

The Lesson Design

for Implementing Standards-Based Instruction

- 1. Select & Analyze the Standard To Be Met:**
 - a. Select the Standard and post it prominently in kid-friendly language
 - b. Explain its meaning and importance
 - c. Explain how mastering this standard will improve the lives of students today and in the future?
 - d. How does it relate to student's current experience and environment?
 - e. What does mastery of this standard look like? What will students be able to do once they have mastered it?

- 2. Design or Select an Assessment** through which students can demonstrate mastery of the standard. (the most difficult step of the process)
 - a. Design an assessment which provides the student an opportunity to demonstrate mastery of the standards.
 - b. Use a variety of assessments, if possible, to accommodate differing student interests, intelligences, and learning styles.
 - c. Use department rubric to determine mastery level.
 - d. Create and post samples of "proficiency" and other student work.

- 3. Identify What Students Must Know & Be Able To Do** to perform well on the assessment. Some examples are:
 - a. Vocabulary
 - b. Graph interpretations
 - c. Determine authors purpose
 - d. Oral communication
 - e. Planning and organization

- 4. Plan & Deliver A Lesson** which provides all students with opportunities to learn and practice necessary skills or knowledge
 - a. "The Hook" : How is this lesson connected with student's world, prior knowledge and future plans?
 - b. Method: Direct instruction? Reciprocal teaching? Lecture? Groups?
 - c. Cornell Note-Taking and Outline on Board
 - d. Differentiated Instruction: Use a variety of instructional tools and methods to get information across
 - e. Coach students in whatever way possible to ensure their success on the test.

- 5. Examine Student Work** to plan further instruction or individual support
 - a. Goal – to ensure that students can show mastery of key standards
 - b. Provide specific feedback in areas where students need improvement
 - c. Use student work to improve instruction based upon areas of student strengths and weaknesses.