

East Sac County LESSONS

1. IS THE LESSON TIED TO A STANDARD AND A CURRICULAR GOAL?

1a. The lesson contributes to an important *curriculum goal or an important state or national standard*.

What observer will see and/or hear:

Standard or a curriculum goal related to the standard.....	Time Observed	Notes
<i>Is clearly established in first few minutes of class (verbal and/or written)</i>		Content Voc- standard?
<i>Is clearly linked to a task/s during the class period</i>		
<i>Is linked/connected to a bigger outcome (end of unit, etc)</i>		
<i>Is linked/connected to prior learning</i>		
<i>Is linked/connected, by the teacher, several times during a lesson</i>		
<i>Can be articulated by students at end of lesson</i>		

1b. The *lesson makes clear to students* how it fits into their learning trajectory for this curricular outcome to help them make progress by meeting both the curricular and student needs.

What observer will see and/or hear:

Students are clear.....	Time Observed	Notes
<i>About how the lesson fits into their learning trajectory (yesterday's learning, today's learning, tomorrow's learning, etc.)</i>		Content Vocab
<i>About the expected outcome of this lesson (today)</i>		Content Vocab
<i>About how this lesson will meet their learning needs (review, reteach, move slower, move faster, establish background knowledge, understand vocabulary, etc)</i>		Understand Voc

1c. The *lesson elicits evidence of content knowledge, skills, and reasoning processes* that both students and teachers can use to help feed students forward along this trajectory.

What observer will see and/or hear:

This lesson elicits evidence.....	Time Observed	Notes
<i>Of development, leading to the use, of content knowledge, skills, and/or reasoning processes before assessment</i>		Content Vocab
<i>Of student learning that moves them along the learning trajectory</i>		Content Vocab
<i>Of student learning that moves students toward the standard and/or curriculum goal</i>		Content Voc

2. IS THE LESSON CONTENT WORTHWHILE?

2a. The lesson contributes to the development of *worthwhile content*.

What observer will see and/or hear:

Worthwhile lesson content.....	Time Observed	Notes
<i>Is essential knowledge within the discipline.</i>		Academic Content Vocab
<i>Develops the skills required of the discipline</i>		
<i>Develops the reasoning processes of the discipline.</i>		Content Vocab
<i>Uses the essential knowledge, skills, and reasoning processes for future learning in the discipline.</i>		Content Vocab
<i>Is easily identified in Iowa Core/National Standards of a discipline</i>		
<i>Is evidenced in the work that students do in and out of class.</i>		Content Vocab

This is part of Worthwhile Lessons!

2b. The lesson builds on discipline-specific content knowledge, skills, and reasoning processes students mastered in prior lessons to meet both the content requirements and the student needs.

What observer will see and/or hear:

This lesson	<i>Time Observed</i>	<i>Notes</i>
<i>Builds on discipline-specific content knowledge from prior lessons.</i>		Content Vocab
<i>Builds on discipline-specific skills from prior lessons.</i>		
<i>Builds on discipline-specific reasoning process from prior lessons.</i>		Acad Content Voc
<i>Clearly meets student needs.</i>		All Vocab
<i>Is easily identified in Iowa Core Standards and/or National Standards of a discipline</i>		

2c. The lesson builds on content (what will the students learn?), effective teaching strategies (beginning, middle, end of lesson), and rigor (going deeper, higher level thinking, finding relevance, finding real-world connections, skills required to complete a task).

What observer will see and/or hear:

This lesson has the following elements....	<i>Time Observed</i>	<i>Notes</i>
Content... ** Conceptual Objectives (What do students need to know and understand, including new vocabulary?) **Skills Objectives: What do students need to be able to do? See Bloom's Taxonomy. ** Procedure: How will I structure the lesson? **Evidence/Products: What will be collected/measured to determine student mastery/proficiency of today's learning?		Acad Content Voc
Effective Teaching Strategies... **Beginning of Lesson <ul style="list-style-type: none"> ➤ Establish learning goal/s ➤ Cueing ➤ Learning environment is rigorous (requires effort) yet supportive ➤ Nonfiction Writing-See info below ➤ Advance Organizers ** Middle of Lesson (examples) <ul style="list-style-type: none"> ➤ Comparing/Contrasting ➤ Classifying ➤ Note Taking ➤ Small-Group Learning ➤ Practice ➤ Generating & Testing Hypotheses ➤ Direct Instruction **Closure <ul style="list-style-type: none"> ➤ Providing Feedback ➤ Summarizing Lesson ➤ Homework ➤ Formative Assessment 		
Rigor.... **Bloom's Taxonomy <ul style="list-style-type: none"> ➤ Create (design, construct, produce, invent, revise) ➤ Evaluate (hypothesize, critique, test, judge, monitor) ➤ Analyze (deconstruct, organize, structure, compare) ➤ Apply (use, implement) ➤ Understand (interpret, summarize, classify, compare) ➤ Remember (list, describe, identify, retrieve, name, locate) 		Academic Voc

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3. DOES THE LESSON MEET STUDENTS' NEEDS?

3a. The lesson presents appropriately increased level of challenge or sophistication-does not simply repeat yesterday's lesson-to meet both the content requirements and the students' needs.

What observer will see and/or hear:

<i>This lesson presents appropriately increased level of challenge or sophistication....</i>	<i>Time Observed</i>	<i>Notes</i>
<i>Compared to prior grade level (elem/MS) or course (HS).</i>		
<i>Which can be observed in the work that students do in the lesson.</i>		
<i>In intentionally planned steps over the course of time (learning trajectory).</i>		Vocab
<i>Which may be seen by teacher working with individual or small groups of students.</i>		Vocab
<i>That is clearly articulated to students.</i>		Vocab
<i>That links present learning to future learning.</i>		Vocab
<i>That connects present learning to evidence needed in summative performance task.</i>		Vocab

3b. The lesson requires students to do, make, say, or write something that they clearly see develops their understanding and gives evidence of it while meeting curricular goals and students' needs.

What observer will see and/or hear:

<i>This lesson requires.....</i>	<i>Time Observed</i>	<i>Notes</i>
<i>Students do, make, say, or write something that they clearly see develops their understanding</i>		Vocab
<i>Students do, make, say, or write something that provides evidence of meeting curricular goals and/or meets student needs.</i>		Vocab
<i>Students to be able to respond to these questions when asked by others (TLC coach, principal, teacher, etc.):</i> <ul style="list-style-type: none"> • <i>Why are doing what you are doing?</i> • <i>Why are you making what you are making?</i> • <i>Why are you saying what you are saying?</i> • <i>Why are you writing what you are writing?</i> 		
<i>Teachers consistently and frequently articulate how the doing, making, saying, and writing provide evidence of learning (why we are doing what we are doing today and how it connects to yesterday and tomorrow).</i>		

3c. The lesson models and supports diversity in students' readiness and ability to master the particular content knowledge, skills, and reasoning processes at this level of challenge.

What observer will see and/or hear:

<i>This lesson....</i>	<i>Time Observed</i>	<i>Notes</i>
<i>Models diversity in student readiness/ability to master content knowledge.</i>		Content Vocab
<i>Models diversity in student readiness/ability to master skills</i>		
<i>Models diversity in student readiness/ability to master reasoning processes.</i>		Content Vocab
<i>Reflects an appropriate level of challenge for this grade level (K-8) and/or course.</i>		Content Vocab

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