

NEWPORT INDEPENDENT CLASS STRUCTURE OUTLINE



BEGINNING OF CLASS	<p>PURPOSE: Set the tone of the day AND focus students on the learning ~ what and why</p> <ul style="list-style-type: none"> Entire beginning of class ≤ 15 minutes <p>BELLWORK</p> <ul style="list-style-type: none"> Greet students at the door Agenda is posted/projected & shared with students to inform them of the day's activities Bellwork related to course content will be evident Bellwork begins at start-of-class bell & should be ready when students enter the door Bellwork should be discussed for timely feedback <p>INTRO TO LESSON</p> <ul style="list-style-type: none"> Introduce the lesson through the use of an appropriate, standards-based learning target & review the lesson agenda <ul style="list-style-type: none"> Observers will ask students the what and why of the lesson Explain to students why this is important & how it relates to the real-world Hook the students into the lesson content by using a creative way to get your student's attention <ul style="list-style-type: none"> Use a variety of hooks, such as audio/video clips, art, quotes, charts/graphs, news articles, demonstrations, etc. 	
	MIDDLE OF CLASS	WHOLE GROUP
SMALL GROUP		<p>PURPOSE: Actively engage students in the learning environment while the teacher provides explicit instruction to individual students or group of students who are struggling with an identified skill or content</p> <p>SMALL GROUP INSTRUCTION</p> <ul style="list-style-type: none"> Small, flexible groups should be created based on student data and observations Should be utilized at least three times per week Centers/stations should last a minimum of 15 minutes per rotation Use varied instructional strategies for the centers/stations (see Newport Class Structure for examples) The teacher should be meeting with guided groups for intervention instruction to target specific student needs
END OF CLASS	<p>PURPOSE: Wrap up the lesson and help students organize information learned & consolidate understanding</p> <ul style="list-style-type: none"> Entire end of class ≤ 10 minutes <p>CLOSURE</p> <ul style="list-style-type: none"> Gives students the opportunity to demonstrate their understanding & provides teachers with a quick snapshot of the students' thinking Teacher provides a review of the lesson with a focus on the learning target Should provide an opportunity for student reflection of the lesson/learning target Use varied instructional strategies (see Newport Class Structure for examples) <p>IMPORTANT: Teacher feedback (whole group, small group, pairs, or independently) will contribute to effectiveness of closure</p>	
<p>ESSENTIAL ELEMENTS OF ALL LESSONS (These elements should be embedded throughout each lesson)</p> <ul style="list-style-type: none"> The learning target should guide the lesson & give students a clear vision of what they are learning Formative assessments should be used daily to inform instructional next-steps during the entire class Technology should empower the learner as the drivers of learning where technology is the accelerator <p>(See Newport Class Structure for multiple examples & additional expectations for each of these essential class structure elements)</p>		