey individual and group expectations.
- Teachers are purposeful about communicating each student’s role within instructional groups.
- Teachers involve students in self-assessment, goal setting and monitoring their progress within instructional groups.
- Student-to-student interactions are supportive and facilitate shared participation and accountability for learning outcomes.
- Teachers maintain a culture based on high expectations for performance and encourage students to be self-motivated and monitor their own learning.
Descriptor 4: Activities, resources, technology and instructional materials that are all aligned to instructional purposes.

Descriptor 4: When planning instruction:

Teachers focus on the learning outcomes to determine which activities, resources, technology and instructional materials best support students in meeting the learning objectives.

The activities, resources, technology and materials challenge students, sustain their attention, are relevant to their lives and promote curiosity and suspense.

Opportunities for student-to-student interactions are used to determine which activities, resources, technology and instructional materials will be incorporated.

The activities, resources, technology and materials address students’ unique learning needs and differences, including disabilities, linguistic, giftedness, etc., so that instruction is fully accessible and challenging.
Teachers purposefully plan activities which are challenging for all students and keep them engaged and motivated to learn.

The teacher serves as a facilitator, incorporating activities that best match the content, and move towards student-centered actions that allow for them to take ownership of their own learning.

Lessons that value inquiry, curiosity and exploration allow students to connect with the learning at higher levels of cognition.

Teachers model effective questioning techniques and how to respond to students’ questions. This modeling leads to lessons which purposefully incorporate opportunities for students to generate questions for student-to-student interactions that lead to thinking and promote complex, higher-order thinking, problem solving and real-world connections.
1.4 Activities
Guiding Questions for Administrators

How are students provided opportunities to generate questions that lead to complex, higher-order thinking, problem solving and real-world applications at varying times during the lesson?

How are data and assessments used to guide decisions regarding varying student groups?

How are expectations for individual and group roles, responsibilities, and accountability communicated and monitored to promote student-centered actions and behaviors?

How are students led through goal setting processes and provided structures for assessing progress and goal attainment?

How do teachers purposefully select activities, resources, technology and other instructional materials to maximize learning and encourage student-centered instruction?
1.4 – Activities “Feedback Stems”

- Key questions/essential questions are purposefully planned and presented where students are expected to think and process at higher levels.
- Questions are posed, extended and subsequently generated to promote complex, higher order thinking.
- Student-to-student interactions are evident with planned activities that lead to self-direction and self-monitoring.
- Students are motivated and authentically engaged in learning.
- Students are grouped during the lesson to address their individual strengths and needs. There is rationale for how they are grouped as part of the planning process.
- Student groups are dynamic and change based on data and need.
1.4 – Activities “Feedback Stems”

- Roles and responsibilities are assigned to facilitate the activities and efficiently transition and process activities.
- Students set learning goals and hold each other accountable in groups.
- Students are held accountable for individual and group work.
- Student accountability includes evaluating each other through participation and possibly performance.
- Activities are purposefully tied to the learner outcomes/lesson objectives and structured in a way that leads to deeper, complex learning over time.
- Students are problem solving and thinking at higher levels.
- Instructional materials and resources extend beyond curriculum texts.
How do you provide opportunities for students to generate questions that lead to further inquiry and promote complex, higher-order thinking, problem solving, and real-world application?

Why is important to plan activities that are challenging for students? Do you feel you’ve done that in your lesson plans?

How do you structure your groups to meet the needs of all students?

How do you ensure that the activities planned are engaging to keep students focused and motivated to learn? How do they take ownership of their learning?

How do you provide opportunities for students to generate questions that lead to further inquiry and promote complex, higher-order thinking, problem solving, and real-world application?

How do you hold groups accountable for work completed within a group? How are they involved in the goal setting process for the lesson?
Activities

What types of questions and opportunities were provided during the lesson to engage students in higher order thinking or problem solving?

What specific student behaviors were evident during the lessons to support what students were thinking and problem higher, challenging levels?

What do you recall about instructional groupings during this lesson? What impact did that have on student learning?

If you had to conduct this lesson again, what might you do different to meet individual students’ needs and learning styles?

In what ways did the activities align to support students’ mastery of the learning outcomes? What, if anything, would you change and why?
1.4 - Activities Summary

Activities are directly tied to:

- Standards, objectives, and student outcomes
- Student data
- Teacher’s knowledge of students (prior knowledge and interests)
- Achieving the desired results
- Promotes higher-order thinking and problem solving
- Deepens understanding of the content and moves from basic to complex

Promotes higher-order thinking and problem solving

Deepens understanding of the content and moves from basic to complex
Contact Kirsten Hund at
kirsten@tepsa.org or 512-478-5268