

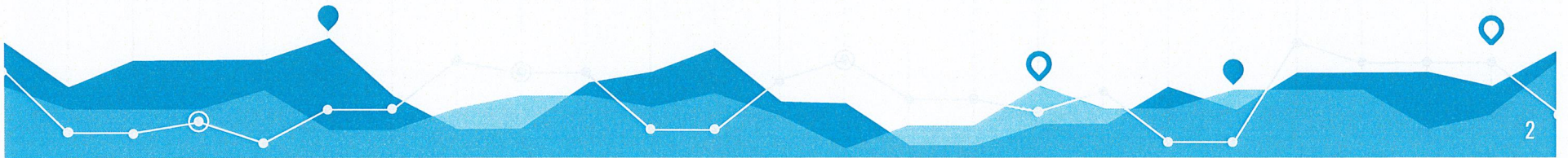
RVSD'S Lesson Design & Delivery Model

2022-2023

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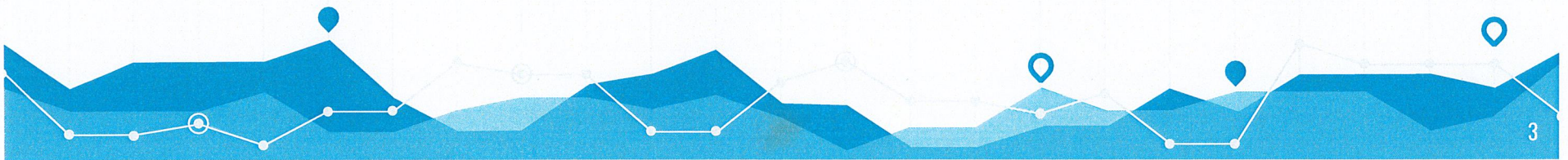
*Why is a Lesson Design and Delivery
Model necessary?*

*Operational Definition and the
Development Phase*



The Model

- Engage Interest
- Set Goals for Learning
- Guide New Learning
- Consolidate and Reflect on Learning
- Apply New Learning





Engage Interest

Focusing Event (Do Now, Bell Ringer)

**Conducted daily during the first five minutes of the lesson*

The first five minutes are a critical component of the lesson.

Assists the teacher in completing housekeeping duties and mentally prepares students for instruction. Settles students as they focus on the assigned task.

Potential review of prior material.

(What do students know? What does the teacher want the student to know/learn?)

This activity immediately involves students in the learning process, maximizes instructional time, models organizational skills, increases learning, and sets the tone for learning.

Examples: Questions, problems, activity, collaborative activities, peer discussions, paired question completion, etc.

Anticipatory (attention grabber, hook, advance organizer, set induction etc.)

**Answers the question of relevance. This activity should take three-five minutes.*

Increases student motivation/thought-provoking.

Taps into students' prior knowledge or experiences and bridges with the learning target.

Provides teachers with student readiness level on the topic and transitions directly into the lesson to minimize lost instructional time.

May include review of previously learned material if it assists in achieving the learning targets.



Set Goals for Learning

Learning Target (I can...)

What the students are expected to learn, do, or accomplish by the end of the lesson in student-friendly language.

Answers the student question: What am I learning today?

Prepares the learner. Provides the student with a goal(s). Sets the stage. Provides structure to the lesson. Provides a link to assessment. Increases learning.

Learning Targets should be...

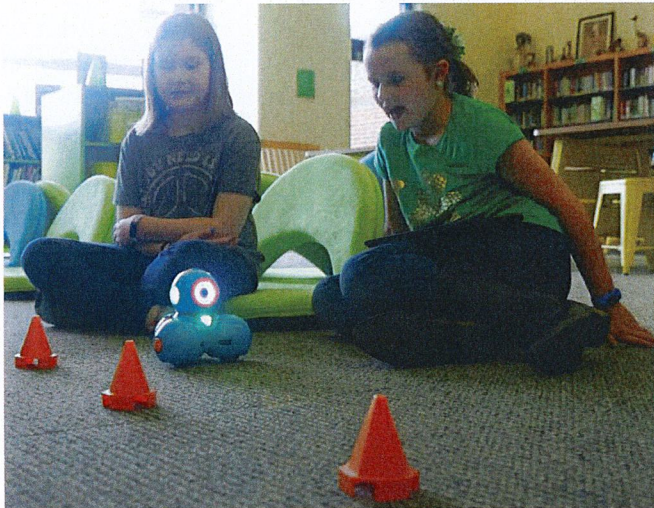
Measurable, assessable, and focused on intended learning (not a to-do list).

Written using verbs that suggest the Performance of Understanding and Success for Criteria.

Discussed at the beginning of class **and** in writing via CANVAS **and** on display in the room.

Aimed for daily by the student and the educator.

