CONDITIONS FOR LEARNING

Change is possible when we focus on conditions that help students see themselves as capable learners.

ENGAGING INSTRUCTION
- Lesson design & delivery
- Rational discipline
- Structuring interaction

RESPONSIVE CLASSROOMS
- Formative assessment
- Differentiation
- Cross age tutoring

INSPIRING CURRICULUM
- Units of study
- Project based learning
- Service learning

Lesson design & delivery

www.conditionsforlearning.org

Lesson Design At-A-Glance

Objective: What part of your standard is the emphasis during this lesson?

Context: Why is this important? Who uses this skill in the real world? How does this skill connect to a broader concept or project? How will this skill/concept support students' ability to _____?

Connecting (5min)	Building Background (10min)	Guided Practice (10min)	Independent Practice (15min)	Assessment (5-7min)
Thank students for ____ How might you? What do you know about? Yesterday we ____, what can you tell us about _____? Share a story related to ___ Generate a list of ____ Make predictions about ___ Compare ____ to ____ STUDENTS DISCUSS AS A/B PARTNERS (2 MIN) Then, state "today we are going to (restate your objective for the lesson)	**Teacher** shows students how to ____ Model a problem Show an example of ___ Analyze a picture Analyze a video clip (What do you notice? What do you think is happening here? What makes you say that? What is your evidence?) Analyze Text for content (sentence structure, grammar, vocabulary, simile, metaphor, etc.) Review a protocol – Close Reading, Reciprocal Teaching, Lit Circle, Word Study, etc.	**Teacher** models a back and forth between pairs/small group/ and back to the whole class. **Students** work on the next step, part of the problem, paragraph, part of the graphic organizer **Students** make notations (Circle, Highlight, Summarize) on their paper, graphic organizer, journal, etc.	**Teacher Circulates** Point out students who are getting started, groups who are getting started, acknowledge effort, team work, narrate the positive, redirect students **Students** work independently, or in pairs, or in small groups to _____ Encourage Ask 3 Before You Ask Me strategy to promote collaboration and positive interdependence	Lesson Closure & Share-Out Use # Heads-Together as a strategy for Positive Interdependence Review a few problems Students share writing Students share answers to questions posed Randomly call on students Use Equity Sticks Use Numbered Heads Together Collect or Check Journals, Handouts, Writing, Worksheet, etc.

Connect DOK Levels to Content Standards – What should students know and/or be able to do by the end of the lesson?

Depth of Knowledge (DOK) Levels

Level 1 (Recall) *Recite, Tell, Match, Measure, Illustrate, List, Draw, Memorize, Calculate, Repeat, Arrange, Define, Identify, Quote*
Level 2 (Skill/Concept) *Graph, Classify, Cause/Effect, Compare, Categorize, Infer, Summarize, Predict, Interpret, Identify Patterns*
Level 3 (Strategic Thinking) *Revise, Assess, Investigate, Cite Evidence, Hypothesize, Develop a Logical Argument, Critique*
Level 4 (Extended Thinking) *Design, Connect, Synthesize, Apply Concepts, Create, Analyze, Prove, Critique*

Lesson Design Template

Objective:

Context:

Connecting/Prior Knowledge (5min)	Building Background (10min)	Guided Practice (10min)	Independent Practice (15min)	Assessment (5-7min)

Lesson Delivery...

Successful lessons focus on specific goals and objectives, learning that is organized into manageable progressions, and require students to think critically and participate actively. The following are concepts that support the combination of instruction and classroom management.

Concept	Characteristics	Your Notes
Praise	☑ Is delivered contingently ☑ Specifies the particulars of the accomplishment ☑ Focuses students' attention on task relevant behavior	
Relevance	☑ Everyday activities that relate to content ☑ Events in our lives that provide background understanding ☑ Family and community experiences that we bring to school with us	
Communication	☑ Explicit verbal and non-verbal communication ☑ Predictable patterns that make discourse unambiguous ☑ Structures that support student interaction	
Approximation	☑ Inexact representations that supports students taking risks ☑ Make predictions and encourage students to justify thinking ☑ Encourage ideas before mechanics	

Example Questions for a Planning Conversation

Questions to clarify GOALS
- What are you planning to teach?
- What do you want students to know and be able to do as a result of this lesson?
- Which curriculum standard(s) does this lesson address?
- How does this fit with what you have been doing lately with your students?

Questions to identify what will be taught and how it will be taught
- What specifically will you be introducing/reviewing with the students? How will you do that?
- Do any of your students have special needs? If so, how will you accommodate them?
- What modifications or scaffolding have you done with them already?
- What will I see when I observe the beginning of the lesson? The middle? The end?
- What will you be doing?
- What will the students be doing?
- What is the most crucial ingredient for this lesson to be successful?
- Are there any parts of the lesson that you are uncertain about?

Questions on routines, procedures, and materials management
- How many students do you have?
- How will the students be organized (e.g., individually, in groups)?
- What are the benefits of organizing the students in this way?
- How long is the lesson?
- What materials will the students be using, if any?
- How will you distribute them?

Questions on evidence of student understanding and learning
- How will you know if students have learned what you want them to know and be able to do?
- What specific evidence are you looking for?
- How will you be assessing this lesson?
- In the future, how will you assess learning in this lesson - for example, as it relates to other lessons in the unit?

Questions regarding what data will be most useful to reflect upon
- What would you like me to pay attention to?
- What kind of information would be most useful for you to reflect upon after the lesson?
- What way of recording that information would be most useful to you?

Reminder for the new teacher
- Remember that if you need to change anything for the benefit of the students, feel free to do so. That is a natural part of teaching.

Example Questions for a Reflecting Conversation

Questions to support summary of and reflection on the lesson, identification of impressions/assessments and recall of data

- As you think back over the lesson, how would you describe what occurred?
- How do you think the lesson went?
- What causes you to say that?
- What did you notice about the students during the lesson?
- What evidence did you see that students were learning and understanding what you wanted them to?

Questions to support comparing the intent of lesson with what occurred
- How did what occurred compare to what you had intended?
- Were there any surprises related to your teaching decisions? Related to student responses?

Questions to support inferences about how teaching behaviors and/or decisions impacted student learning
- What did you notice about your own thinking and decision-making during the lesson?
- How did your thinking and decision-making affect students?
- (If applicable) What was the effect of the shift from what you had intended?

Questions to support reflection on how new learning and insights will inform future practice
- What were the "keepers" during this lesson? What causes you to say that?
- What, if anything, would you change? What causes you to say that?
- What will you do as a follow-up to this lesson?
- As you reflect on this lesson, what other implications, if any, are there for what you will do in the future?

Questions about what was valuable and what could be improved about the coaching cycle
- What was most valuable and/or helpful to you?
- How could this process be improved to better serve your needs?