

TEAM Best Practices Video Library

Instructional Plans

Culminating Task

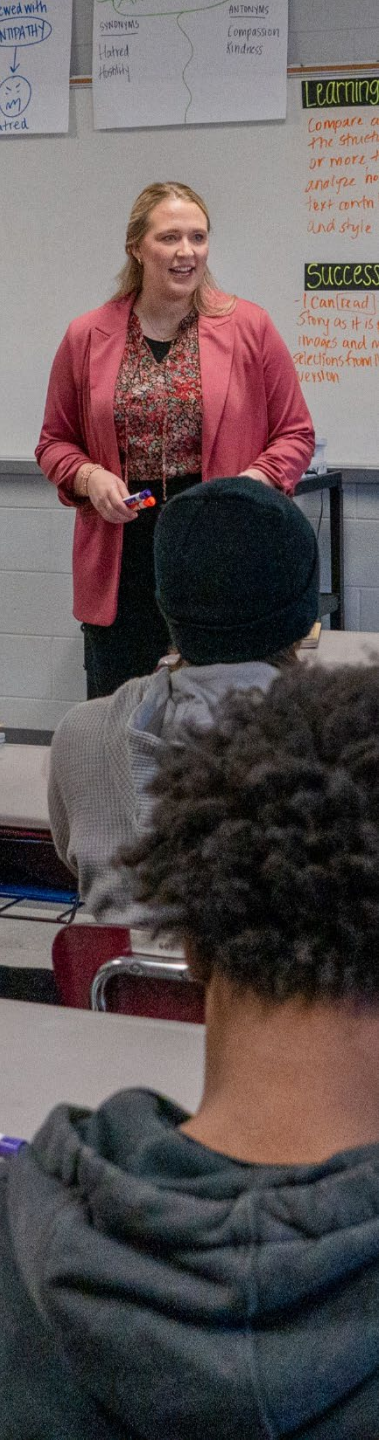


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Review of Instructional Plans Indicator



Review of Instructional Plans Indicator

Instructional plans are essential for effective and efficient learning experiences. They should be based on state standards, local curriculum resources, and student assessments.

Key points include:

- Incorporation into Planning:** Teachers should integrate standards, local curriculum resources, and student assessments into daily, weekly, and unit plans.
- Evaluator Feedback:** Regular feedback on the planning process is crucial.
- Planning Conversations:** Aim to understand and articulate strategies for quality instruction and best practices.

Benefits of Strong Planning Processes:

- Better-managed classrooms
- More effective learning experiences
- Higher student engagement

Effective Planning:

- Adjust scripted lessons to meet individual and group needs.
- Start with the end in mind, aligning lesson objectives with standards.
- Plan activities and materials to ensure student success.



Review of the Descriptors



Descriptor 1: Instructional plans include goals aligned to state content standards

This descriptor emphasizes the importance of clarity in what students should know and be able to do in both individual lessons and broader units of study.

Key points include:

- **Reference State Content Standards:** Align instructional goals with state standards to ensure relevance and meet educational requirements.
- **Break Down Standards:** Divide standards into smaller, manageable goals to plan lessons that build towards mastery.





Descriptor 2a: Instructional plans include activities, materials, and assessments that are aligned to state standards

This descriptor ensures that all instructional components work together to help students master state standards.

Educators should:

- design engaging and relevant activities that are aligned with the state standards and support the instructional goals.
- select materials that directly support the learning goals.
- develop assessments that accurately measure student progress towards mastery.





Descriptor 2b: Instructional plans include activities, materials, and assessments that are sequenced from basic to complex

This descriptor ensures that students encounter increasing levels of rigor as they progress through the unit, preparing them for more complex tasks. Educators should start with foundational activities and materials that introduce basic concepts and then gradually increase the complexity to deepen understanding and skills. Similarly, educators should begin with basic assessments to gauge initial understanding and then assign more complex assessments as students advance to ensure they are ready for higher-level tasks.

Educators should:

- identify the basic knowledge and skills students need at the beginning of the unit
- plan a sequence of activities and assessments that build on each other, moving from basic to more complex
- ensure that each step in the sequence prepares students for the next, reinforcing and expanding their understanding





Descriptor 2c: Instructional plans include activities, materials, and assessments that build on prior student knowledge

Effective planning processes ensure that instructional plans build on previous lessons by linking new content to prior knowledge.

