1E - Designing Coherent Instruction • Learning Activities • Instructional Materials and Resources • Instructional Groups • Lesson and Unit Structure	Designing coherent instruction is the heart of planning, reflecting the teacher's knowledge of content and 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. It further 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. Proficient 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 distinguished 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.			
	Ineffective	*Developing*	*Accomplished*	*Exemplary*
	• The series of learning experiences is poorly aligned with the instructional outcomes and does not represent a coherent structure. • The activities are not designed to engage students in active intellectual activity and have unrealistic time allocation. Instructional groups do not support the instructional outcomes and offer no variety.	• Some of the learning activities and materials are suitable to the instructional outcomes and represent a moderate cognitive challenge but with no differentiation for different students. Instructional groups partially support the instructional outcomes, with an effort by the teacher at providing some variety. • The lesson or unit has a recognizable structure; the progression of activities is uneven, with most time allocations reasonable.	• **Teacher coordinates knowledge of content, of students, and of resources, to design a series of learning experiences aligned to instructional outcomes and 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.** • **The lesson or unit has a clear structure, with appropriate and varied use of instructional groups.**	• Plans represent the coordination of in-depth content knowledge, understanding of different students' needs, and available resources (including technology), resulting in a series of learning activities designed to engage students in high-level cognitive activity. • Learning activities are differentiated appropriately for individual learners. Instructional groups are varied appropriately with some opportunity for student choice. • The lesson's or unit's structure is clear and allows for different pathways according to diverse student needs.
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.	• Learning activities are moderately challenging. • Learning resources are suitable, but there is limited variety. • Instructional groups are random or only partially support objectives.	• Learning activities are matched to instructional outcomes. • Activities provide opportunity for higher-level thinking. • Teacher provides a variety of appropriately challenging materials and resources.	In addition to the characteristics of "accomplished": • Activities permit student choice. • Learning experiences connect to other disciplines.

	• Lesson plans are not structured or sequenced and are unrealistic in their expectations.	• Lesson structure is uneven or may be unrealistic in terms of time expectations.	• Instructional student groups are organized thoughtfully to maximize learning and build on student strengths. • The plan for the lesson or unit is well structured, with reasonable time allocations.	• 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	• The teacher plans to have his 9th graders color in the worksheet after memorizing the parts of a microscope. • Despite having a textbook that is 15 years old, the teacher plans to use that as the sole resource for his communism unit. • The teacher organizes her class in rows, seating the students alphabetically; she plans to have students work all year in groups of four selected on the basis of where they are sitting. • The teacher's lesson plans are written on sticky notes in his grade book; they indicate lecture, activity, or test.	• After the mini-lesson the teacher plans to have the whole class play a game to reinforce the skills she taught. • The teacher has found an atlas to use as a supplemental resource during the geography unit. • The teacher always lets students select their own working groups because they behave better when they can choose with whom they wish to sit. • The teacher's lesson plans are nicely formatted, but the timing for many activities is too short to actually cover the concepts thoroughly.	• 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 projects in small groups; he carefully selects group members based on their ability level and learning style. • The teacher reviews lesson plans with her principal; they are well structured with pacing times and activities clearly indicated.	• The teacher's unit on ecosystems lists a variety of high level activities in a menu; students choose those that suit their approach to learning. • While completing their projects, the teacher's students will have access to a wide variety of resources that she has coded by reading level so they can make the best selections. • After the cooperative group lesson, students will reflect on their participation and make suggestions for new group arrangements in the future. • The lesson plan clearly indicates the concepts taught in the last few lessons; the teacher plans for his students to link the current lesson's outcomes to those they previously learned.