

# Lessons

## What to do

- CLARITY – Lessons must have a clear, understandable target that is posted & discussed. That standard-based target must line up with what you want the class to learn and the assessment you are using.
- MODELING – We must explicitly model what we want our students to know or do every day.
- GRADUAL RELEASE – I do, we do, you do (Teacher models, students work in groups and then students do by themselves.)
- BALANCE – Whole group, small group, individual.
- DEMONSTRATE – Students should be asked to demonstrate and defend their learning in writing and discussion.
- TEXTS – Simply put, the vast majority of our class time should be dedicated to reading, discussing, and writing about great texts.

## What NOT to do

- Entire class periods of whole-group lecturing.
- Entire class periods of nothing but small groups.
- Classes with misaligned targets, old targets, or targets that are posted but never made meaningful.
- Class time consumed with low-level work and tasks.
- Checking understanding through only one means.
- Using group work instead of collaborative work.
- Technology usage that doesn't enhance the lesson.
- Assessments that don't align with targets, standards.
- Procedures that don't require participation.

## SUMMARY

**Every day in our district, teachers bring prepared lessons into their classrooms and deliver them to their students with the intent of introducing, supporting or proving mastery of content. One factor that all of those teachers have in common is that they are working with a very limited amount of time and they must make the most of it.**

**That is why we must ensure that we are using the best, evidence-based methods in our lessons. Teachers have different strengths and styles, so the idea is not to change them personally or hinder them. On the contrary, the idea is to support their strengths while leveraging the power of best practices that are used with fidelity.**