



EDUCATION & TRAINING CURRICULUM PILOT

# Instructional Practice | Culture & Management

JULY 18, 2022



Change your Zoom name to  NAME (DISTRICT)

### Instructions:

- Move the cursor over your Zoom square
- Click on the 3 dots at the top of your Zoom square
- Click on RENAME
- Type your NAME (DISTRICT)



**Welcome!**

**Education  
& Training**



# Agenda

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04

**15 MINUTES**

**Introduction & Overview of Design**

**15 MINUTES**

**Introduction to Instructional Practices  
& Unit Overview**

**15 MINUTES**

**Lesson Analysis**

**10 MINUTES**

**Lesson Internalization | Model**

**58 MINUTES**

**Lesson Internalization & Practice**

**5 MINUTES**

**Debrief and Close**

## In this session, you will:

- **Identify and discuss underlying skills and essential questions taught throughout the first unit of Instructional Practices.**
- **Identify common elements of the lesson plans in the curriculum and develop a process for planning and delivering instruction.**
- **Teach sample sections of the lesson plan to prepare for lesson delivery and student responses.**

A young woman with dark hair is looking at a molecular model. The model consists of blue, white, and red spheres connected by white rods, representing a chemical structure. The woman is in the foreground, slightly out of focus, and the molecular model is in the background, also slightly out of focus.

# Introductions

- **Take 3 minutes to get to know your group:**
  - **Name**
  - **District**
  - **Role in District**
- **Be prepared to give a brief introduction of each other**

# E&T Parking Lot

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Capture questions, thoughts, or observations for us about the future of the E&T Curriculum Pilot.

**AIMS:** To support and prepare teachers through the development of high-quality Education and Training curricula.

## CURRICULA BEING DEVELOPED



**PRINCIPLES**  
of Education and  
Training



**INSTRUCTIONAL  
PRACTICES**  
in Education and  
Training



**PRACTICUM**  
in Education and  
Training

### 2022–2023 SCHOOL YEAR

Course materials will be available to E&T teachers to pilot across the state during the 2022-2023 school year – with early units available for the fall and additional units available for spring.

E&T teachers' feedback and experiences will help the writing team refine, adjust and finalize the curriculum.

### JUNE 2023

Final version with learnings incorporated from year of implementation to be approved by the SBOE.





# Why Pilot Year

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- To ensure we learn from your experience with the curriculum.
- To guide the choices that need to be made.
- To revise and update with your feedback to help support future E&T teachers.

# Why a Curriculum

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- To create helpful, TEKS-aligned, high-quality materials that allow E&T teachers to focus time and energy on engaging students in thinking and learning about teaching.....and not finding materials.



# Norms

# Proposed Set of Norms

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- Focus on students as future teachers
- Assume the best of others
- Leverage your lived experience
- Monitor your airtime and listen
- Engage fully
- Be on video and mute yourself while listening
- Provide your feedback at the end of every session

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# Instructional Practices | Unit Overview

# Unit Topics Overview

**Unit 1:** Course Introduction and Classroom Culture

**Unit 2: Classroom Management in Action**

**Unit 3: Using Knowledge of Students to Drive Instruction**

**Unit 4: Foundations of Science of Learning**

**Unit 5: Planning for and with Assessments**

**Unit 6: Instructional Alignment**

**Unit 7: High-Leverage Strategies**

**Unit 8: Planning for Diverse Learners (UDL)**

**Unit 9: Feedback**

**Unit 10: Putting it all Together – The Teaching Profession, Professionalism, and the Final Portfolio**



# Scope & Sequence

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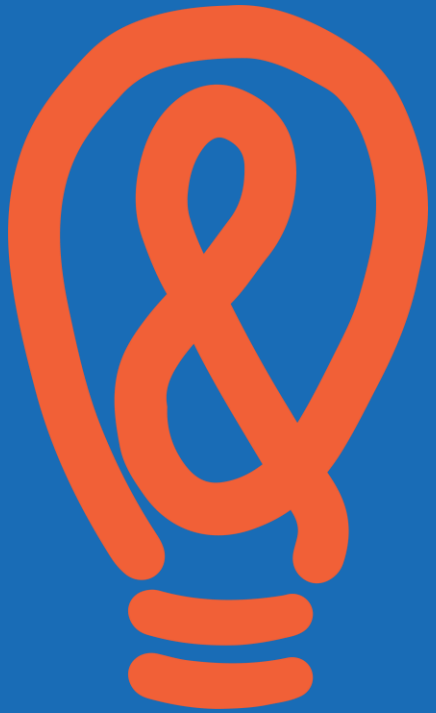
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## 5 mins: Scope & Sequence Review

- Review the Scope & Sequence for Unit 1
- Consider the following questions:
  - How are the lessons sequenced?
  - What skills are taught throughout the unit?
  - What TEKS or lesson objectives might be difficult to teach or difficult for students to master?

