Standard I
Element A

Plans lessons that reflect:

> Designing instruction is a different skill from implementing a plan in the classroom, and both skills are critical to the enhancement of learning. On the other hand, even the best-prepared lessons may need modification in the face of real students; so there is, inevitably, a balance between careful planning and flexibility in execution. (Danielson, 2007, p. 57)

1   ***Colorado Academic Standards.***

The Colorado Academic Standards (CAS) are the expectations of what students need to know and be able to do at the end of each grade. They also stand as the values and content organizers of what Colorado sees as the future skills and essential knowledge for the next generation to be more successful. State standards are the basis for the state assessments.

> Colorado Academic Standards are available at:
> http://www.cde.state.co.us/standardsandinstruction/coloradostandards (*)

Colorado Academic Standards (CAS) are based on a trajectory of learning across grade levels and within a grade. For students to be successful with these **standards**, instruction at each grade must be aligned to the grade level standards. A strong alignment to academic standards ensures students have opportunities to gain the foundational knowledge and skills necessary for success at subsequent grades as well as to be college and career ready.

In addition, English Language Proficiency standards are required by Colorado state and federal law. In 2009, the state adopted the World-Class Instruction Design and Assessment standards as the Colorado English Language Proficiency standards. The standards, which center on the English language needed and used by English Language Learners (ELLs) to succeed in school, exceed minimum legal requirements. They guide all educators who teach ELLs and help students' access grade level academic content while learning English.

Learning objectives should align to grade-level appropriate CAS.

> Colorado English Language Proficiency Standards are available at:
> https://www.cde.state.co.us/coenglangprof/statestandards1 (*)

2   *Relevant instructional objectives.*

Instructional objectives must be clear and stated in terms of student learning rather than student activity: "What will students *learn* as a result of the instructional and student activity?" Not, "What will students do?" That learning objectives are clearly stated does not imply that they should be low level in their cognitive challenge.

> Instructional goals should be:
> - Capable of assessment.
> - Stated in clear language that permits viable methods of evaluation and the establishment of performance standards.
> - Use verbs that define instructional goals

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- Unambiguous and suggest assessment techniques.
- Appropriate to the diverse students in a teacher's charge, providing for the students' age and developmental levels, prior skills and knowledge, and interests and background. (Danielson, 1996)
- Standards based and use student friendly language to allow access to the learning outcome.

- Students will be able to determine subject/verb agreement in a variety of simple, compound, and complete sentences.
- Students will define the characteristics of fables, fairy tales, and tall tales.

Although activities are a crucial part of effective teaching, they constitute a means by which the ends or learning goals are accomplished. However, they are not learning goals." (Marzano, 2007, p. 17)

Guiding questions for the development of instructional objectives:
- What do students need to know about (concept or skill)?
  - What are the procedural skills students must have?
  - What are the enduring understandings students need to obtain?
- What do my students already know about (concept or skill)?
- How will I need to sequence and segment student learning for this standard?
- How will the language of the standard impact the language of instructional objectives?
- What sub-objectives will need to be reviewed versus those that will need to be taught?
- How will I measure student mastery of the standard and daily objectives?

Examples of measurable verbs for use in developing instructional objectives:

List	Identify	retell
Define	Describe	Solve
Summarize	Explain	Compare
determine	Contrast	Evaluate

When the teacher selects instructional objectives that have **relevance**, students connect the "what" and "why" of their learning to future learning, to other disciplines, and/or to life experiences.

The pressure to achieve and perform well on high-stakes tests has never been greater. In many classrooms, this has led to the goal of selecting tasks so students will "do well on the test." For some students, especially lower-performing students, this approach can mean they learn concepts in isolation of one another and disconnected to their experiences and culture.

> Administrators and teachers should work together to reframe the purpose of learning in their schools … use language that focuses on mastering knowledge, improving individual performance or seeing the value of schooling for enhancing one's future. (Nichols & Berliner, 2008, What Can We Do? Section 6, para. 2)

Refer to this internal resource for additional information:
- Learning Objectives vs Activity Statements
  - Document provides examples of each for a variety of grade levels and content areas.

Refer to this external resource for additional information:
- Article: "Know Where Your Students Are Going" by Robyn Jackson
  http://tcrpalliance.files.wordpress.com/2011/07/objectives_know-where-your-students-are-going.pdf (*)
  - Article provides guidelines for writing learning objectives.

See also Standard III, Element B

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3   *Formative and summative assessment results*.

> Any lesson planning must begin with a deep understanding of what each student already knows and can do, and how the instruction is aimed at increasing the progress and levels of achievement for each of the students. The primary concern is to add value to all students, wherever they start from, and to get *all* students to attain the targeted outcomes. (Hattie, 2012, p. 42)

Instruction that meets the needs of all students is not only aligned to academic standards but is also aligned to student assessment results. For teachers to implement instruction that is differentiated based on students' academic needs, assessment results must drive decisions, such as the choice of student tasks, use of strategies and materials, grouping arrangements, and use of vocabulary. As students make progress towards mastery of learning objectives, teachers should use assessment results to identify increasing levels of mastery.

The lesson should be planned to give students opportunity to demonstrate learning through formative assessment, exit tickets, and informal checks for mastery. (APS, June 2018)

Refer to this internal resource for additional information:
- [Research on the Use of Formative Assessments (*)](#)
  - Document provides research from a variety of sources on the benefits of using formative assessments.

Planning/Coaching Questions
- How will you identify which standards to teach (e.g., complexity, highly-tested, most challenging for students to master, district plan for instruction) in this lesson or unit?
- How will you create learning objectives appropriate for students and aligned to the unit of study and standards?
- How will the learning objective be communicated to students?
- How did you differentiate for this lesson?
- What collaborative opportunities have you had with school staff to ensure planning and instruction supports the needs of all students and align with the approved curriculum?
- How were formative assessments used to plan instruction?

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