

LESSON DESIGN DISCUSSION GUIDE

Definitions: The definitions are meant to be used as a basis for developing shared understanding of complex terms. These terms are to be used as “jumping off” points to lead to a more in depth discussion and self-reflection by the learners (participants). This guide is not meant to be a “Check-off” form or evaluative, but merely to help focus participants for their own reflective learning. Remember, the walkers are the learners. The focus is not on the teacher but on what the walkers are reflecting on and how they will improve their own practice. Also note that in a ten minute Learning Walk, it is unlikely for participants to see evidence of all discussion points. The Learning Walks are designed to increase the participants’ understanding of essential elements of Lesson Design. It is important to recognize that the *process* of participating is professional development at a very high level. Hopefully the Learning Walks will inform site stakeholders of specific areas of need and motivate them to apply new learning directly into classroom practice.



Content and Language Objectives

Content Objective: A clear indication of what students are expected to learn that day.

Examples	Non-Examples
SWBAT classify information about four different Native American tribes. SWBAT determine the reasonableness of a solution to a mathematical problem. SWBAT identify the steps in the process of protein synthesis.	SWBAT write a persuasive composition. SWBAT use software to word-process. SWBAT cite source using the MLA format. Students will know causes and effect.

Language Objective: A clear explanation of what literacy skills students will practice that day.

Examples	Non-Examples
SWBAT use sequential language to describe events leading to the Civil War. SWBAT use questioning and clarifying terms to initiate discussion with/ a partner: <ul style="list-style-type: none"> - “What do you know about ?” - “I’m not sure about the answer, but I do know ... ?” - “I think the answer might be ... , because I learned ... “ SWBAT define imperialism in their own words and describe the cofactors that led to imperialism.	SWBAT type their project. SWBAT write answers to test. SWBAT write definitions. SWBAT read text and respond to a multiple choice question. SWBAT read and discuss the factors that led to imperialism.



Building Background/Activating Prior knowledge (APK): Intentionally connecting the content to previous student knowledge or experience that helps relate to the content objective. Teacher should make connections to previous lesson/themes/content so student can continue to build on prior knowledge.



Rigor/Higher Order Thinking

Rigor refers to the level of student engagement in a particular lesson. The most popular and traditional description is Bloom's Taxonomy - knowledge, comprehension, application, analysis, synthesis, evaluation, and creation. Many teachers are also familiar with Costa's Three Levels of Questioning/Learning. Smarter Balance, the group who is creating the Common Core Assessment, is using a similar continuum called Depth of Knowledge (see matrix aligning Blooms with DOK). All three models are designed to document student engagement from the most simple understanding to more rigorous synthesis and creativity. As you visit classes on your learning walk try your best to gauge the level of thinking students are using in the lesson.

Total Participation and Higher Order Thinking

Creating classroom opportunities for developing higher-order thinking is essential for all students to become critical thinkers, problem solvers, and innovators. You therefore want to be cognizant of the number of students engaged with higher order thinking activities. For example, in a class discussion is the conversation dominated by the teacher and a few vocal students or is the entire class participating in the activity? Also, if there is "Pair-Share," what types of interactions are happening between students? Listen to the types of questions asked of each other.

Smarter Balanced Matrix

Hess' Cognitive Rigor Matrix & Curricular Examples: Applying Webb's Depth-of-Knowledge Levels to Bloom's Cognitive Process Dimensions - ELA