Guide New Learning Consolidate & Reflect on Learning



Guide New Learning

Independent Concept and/or Skill Development Teacher Demonstrated/Explicit Instruction (I do...) Guided Instruction (We do...) Independent Demonstration (You do...)
The teacher facilitates student learning during this stage of lesson delivery that includes varied pathways to the learning target (UDL).
Instructional strategy selected by the teacher is dependent on the learning target/intended student learning. The retrieval process should be employed (Make it Stick).
Sound instruction should be student-centered with active engagement from the student and teacher, maximize time and is "bell to bell on your feet" teaching, differentiate by student interest and readiness, and activate prior knowledge.
Guided Practice Examples (Under teacher's observation and informal assessment): Independent, Partner, or Small Group Work, Flexible grouping, differentiation of practice...

Consolidate and Reflect on Learning

Ongoing Formative Assessment: Monitor & Adjust (You do...) <i>*Checking for Understanding/Student Feedback</i>
Examples: Value lineups, Think-Pair-Share, Whip Around, Random Reporter, Signal (Thumbs Up/Down/Sideways), Exit Slips, White Board Response, Effective Questioning, etc.

Apply New Learning



Closure (You do...)

Why? This portion of the lesson is the last opportunity the learner has to attach sense and meaning to the new learning necessary for retention.

What? What data will be collected to inform instruction?

How? How will data be collected and analyzed to determine if the students met the Learning Target?

All students should be able to demonstrate mastery of the Learning Target. *Show and tell of the lesson taught.*

Performed actively by all students.

Related to Learning Target.

Another opportunity for formative assessment that determines if additional practice is warranted, re-teaching is necessary, or to move forward with the lesson.


Examples: Exit pass, whip around, summary paragraph/journal entry, gallery walk, etc.

Independent Practice

Without teacher assistance.

Assigned to students after proficiency of the skill and/or concept is determined.

Used to solidify skills and knowledge.



Learning Targets

Objectives vs. Learning Targets

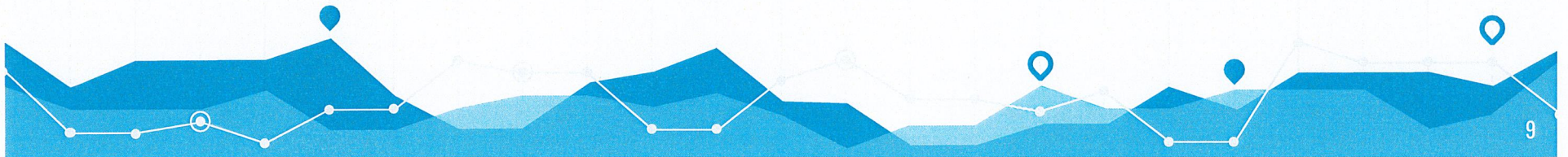
Mining the Instructional Objective

Learning Targets

use...

- Words
- Pictures
- Actions
- Combination of all three

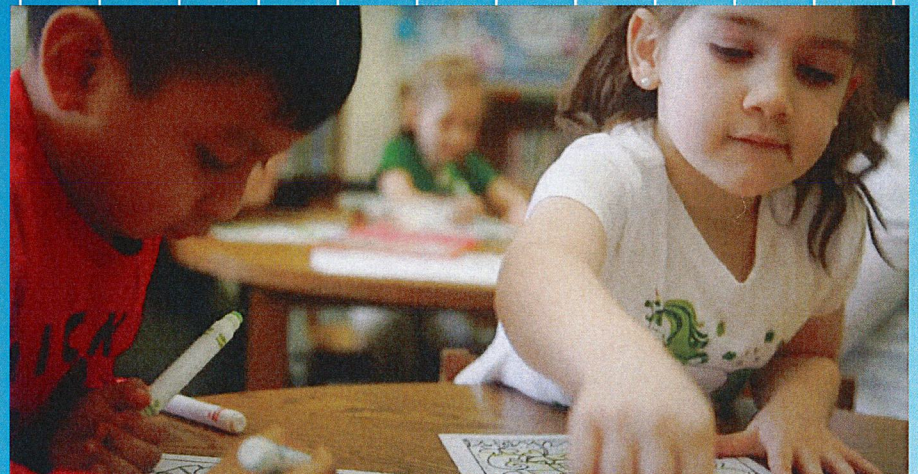
to express to students, in terms the students understand, the content and performance they are aiming for.



A learning target should...

“...spring from the instructional objectives that guide a set of lessons in this particular unit of study”

(Moss & Brookhart, 2013).



“Reason to Live” Ingredients for Effective Instruction

Q1

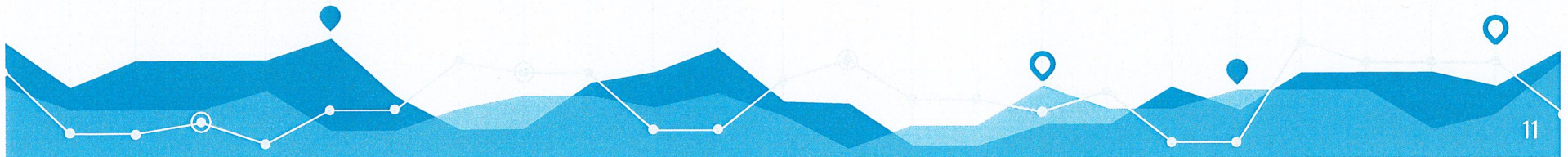
What are the essential knowledge (facts, concepts, and generalizations or principles) and skills (or procedures) for the lesson?