## 5 mins: Breakout Discussion





**The Instructional Practices course develops strong classroom culture & routines before exploring the Science of Learning and instructional practices.**

# Objectives

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# Lesson Analysis

# Independent Reading

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## 8 mins: Independent Reading & Question Prompts

**Read lesson 1.03 and reflect on the following questions in your participant guide:**

- **What are the lesson objectives?**
- **Where do you notice common elements of the curriculum based on the framing document?**
- **What content is familiar? What content is unfamiliar?**
- **What TEKS or lesson objectives might be difficult to teach or difficult for students to master?**
- **What special considerations do you need to think about for your students?**

# Lesson Analysis Debrief

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## 5 mins: Whole Group Debrief

- **Where do you notice common elements of the curriculum based on the framing document?**
- **What content is familiar? What content is unfamiliar?**
- **What TEKS or lesson objectives might be difficult to teach or difficult for students to master?**
- **What special considerations do you need to think about for your students?**

# Lesson Internalization | Model

# What is Double Planning?

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## Double-Planning

- **Plan for what you and your students will do at every step as well as which materials will be used and by whom.**
- **Ensures that what a teacher models aligns to what students are asked to do.**
- **Ensures the teacher considers the student perspective.**

# Modeling Double Planning

## Questions to consider when double planning:

- What prep should occur before the start of the lesson?
- What is the teacher doing?
- What are the students doing?
- What are potential misconceptions?
- How can those misconceptions be addressed?

Est Time	Instructional Activities (including formative assessments)	Materials
	<i>Prepare a way for students who were not present in the previous class to view the video <i>Designing Classroom Systems – Sarah Wright</i> while the rest of the class completes the bellringer.</i>	
	<i>Prepare to share the video <i>Designing Classroom Systems – Denarius Frazier</i></i>  Designing Systems and Routines Denarius Frazier.mp4.mp4	PowerPoint
5 mins	<b>Bellringer:</b> Think back to the video we watched at the end of our last class. What stood out most to you and why?	Student Guide



