

Harmony Instructional Framework

Red Admin (Evaluation) Blue Teacher (Lesson)

Objective/Purpose: Determined by district and state standards. (1-3 minutes)

1c: Setting Instructional Outcomes

- ✓ Written (in student friendly language) on the board and articulated by the teacher and students – “I can...”
- ✓ Describe the instructional goal for the day as: what the students will be able to do by the end of the lesson and why these objectives are important to accomplish (Do not write the TEKS on the board).

Key Vocabulary (1-3 minutes)

1c: Setting Instructional Outcomes

- ✓ Written and visible, front-loaded or reviewed Vocabulary Terms

Anticipatory Set: Hook/Prior knowledge/Focus (1-3 minutes)

1c: Setting Instructional Outcomes

2c: Managing Classroom Procedures

3c: Engaging students in Learning

3d: Using Assessment in Instruction

- ✓ Bell Work (that mirrors state assessment items) [Check for Understanding]
- ✓ **Engagement** activity (inquiry-based when appropriate)
- ✓ Connect new information to prior knowledge
- ✓ Motivation for Learning

Instructional Delivery: (3-15 minutes)

2c: Managing Classroom Procedures

3b: Using Questioning and Discussion Techniques

3c: Engaging students in Learning

3d: Using Assessment in Instruction

- ✓ **Explanation** (Instruction) – Direct instruction, demonstration, modeling, using visuals, questioning, etc. [Check for Understanding]
For inquiry-based lessons, **Explanation** may follow **Exploration**.

Guided Practice: Mini-Interventions with teachers guiding, scaffolding, monitoring/adjusting, and assisting students. (20-25 minutes)

2c: Managing Classroom Procedures

3b: Using Questioning and Discussion Techniques

3c: Engaging students in Learning

3d: Using Assessment in Instruction

- ✓ **Exploration**– Reading, Interactive activities with teachers and peers, independent practice, inquiry-based (where appropriate), experiments, demonstrations and modeling, collaborative setting. [Check for Understanding]
For inquiry-based lessons, **Exploration** may precede **Explanation**.
- ✓ **Elaboration** -- Interactive, inquiry-based (where appropriate), independent practice with teacher monitoring, collaborative setting, Small Groups/Think –Pair-Share/Gradual release (We do), Jigsaw, etc. [Check for Understanding]
- ✓ **Evaluation**- Frequent informal or formative assessments [Check for Understanding] though one-to one and small group interventions, questioning, thumbs up/down, white boards, clickers, quiz, worksheets, exit tickets, one minute essays.

Closure: Lesson review and method of daily lesson evaluation. (1-3 minutes)

1c: Setting Instructional Outcomes

3d: Using Assessment in Instruction

2c: Managing Classroom Procedures

Evaluate if the checks for understanding and other assessment tools assess/evaluate the instructional outcomes/objectives.

- ✓ Evaluate student learning with exit tickets, one-minute essays, mini lab reports, 2 problems, summary/question index cards, personal statement of learning, standardized test item. [Check for Understanding]

Independent Practice: Explanation of Homework (1-3 minutes)

3d: Using Assessment in Instruction

- ✓ List of assignments that will be given to the students to ensure that they have mastered the skill WITHOUT the need for teacher guidance.

Special Considerations for ELL/GT/SPED/Section 504/Dyslexia

All Domains

- ✓ The specific needs of special population students should be considered by the teacher and appropriate strategies should be used to meet their needs during all phases of the lesson.