Revised Bloom's Taxonomy	Webb's DOK Level 1 Recall & Reproduction	Webb's DOK Level 2 Skills & Concepts	Webb's DOK Level 3 Strategic Thinking/ Reasoning	Webb's DOK Level 4 Extended Thinking
Remember Retrieve knowledge from long-term memory, recognize, recall, locate, identify	<ul style="list-style-type: none"> Recall, recognize, or locate basic facts, details, events, or ideas explicit in texts Read words orally in connected text with fluency & accuracy 			
Understand Construct meaning, clarify, paraphrase, represent, translate, illustrate, give examples, classify, categorize, summarize, generalize, infer a logical conclusion), predict, compare/contrast, match like ideas, explain, construct models	<ul style="list-style-type: none"> Identify or describe literary elements (characters, setting, sequence, etc.) Select appropriate words when intended meaning/definition is clearly evident Describe/explain who, what, where, when, or how Define/describe facts, details, terms, principles Write simple sentences 	<ul style="list-style-type: none"> Specify, explain, show relationships; explain why, cause-effect Give non-examples/examples Summarize results, concepts, ideas Make basic inferences or logical predictions from data or texts Identify main ideas or accurate generalizations of texts Locate information to support explicit-implicit central ideas 	<ul style="list-style-type: none"> Explain, generalize, or connect ideas using supporting evidence (quote, example, text reference) Identify/ make inferences about explicit or implicit themes Describe how word choice, point of view, or bias may affect the readers' interpretation of a text Write multi-paragraph composition for specific purpose, focus, voice, tone, & audience 	<ul style="list-style-type: none"> Explain how concepts or ideas specifically relate to other content domains or concepts Develop generalizations of the results obtained or strategies used and apply them to new problem situations
Apply Carry out or use a procedure in a given situation; carry out (apply to a familiar task), or use (apply) to an unfamiliar task	<ul style="list-style-type: none"> Use language structure (pre/suffix) or word relationships (synonym/antonym) to determine meaning of words Apply rules or resources to edit spelling, grammar, punctuation, conventions, word use Apply basic formats for documenting sources 	<ul style="list-style-type: none"> Use context to identify the meaning of words/phrases Obtain and interpret information using text features Develop a text that may be limited to one paragraph Apply simple organizational structures (paragraph, sentence types) in writing 	<ul style="list-style-type: none"> Apply a concept in a new context Revise final draft for meaning or progression of ideas Apply internal consistency of text organization and structure to composing a full composition Apply word choice, point of view, style to impact readers' /viewers' interpretation of a text 	<ul style="list-style-type: none"> Illustrate how multiple themes (historical, geographic, social) may be interrelated Select or devise an approach among many alternatives to research a novel problem
Analyze Break into constituent parts, determine how parts relate, differentiate between relevant-irrelevant, distinguish, focus, select, organize, outline, find coherence, deconstruct (e.g., for bias or point of view)	<ul style="list-style-type: none"> Identify whether specific information is contained in graphic representations (e.g. map, chart, table, graph, T-chart, diagram) or text features (e.g., headings, subheadings, captions) Decide which text structure is appropriate to audience and purpose 	<ul style="list-style-type: none"> Categorize/compare literary elements, terms, facts/details, events Identify use of literary devices Analyze format, organization, & internal text structure (signal words, transitions, semantic cues) of different texts Distinguish: relevant-irrelevant information; fact/opinion Identify characteristic text features; distinguish between texts, genres 	<ul style="list-style-type: none"> Analyze information within data sets or texts Analyze interrelationships among concepts, issues, problems Analyze or interpret author's craft (literary devices, viewpoint, or potential bias) to create or critique a text Use reasoning, planning, and evidence to support inferences 	<ul style="list-style-type: none"> Analyze multiple sources of evidence, or multiple works by the same author, or across genres, time periods, themes Analyze complex/abstract themes, perspectives, concepts Gather, analyze, and organize multiple information sources Analyze discourse styles
Evaluate Make judgments based on criteria, check, detect inconsistencies or fallacies, judge, critique			<ul style="list-style-type: none"> Cite evidence and develop a logical argument for conjectures Describe, compare, and contrast solution methods Verify reasonableness of results Justify or critique conclusions drawn 	<ul style="list-style-type: none"> Evaluate relevancy, accuracy, & completeness of information from multiple sources Apply understanding in a novel way, provide argument or justification for the application
Create Reorganize elements into new patterns/structures, generate, hypothesize, design, plan, produce	Brainstorm ideas, concepts, problems, or perspectives related to a topic or concept	<ul style="list-style-type: none"> Generate conjectures or hypotheses based on observations or prior knowledge and experience 	<ul style="list-style-type: none"> Synthesize information within one source or text Develop a complex model for a given situation Develop an alternative solution 	<ul style="list-style-type: none"> Synthesize information across multiple sources or texts Articulate a new voice, alternate theme, new knowledge or perspective

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Relevance: Why is this content important to know?

Real World: How does this concept impact society at large?

Student World: How does this concept impact the student's life? How is this concept framed so the student can make connections?

	Math: Parabolas		History: Bill of Rights	
	Example	Non-Example	Example	Non-Example
Relevance: Why is this content important to know?	This is the natural trajectory of any projected object. (It's the path an object will take when thrown/shot, etc.)	Because they are cool.	Many of your personal freedoms "rights" are based on this document.	It will be on the test.
Real World: How does this concept impact society at large?	Missiles, Rockets, Guns, Bullets, Design of Satellite Dishes, Design of Flashlights/Headlights	Pool noodles	Outlines the freedoms and rights of the people of the United States. Creates tension between when individual freedoms impact others' freedoms.	Our rights apply to us when we are in other countries (traveling).
Student World: How does this concept impact my life? How do I see this concept in my world?	Basketball, Baseball, Golf ball, Spitball, Soccer ball, Angry Birds, Who watches TV?, Jumping rope	Smiley face/Frowny face	Drug dogs, Weapons, Freedom of Speech, Freedom of Religion	Everyone can do whatever they want to do without consequences.
Building Background/APK: Intentionally connecting the content to previous knowledge or experience on the part of students.	Discussion about previous concepts. Could be something current, eg. sports played/watched. Experiences with Angry Birds. Discussion of satellite dishes (TV or other types of information transmitted by satellite).	Smiley is happy/positive (facing up), Frowny is negative (pointing down)	Discuss school dress code, school rules, family rules (i.e. curfew), Yelling "Fire" in a crowded theater	Use the movie <i>Double Jeopardy</i> to discuss the 5 th amendment protections.



