

Considerations for Designing Powerful Lessons

General

- ✓ Have I budgeted **time** appropriately for my lesson?
- ✓ What ways can I make this lesson **cross-curricular**?
- ✓ How can I connect this lesson to the real world?
 - **authentic** audience, **authentic** task etc
- ✓ How can I make this concept **transfer** across disciplines?
- ✓ How can I help my students **connect, locally and globally**, about this topic?
- ✓ How will **assessment** be utilized throughout the lesson? (see Lesson Closure for considerations)
 - Triangulation of data (observation, conversation, product)

Lesson Introduction

Setting the stage for learning

- ✓ What curricular **outcomes** am I addressing?
- ✓ Have I considered what **the powerful question(s)/big ideas** are?
- ✓ What **core competencies** am I addressing?
- ✓ Do I have a **hook/launch** that invites students to learn?
- ✓ How is this **lesson connected** to previous lessons? How is connected to future lessons?
- ✓ How have I activated **prior knowledge**?

Lesson Body

Learning experience(s) that allow all learners to contribute to and construct understanding

- ✓ What **resources** will be required for this lesson?
- ✓ How have I allowed for **student choice** in my lesson?
 - **multiple entry points**, methods, and ways of representing their learning
- ✓ How have I considered the **needs** of all my learners?
 - appropriately **adapt** any instruction/assessment
 - effectively **scaffolded** the learning for my students
- ✓ What **strategic instructional tools** am I using in this lesson?
 - consider students **level of experience** with the tool

- ✓ How have I incorporated effective **questioning** to enhance learning?
- ✓ In what ways have I utilized a **variety** of teaching methods?

Lesson Closure

Opportunities for authentic sharing/reflection

- ✓ What ongoing **formative assessments** have I embedded?
 - How will I know my students know?
 - How will I know that my students understand the purpose and importance of this lesson to their learning?
- ✓ Where have I built in time for **feedback**?
 - Is there time for students to utilize feedback?
- ✓ What do I need to do to help **students demonstrate** that they have achieved the outcome?
- ✓ What is my **summative assessment** for the outcome?
 - What will I accept as evidence of learning/development?

Lesson Reflection

Meaningful teacher reflection on learning experience and assessment

- What went well? Why?
- In what ways would I change this lesson to be more effective, and to increase student learning?
- What might you do differently next time?
- Were the strategies and resources used effective in reaching your goals?
- How does this lesson inform my next steps in the learning process?
- What impact did your lesson have on your students? How did they feel?
- How did you use assessment for learning?
- Were you successful in reaching all students? How do you know?
- What accommodations did you make for diverse learners?
- When examining the students' work, do you think it met the learning outcomes? Is more instruction necessary?
- Is the evidence of learning meeting the learning outcomes?