Q2

What is the essential reasoning content for the lesson?

Q3

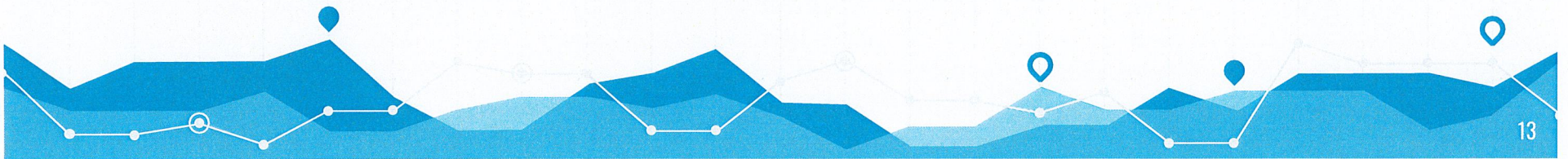
What is the potential learning trajectory in which the lesson is situated?



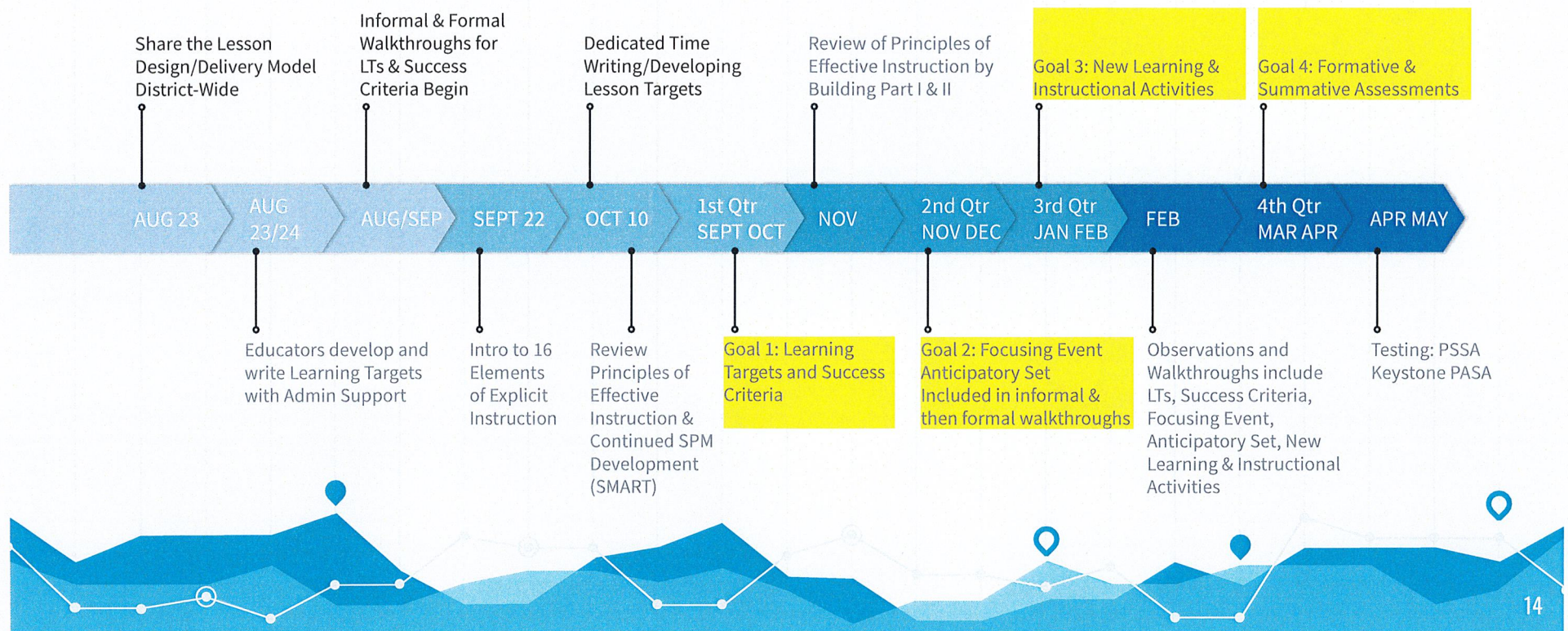
Four-step framework: Starter prompts that unpack the learning target, performance of understanding, and success criteria (SPOV)

The learning target for today's lesson...	
Steps	The four starter prompts...
Step 1: Explain the learning target in student-friendly, developmentally appropriate terms.	We are learning to...
Step 2: Describe the performance of understanding.	We will show that we can do this by...
Step 3: Describe the student look-fors. (Success Criteria)	To know how well we are learning this, we will look for... I can...
Step 4: Make it relevant.	It is important for us to learn this (or be able to do this) because...

RVSD PROCESS



Lesson Design & Delivery Model - TENTATIVE TIMELINE



THANKS!

Any questions?

