

DELAWARE FRAMEWORK FOR TEACHING CRITICAL ATTRIBUTES AND POSSIBLE EXAMPLES

<p>COMPONENT 3</p>	<p>Instruction</p> <p>This Component depends on Components One and Two for success. Without a structure for instruction and a productive learning environment, content delivery will be affected and student learning will be diminished.</p> <p>Component Three is observed in the classroom. As teachers deliver content, they engage students in the process of learning and involve them in decisions when possible. Teachers instruct students in the content and help students see its value by making connections to other disciplines. This is accomplished through clear and accurate communication with students about their individual work and progress toward the standard(s).</p> <p>Teachers understand the need to be flexible and responsive to the needs of the class, as a whole, as well as individual students. They adjust lessons and assignments to meet student needs. Teachers understand the value of formative and summative assessment data and employ that information as they plan for future instruction.</p>
<p>3a: Engaging Students in Learning</p>	<p>Student engagement in learning is the centerpiece of the Delaware Framework for Teaching; all other components contribute to it. When students are engaged in learning, they are not merely “busy,” nor are they only “on task.” Rather, they are intellectually active in learning important and challenging content. The critical distinction between a classroom in which students are compliant and busy and one in which they are engaged is that in the latter, students are developing their understanding through what they do. That is, they are engaged in discussion, debate, answering “what if?” questions, discovering patterns, and the like. They may be selecting their work from a range of (teacher-arranged) choices, and making important contributions to the intellectual life of the class. Such activities don’t typically consume an entire lesson, but they are essential components of engagement.</p> <p>A lesson in which students are engaged usually has a discernible structure: a beginning, a middle, and an end, with scaffolding provided by the teacher or by the activities themselves. Student tasks are organized to provide cognitive challenge, and then students are encouraged to reflect on what they have done and what they have learned. That is, the lesson has closure, in which teachers encourage students to derive the important learning from the learning tasks, from the discussion, or from what</p>

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	<p>they have read. Critical questions for an observer in determining the degree of student engagement are “What are the students being asked to do? Does the learning task involve thinking? Are students challenged to discern patterns or make predictions?” If the answer to these questions is that students are, for example, filling in blanks on a worksheet or performing a rote procedure, they are unlikely to be cognitively engaged.</p> <p>In observing a lesson, it is essential not only to watch the teacher but also to pay close attention to the students and what they are doing. The best evidence for student engagement is what students are saying and doing as a consequence of what the teacher does, or has done, or has planned. And while students may be physically active (e.g., using manipulative materials in mathematics or making a map in social studies), it is not essential that they be involved in a hands-on manner; it is, however, essential that they be challenged to be “minds-on.”</p> <p>Elements:</p> <ul style="list-style-type: none"> • <i>Activities and assignments</i> • <i>Grouping of students</i> • <i>Instructional materials and resources</i> • <i>Structure and pacing</i> <p>Indicators include:</p> <ul style="list-style-type: none"> • <i>Student enthusiasm, interest, thinking, problem solving, etc.</i> • <i>Learning tasks that require high-level student thinking and invite students to explain their thinking</i> • <i>Students highly motivated to work on all tasks and persistent event when the tasks are challenging</i> • <i>Students actively “working,” rather than watching while their teacher “works”</i> • <i>Students groups are appropriate to the purpose of the lesson</i> • <i>Materials and resources promote the cognitive engagement of students</i> • <i>Lesson has a logical and well-structured sequence of learning experiences</i> • <i>Suitable pacing of the lesson: neither dragged out nor rushed, with time for closure and student reflection</i>
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	Ineffective	Needs Improvement	Effective	Highly Effective
Delaware Rubrics	Students are not at all intellectually engaged in significant learning as a result of inappropriate activities or materials, poor representations of content, or lack of lesson structure.	Students are intellectually engaged only partially, resulting from activities or materials of uneven quality, inconsistent representations of content, or uneven structure or pacing.	Students are intellectually engaged throughout the lesson with appropriate activities and materials, instructive representations of content and suitable structure, and pacing of the lesson.	Students are highly engaged throughout the lesson and make material contributions to the representation of content, the activities, and the materials. The structure and pacing of the lesson allow for student reflection and closure.
Critical Attributes	<ul style="list-style-type: none"> Few students are intellectually engaged in the lesson. Learning tasks/activities and materials require only recall or have a single correct response or method. Instructional materials used are unsuitable to the lesson and/or the students. The lesson drags or is rushed. Only one type of instructional group is used (whole group, small groups) when 	<ul style="list-style-type: none"> Some students are intellectually engaged in the lesson. Learning tasks are a mix of those requiring thinking and those requiring recall. Student engagement with the content is largely passive; the learning consists primarily of facts or procedures. The materials and resources are partially aligned to the lesson objectives. 	<ul style="list-style-type: none"> Most students are intellectually engaged in the lesson. Most learning tasks have multiple correct responses or approaches and/or encourage higher-order thinking. Students are invited to explain their thinking as part of completing tasks. Materials and resources support the learning goals and require intellectual engagement, as appropriate. 	<ul style="list-style-type: none"> Virtually all students are intellectually engaged in the lesson. Lesson activities require high-level student thinking and explanations of their thinking. Students take initiative to adapt the lesson by (1) modifying a learning task to make it more meaningful or relevant to their needs, (2) suggesting modifications to the grouping patterns used, and/or (3) suggesting modifications or additions to the materials being used.