Intentional Formative Assessment

Formative assessment is a planned process that teachers use in order to adjust instruction or that students use to adjust their learning.

Examples include:

- Polls
- Reflections
- Quick-write
- Read-Think-Pair-Share
- Anticipatory Guide
- Lecture T-Chart
- Pause-Star-Rank
- 3-Sentence Wrap-up
- Chalkboard Splash
- Exit Slip

Non –examples include:

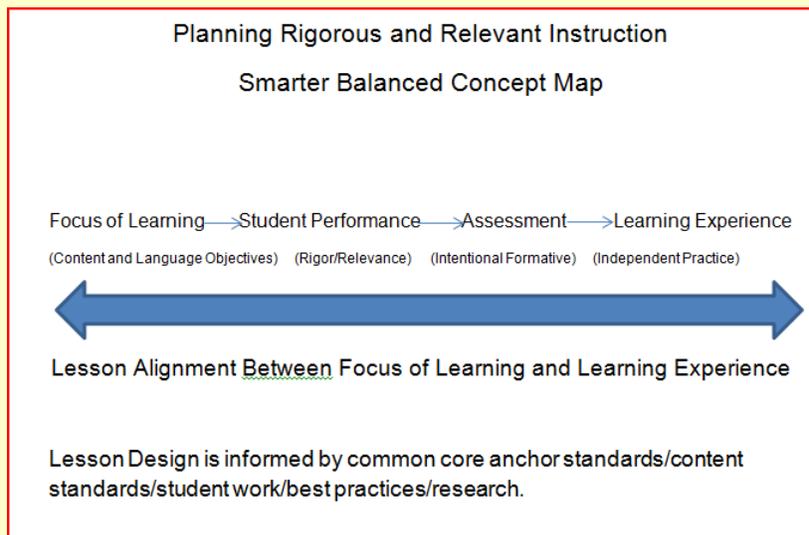
Asking questions such as:

- Does everyone understand?
- Who can tell me the answer?
- Are there any questions?
- Is there anything you don't understand?

Many teachers use hand gestures such as thumbs up or fist-of-five for checking for understanding which is acceptable but it does not produce academic language growth. What would make hand gestures more effective would be to combine with think-pair-share or have students quickly write out why they chose a particular number.

Independent Practice Aligned with IFA

The results of the intentional formative assessment will drive independent practice. Thus, if the formative assessment results show that only half or less of the students learned the concept then independent practice should be adjusted accordingly. Too often independent practice is assigned without adequate “checking for understanding” the main content objective.



Community/Presence

Presence and community are central to the creation of effective online learning. In order for all students to be successful, courses must include cognitive presence, social presence and instructor presence.

- Cognitive presence
 - Learners start, create, and validate meaning through reflection and dialogue
 - Facilitates the cognitive presence because learners need to feel comfortable relating to others
- Social presence
 - Personal and emotional connection to the group
 - Individuals able to express themselves socially and emotionally
 - Comfortable relating to others
- Instructor presence
 - Voice of the facilitator
 - Serves as a model for critical discourse
 - Provides constructive critique
 - Gives formative feedback
- During the Course
 - Announcements
 - Conversational and personal, with multiple posts during the week
 - Strategies/Cooperative Activities
 - Group discussion forums-- Students take on the role of facilitator, contributor, or summarizer
 - Team projects
 - Debates
 - Fishbowl
 - Synchronous Web or Videoconferencing
 - Collaborative concept maps
 - interviews
 - Instructor Support
 - General support from teacher throughout the course
 - Feedback on assignments
 - Electronic portfolio feedback
 - Students reflect on their learning and progress in the course
 - Logistical presence
 - Help Discussion about course problem / non content discussion
 - One-Way Instructional presence
 - Interaction with other learners and teacher
 - Teacher content
 - BB Collaborate
 - Short video instructions
 - Mini lectures
 - Students sharing individual work



I STATEMENTS

I realize so I will

I challenge myself to . . .

I will replicate as I recognize that it will help my students . . .

I was reminded of . . .

I am reflecting about my use of

I am thinking about how I will