Key points include:

- **Linking New Content:** Consistently connect new lessons to prior knowledge to build a cohesive understanding.
- **Scope and Sequence:** Consider previous lessons, assessments, and activities to make connections to the target lesson.
- **Continuous Connection:** Help students see how each lesson builds on the previous one, reinforcing their understanding of the standard throughout the unit.





Descriptor 2d: Instructional plans include activities, materials, and assessments that provide appropriate time for student work and lesson and unit closure

This descriptor emphasizes the importance of thoughtful planning and pacing in instructional plans to ensure students have sufficient time to engage with the material and demonstrate their understanding.

Key points include:

- **Allocating Adequate Time:** Ensure all aspects of the lesson are covered, creating a structured and supportive learning environment.
- **Sequence of Activities and Lessons:** Plan the sequence of activities within a lesson and the sequence of lessons within a unit, estimating the time needed for instruction, practice, and assessment.
- **Lesson Closure:** Plan how to close each lesson and the unit to allow students time to reflect on their learning and make connections to future lessons.





Descriptor 3: Instructional plans include evidence that plan is appropriate for the age, knowledge, and interests of learners

This descriptor emphasizes the importance of creating instructional plans that are appropriate and engaging for students.

Key points include:

- **Reflecting Expectations:** Instructional plans should ensure strategies that guarantee student mastery of standards.
- **Relevant Activities:** Include activities that are suitable for students' age groups and interests, even if their skill levels vary.
- **Strong Knowledge of Students:** Essential for making meaningful connections.
- **Alignment with Standards:** Ensure plans align with grade level standards, building on what students have previously learned.





Descriptor 4: Instructional plans include evidence that the plan provides opportunities to accommodate individual student needs.

This descriptor highlights the importance of tailoring instructional strategies to meet the diverse needs of students.

Key points include:

- **Reflecting Teacher's Knowledge of Students:** Instructional plans should demonstrate the teacher's understanding of their students' progress towards mastery.
- **Differentiation:** Accommodate individual student needs by providing varied opportunities based on their strengths, weaknesses, and learning preferences.
- **Data-Informed Planning:** Use data to inform planning and ensure instructional strategies are effective and inclusive.





Descriptor 5: Instructional plans include evidence of the utilization of district approved HQIM when available for intellectual preparation

This descriptor emphasizes the importance of using High Quality Instructional Materials (HQIM) in the classroom when available.

