

DOMAIN TWO:

Data Driven Planning, Embedded HLP

HLP 12: Systematically design instruction toward a specific learning goal.



Systematically design instruction toward a specific learning goal: Categories of Work

Ensure Clarity of Learning Goal

- Develop goals and objectives with outcomes that are measurable, observable, and stated in a positive manner
- Develop goals and objectives that address a prioritized need for the student.
- Develop goals and objectives that clearly define what students will do to demonstrate their learning.
- Develop goals and objectives that are ambitious but mediated by the student's individual needs.
- Identify the criteria or mechanism by which student attainment or approximation of the goal will be determined.

Design Instruction

- Carefully consider the learning outcome for each goal and objective and match the instructional pedagogies and practices to the outcome.
- Consider prerequisite skills or background knowledge needed for the student to make progress toward the goal.
- Develop culturally inclusive lesson plans in which the manner of assessing progress is clearly stated.
- Develop culturally inclusive lesson plans that consider the importance of sequencing, embed adequate opportunities for practice, review, and feedback, and/or explicit instruction on relationships between and among concepts, and explicit instruction on generalization and maintenance.

Tips for Faculty to Support Candidates' Learning and Enactment

Ensure Clarity of Learning Goal

Introduce – Explicitly explain the critical components of goals and objectives as defined in the Category of Work.

Prepare – Provide candidates with a list of exemplar and non-exemplar goals and objectives. In small groups ask them to work together to identify the differences and correct the non-exemplars; Provide feedback.

Enact – Provide candidates with standards and a description of a student and ask them to develop a goal for each of the standards that includes the critical components described in the Category of Work

Analyze – Share samples of goals, objectives, and assessments. As a whole group, analyze for the criteria included in the Category of Work.

Design Instruction

Introduce – Provide candidates with exemplar lesson plans and possible templates for their use. Discuss the importance of the components of the plans.

Prepare – Provide small teams of candidates with goals and/or objectives and descriptions of 2-3 students. Ask them to develop culturally inclusive lesson plans that include the criteria described in the Category of Work above.

Enact – Provide individual candidates with goals and/or objectives and descriptions of 2-3 students, or if candidates are engaged in field work, they may develop plans for the students with whom they are working. Ask them to develop lesson plans that include the criteria described in the Category of Work above.

Analyze - Share exemplars and non-exemplars of lesson plans for small groups of students to analyze and correct when necessary.

Questions to Prompt Discussion, Self-Reflection, and Observer Feedback

- What does the phrase "systematically design instruction" mean to you? Why is this approach important for student success?
- Why is clarity and explicitness important within this practice?