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	<p>variety would promote more student engagement.</p>	<ul style="list-style-type: none"> Few of the materials and resources require student thinking or ask students to explain their thinking. The pacing of the lesson is uneven—suitable in parts but rushed or dragging in others. The instructional groupings used are partially appropriate to the activities. 	<ul style="list-style-type: none"> The pacing of the lesson provides students the time needed to be intellectually engaged. The teacher uses groupings that are suitable to the lesson activities. 	<ul style="list-style-type: none"> Students have an opportunity for reflection and closure on the lesson to consolidate their understanding.
Possible Examples	<ul style="list-style-type: none"> Most students disregard the assignment given by the teacher; it appears to be much too difficult for them. Students fill out the lesson worksheet by copying words from the board. Students are using math manipulative materials in a rote activity. The teacher lectures for 45 minutes. Most students don't have time to complete the assignment; the 	<ul style="list-style-type: none"> Students in only three of the five small groups are figuring out an answer to the assigned problem; the others seem to be unsure how they should proceed. Students are asked to fill in a worksheet, following an established procedure. There is a recognizable beginning, middle, and end to the lesson. The teacher lectures for 20 minutes and provides 15 minutes for the students to write an 	<ul style="list-style-type: none"> Five students (out of 27) have finished an assignment early and begin talking among themselves; the teacher assigns a follow-up activity. Students are asked to formulate a hypothesis about what might happen if the American voting system allowed for the direct election of presidents and to explain their reasoning. Students are given a task to do independently, then to discuss with a table 	<ul style="list-style-type: none"> Students are asked to write an essay in the style of Hemingway and to describe which aspects of his style they have incorporated. Students determine which of several tools—e.g., a protractor, spreadsheet, or graphing calculator—would be most suitable to solve a math problem. A student asks whether they might remain in their small groups to complete another section of the activity,

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	<p>teacher moves on in the lesson.</p> <ul style="list-style-type: none"> • And others... 	<p>essay; not all students are able to complete it.</p> <ul style="list-style-type: none"> • And others... 	<p>group, followed by a reporting from each table.</p> <ul style="list-style-type: none"> • Students are asked to create different representations of a large number using a variety of manipulative materials. • The lesson is neither rushed nor does it drag. • And others... 	<p>rather than work independently.</p> <ul style="list-style-type: none"> • Students identify or create their own learning materials. • Students summarize their learning from the lesson. • And others...
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