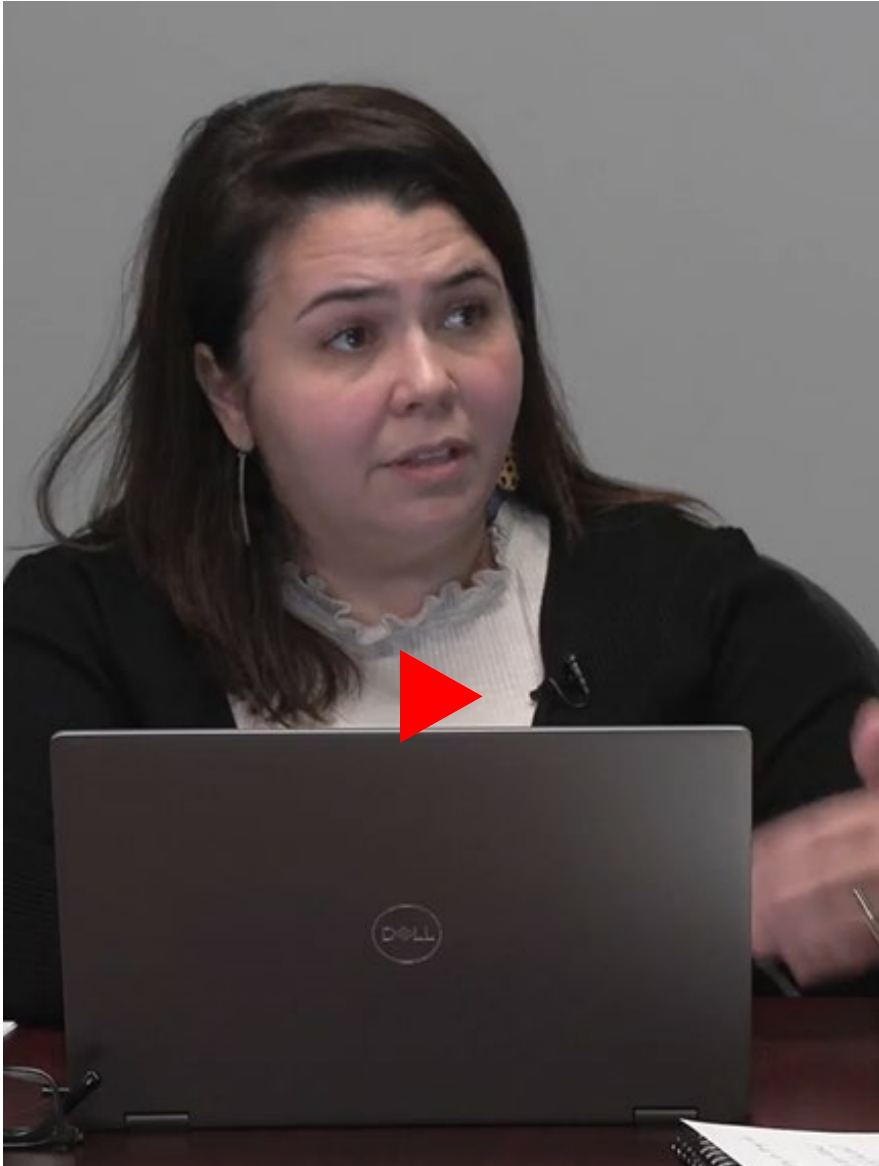
Key points include:

- **Evidence of HQIM Use:** Activities and strategies should reflect the use of HQIM when available to engage students, close learning gaps, and promote equity.
- **Review and Alignment:** Educators should review materials to ensure they align with state standards and identify any learning gaps.
- **Supplement and Modify:** Adjust materials and assessments as needed to meet students' unique learning needs, adding resources and activities to ensure comprehensive coverage of standards.



Culminating Activity

Instructional Plans Indicator



Culminating Activity

- Do a quick review of all the descriptors of the Instructional Plans Indicator and then watch this video. As you watch, capture evidence that fits the descriptors for this indicator.
- Video featuring 2023-2024 South Central Core Region Teacher of the year Emily Fowler under the guidance of Penny Love, Principal at Culleoka Unit School, Maury County Schools



**Share evidence you captured of
descriptors in the Instructional
Plans indicator.**



Possible Evidence

Descriptor 1: The educator discusses how she communicates her daily and unit goals that are aligned to state standards by posting them on the board.

Descriptor 2: Activities, materials, and assessments display the following characteristics:

- The educator describes her activities to the evaluator but could be more explicit in how they are aligned to state standards.
- The educator shares how she begins the unit by teaching the basic vocabulary knowledge before progressing to more complex instruction with immersive target language text. She discusses the thematic structure used to teach the skills in integration instead of in isolation.
- The educator speaks to how she activates students' prior knowledge by reviewing numbers in the target language before the lesson on time expression.
- The educator discusses how she plans time for the activities by describing the allotted time for bell work, vocabulary and grammar review, direct instruction of lesson objective content, immersion story work, a storytelling activity, and lesson closure with an exit ticket.

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Possible Evidence

Descriptor 3: The educator shares how she incorporates student choice in the story activity by allowing them to choose their own character. She also shares how her teaching strategies are age- and knowledge-level appropriate for language learners, such as including hand gestures to learn vocabulary.

Descriptor 4: The educator discusses her approach to tailoring lessons to meet diverse student needs. She highlights several strategies, including the use of visual aids, comprehensive notes, activities catering to various learning modalities, and differentiated exit tickets.

Descriptor 5: The educator discusses how she uses immersion stories from the district-provided curriculum. She also shares how she enhances the instruction by adding gestures related to the target vocabulary to assist students with language retention.



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 - https://stateoftennessee.formstack.com/forms/planning_rubric_video_library
- Please use the form to reflect on today's learning and provide feedback about this resource.





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