

Instructional Leadership:

Completing the Lesson Design & Delivery Monitoring Form

<p>1 Learning Objective describes what the students will learn. Has a skill, concept, and context. Example: "Represent unit fractions on a number line." "Describe time relationships in text."</p>	<p>When to record: Mark when the teacher reads and the students read. Do not mark if posted.</p>	<p>Question to determine if students can read.</p>	
<p>2 Activate Prior Knowledge activates, not assesses, prior knowledge of the new concept or skill.</p>			<p>What are we going to do today?</p>
<p>When to record: Mark when the teacher uses a universal experience or a pertinent sub-skill.</p>	<p>3 Concept Development teaches the big idea of the lesson. Deductive: State definition then present examples and non-examples.</p>	<p>Demonstrate use a physical object to advance concept</p>	
<p>When to record: Mark when the teacher <i>explains</i> or <i>demonstrates</i>.</p>	<p>4 Skill Development teaches how to solve problems associated with the concept. Rule of Two: Provide two problems of the same type/variation; teacher does the first problem</p>		<p>Model</p> <ul style="list-style-type: none"> • thinking processes • cognitive strategies
<p>When to record: Mark when the teacher <i>explains</i> or <i>models</i> the steps for completing the problem. Write S for skill-based problems and A for application-based problems.</p>	<p>Rephrase Apply Justify</p>		
<p>5 Guided Practice is where teacher starts to slowly release the students. During Guided Practice, teacher checks each step at a time. Guided Practice is not the teacher walking around while the students work on problems. Rule of Two: Provide two problems of the same type/variation; students do the second problem. Teacher checks for understanding at each step.</p>		<p>Process Questions How did I __?</p>	
<p>When to record: Mark when the teacher <i>guides</i> students step-by-step. Write S for skill-based problems and A for application-based problems.</p>	<p>Process Questions How did you_?</p>		
<p>6 Relevance connects the content to personal, academic, or real-life benefit.</p>		<p>Divergent Questions Does anyone else have another reason?</p>	
<p>When to record: Mark when the teacher is giving examples for the relevance of the lesson.</p>			
<p>7 Closure is the last CFU in which the students prove that they have learned the new content and are ready to practice independently and successfully. The teacher does no more teaching.</p>			
<p>When to record: Mark when teacher <i>closes</i> the lesson by doing a final CFU before giving Independent Practice.</p>			
<p>8 Independent Practice</p>			
<p>When to record: Mark when students are independently practicing a skill just taught.</p>			
<p>9 Technology Use</p>			
<p>When to record: Mark when teacher is using up-to-date technology.</p>			
<p>10 Other</p>			
<p>When to record: Mark when students are engaged in activities that are not delivering new content such as reviewing, going over homework, tests, quizzes, reading, etc.</p>			

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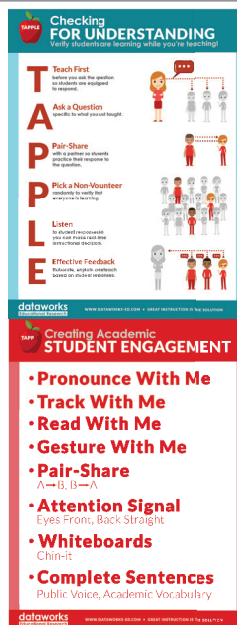
11 Checking for Understanding

is continually verifying students are learning what is being taught while it is being taught (TAPPLE)

When to record: Mark when teachers use Non-Volunteers, Whiteboards, Higher-Order Questions, Pair-Share, Sentence Frames, Effective Feedback.

Cognitive Strategies (REO)

– help students remember and retrieve information



	Basic Tasks - lists	Complex Tasks - Texts - Underlining, Highlighting
12 Rehearsal - <i>exact words</i>	Reciting list (flash cards)	Copying material, Verbatim note-taking, Underlining
13 Elaboration - <i>different words</i>	Mnemonics, Gestures	Paraphrasing, Answering, Summarizing, Note-taking, Creating analogies
14 Organization - <i>show relationships</i>	Clustering, Mnemonics	Selecting main idea, Outlining, Graphic organizers

15 Differentiation

When to record: Mark when teacher is modifying the lesson to serve the needs of diverse students, such as raising or lowering sub-skill difficulty, changing the length of instructional time, having volunteers expand on answers, etc.

ENGLISH LEARNER STRATEGIES

Content Access Strategies – Make English easier to understand (teacher)

16 Comprehensible Delivery <i>Facilitate comprehension of <u>known</u> words</i>	17 Context Clues <i>Convey meaning for <u>unknown</u> words</i>	18 Additional Materials
<ul style="list-style-type: none"> Speaking clearly Making sentences easier to understand Controlling vocabulary Connecting to cognates Defining idioms Replacing pronouns with nouns Clarifying passive voice 	<ul style="list-style-type: none"> Contextualized definitions Facial expressions Gestures Visuals – written text with images Realia Analogies, similes, and metaphors Graphic organizers 	<ul style="list-style-type: none"> Easy-to-read materials Visuals/pictures Manipulatives Realia Multimedia Graphic organizers Outlines Study guides Highlighted/Taped text

Language Strategies – Promote English language acquisition (student)

19 Vocabulary Development			Language Objectives
Academic (school-wide) <i>evaluation, specific</i>	Content (domain specific) <i>author's assertion, quadratic equation</i>	Support (worksheet) <i>hammock, port, starboard</i>	20 Listening 21 Speaking 22 Reading 23 Writing