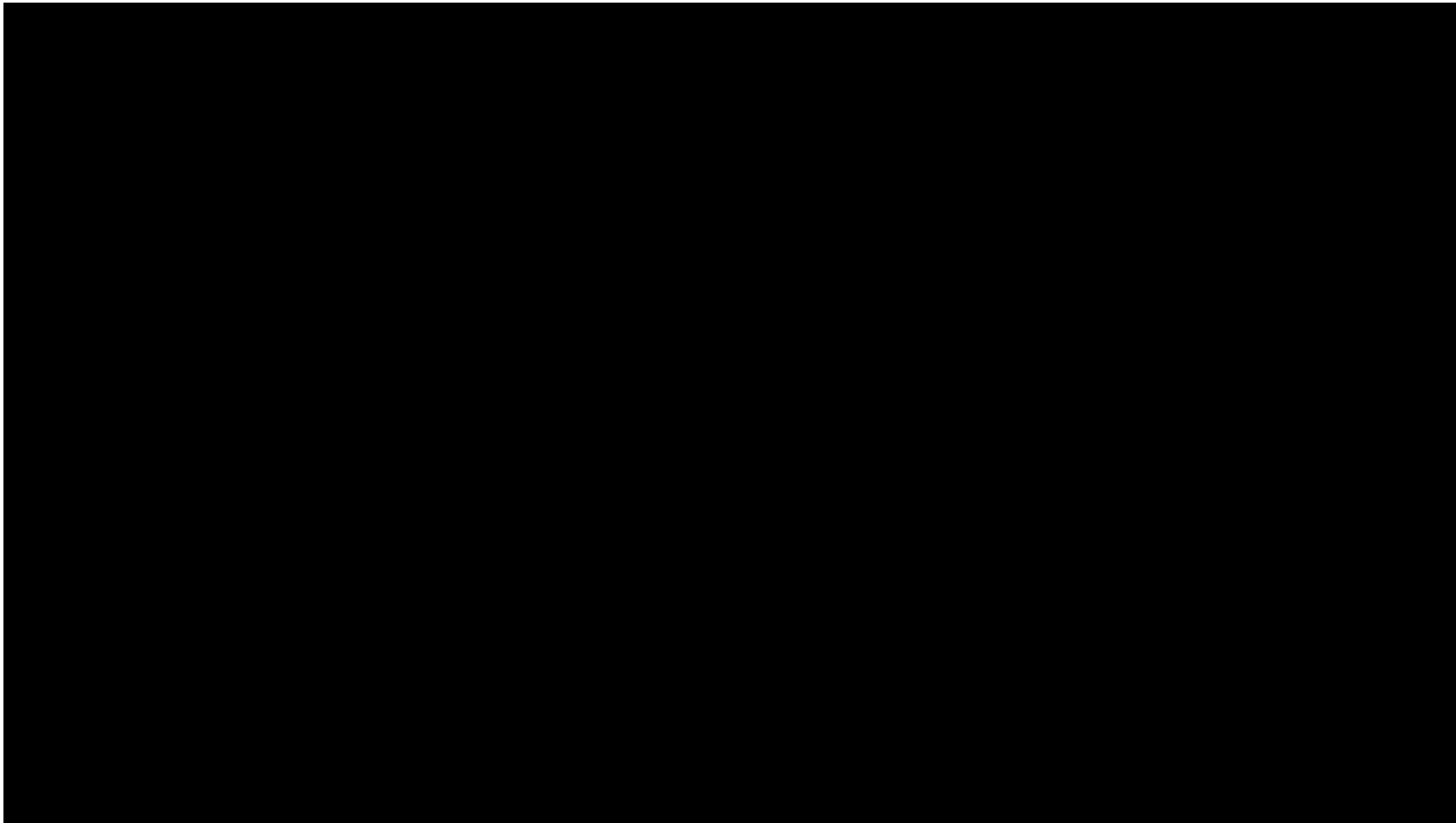
# Modeling Double Planning

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Lesson Segment	Teacher will. . .	Students will. . .	Potential Misconceptions
Bellringer			

# Modeling Double Planning

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# Break





# Lesson Internalization and Practice

# Lesson Practice Cycle

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- **Lesson Group Icebreaker (3 min)**
- **Independent Internalization (15 min)**
- **Lesson Practice Breakout Groups (21 min)**
  - **Practice (5 min)**
  - **Feedback (2 min)**
  - **Repeat for each group member**
- **Reflection (5 min)**

**Each group member will select a separate lesson segment to internalize and execute.**

**Teacher 1:** Bellringer, Partner Routine: Turn & Talk & Practice 1 (pg. 3)

**Teacher 2:** Notes: Procedures, Routines, and Systems (pg. 4)

**Teacher 3:** Types of Routines & Practice 2 (pg. 5)

# Considerations for Independent Lesson Internalization

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1. Review the **Slide Deck** to understand the structure and flow of the lesson.
2. Review the **Student Guide Answer Key** to see the lesson from the student perspective.
3. Review the **Lesson Plan** for sample teacher scripting, timing breakdown, etc.
4. Prepare to present it to your group as if you were teaching.

# Role Play Success Criteria

Teachers...	Students...
<ul style="list-style-type: none"><li>• <b>Authentically assume the teacher role</b></li><li>• <b>Use clear and direct language (does not narrate “and this is what I’ll do next”)</b></li><li>• <b>Use the materials when prepping and teaching</b></li><li>• <b>Identify students to respond to specific questions</b></li></ul>	<ul style="list-style-type: none"><li>• <b>Answer teacher questions as a student would</b></li><li>• <b>Track with the teacher (follow along with the lesson, PowerPoint, or student guide)</b></li><li>• <b>Remain engaged by discussing and collaborating on the practice materials</b></li><li>• <b>Surface potential student misconceptions</b></li><li>• <b>Provide meaningful feedback after the practice</b></li></ul>



# Objectives

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# Lesson Practice Cycle

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- **Lesson Group Icebreaker (3 min)**
- **Independent Internalization (15 min)**
- **Lesson Practice Breakout Groups (3x)**
  - **Practice (5 min)**
  - **Feedback (2 min)**
  - **Repeat for each group member**
- **Reflection (5 min)**

**Use the following questions (found in your participant guide) to independently record reflections on the activity.**

- **How will your experience in this lesson practice inform your approach to preparing and executing the content of these lessons in your own school context?**
- **What misconceptions might students have when engaging in this lesson? How might you address these misconceptions?**

# Core Idea



Practicing sections of the lesson plan in a role play helps experience the lesson as both a teacher and a student.

This is a time to identify difficult concepts, potential student misconceptions, and areas to adapt the lesson materials to fit your style and context.

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**Please complete the Feedback  
Survey for this session!**