

## Implementing an Effective Three-Part Lesson

Implementing Effective Openings			
Weak Artifacts	Weak Evidence	Strong Artifacts	Strong Evidence
Standards posted	Standards and Essential Questions are posted. Students and teachers know the standard.	Standards/elements of lesson posted	<ul style="list-style-type: none"> <li>• The language of the standard(s)/elements is explained and used during the opening.</li> <li>• Teachers and students insert phrase or synonym beside key words in the standard/elements that are not readily understood by students.</li> <li>• "I can" statements aligned to the standards/elements are established by the students with guidance from the teacher.</li> </ul>
Word Wall	Key GPS words from each unit are posted.	Word Wall reflective of current standard/ elements Students' vocabulary notebooks	<ul style="list-style-type: none"> <li>• The six-step process for teaching vocabulary can be articulated by teachers, and appropriate steps are demonstrated when teaching new vocabulary. (Pickering/Marzano)</li> <li>• Students can explain ways new vocabulary words are routinely taught and can show practice of vocabulary in notebooks through thinking maps, drawings, context etc.</li> <li>• Students can explain words from the word wall and use them accurately in context.</li> </ul>
Lesson plans Instructional framework posted	Lesson plans indicate plans for the opening, work session and closing.  Lesson plans are turned into the administrators and are available during observations.	Mini lesson aligned to standards/elements and curriculum map	<ul style="list-style-type: none"> <li>• Lesson plan openings denote:               <ul style="list-style-type: none"> <li>○ activating strategy/pre-assessment</li> <li>○ explicit instruction of standard/elements</li> <li>○ modeling</li> <li>○ task(s) to be done during work session</li> </ul> </li> <li>• Posted student work and examples of anonymous strong/weak work samples are routinely discussed to show application of specific elements.</li> <li>• Students and teachers collaboratively develop rubrics for a project/ assignment as new elements are taught.</li> <li>• Students can explain the daily routine that occurs during an opening.</li> <li>• Students can explain the real-life application of the lesson.</li> <li>• Openings comprise <i>approximately 25%</i> of the class period for <i>most</i> sixty minute lessons.</li> </ul>
Graphic Organizers Assignments Performance Task	Rigorous assignments are given during the opening.	Assignments aligned to standards/elements Thinking Maps	<ul style="list-style-type: none"> <li>• An assessment system is in place to determine each student's understanding during the opening. Examples: Numbered Heads Together, selecting random Popsicle sticks, technology responders, Thinking Maps, informal conferencing, etc. (Note that calling on students who raise their hands cannot be considered an effective formative assessment system for the class.)</li> <li>• Formative assessments are used to alter instruction and differentiation of tasks.</li> <li>• Students can explain the task(s) to be done during the work session.</li> <li>• Assignments are routinely analyzed by collaborative teacher teams to confirm the alignment to the standards/elements.</li> </ul>

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### Implementing Effective Work Sessions

Weak Artifacts	Weak Evidence	Strong Artifacts	Strong Evidence
Board Assignments Standards Posted	Students are engaged during the work session.	Assignments aligned to the specific verbs and concepts of standards/elements Group roles or expectations	<ul style="list-style-type: none"> <li>Students are allowed time to problem solve and apply information learned during the opening.</li> <li>Students are routinely provided the opportunity to work independently, with partners and in small groups.</li> <li>Instructional small group sessions are a part of the work session for students who need additional support to master specific standard(s).</li> <li>Protocols are used by collaborative teacher teams and the Leadership Team to confirm academic achievement, the assignments' alignment to standards, instruction, and curriculum, and to adjust instruction.</li> </ul>
Commentary Posted Student Work	Commentary is posted with the student work.	Instructional Bulletin Boards for current units of study that include: <ul style="list-style-type: none"> <li>Descriptions of projects/major assignments for unit with projected due date</li> <li>Rubric/scoring guidelines for projects/major assignments</li> <li>Student work samples with attached task and</li> <li>Public commentary aligned to highlighted segments of posted student work.</li> </ul>	<ul style="list-style-type: none"> <li>Teachers in common content areas collaboratively develop rubrics or scoring guidelines that are aligned to the standards/elements for specific performance tasks/projects.</li> <li>Students use posted work samples with commentary for clarification or to improve their work during the work session.</li> <li>Posted public commentary uses specific an example(s)/quote from the student work and communicates how the student used standards/elements properly in the example.</li> </ul>
Grades Milestones Benchmark Assessment	Grades indicate a high percentage of mastery of standards. Benchmark assessments are given a minimum of twice a year. Benchmark results are discussed by the LT and posted in the data room.	Conference notebooks Class profiles denoting students names and their mastery/lack of mastery of standards/elements Students' work folders/notebooks	<ul style="list-style-type: none"> <li>Informal conferences and scheduled conferences are held with students to communicate the student's mastery of the standards /elements and their next steps. Conference notebooks reflect the private commentary provided to students.</li> <li>Students are allowed to and are expected to revise work as evidence of mastery of standards. Student work folders reflect revisions and mastery of standards.</li> <li>Student work and benchmark assessments are analyzed by collaborative teacher teams to alter instructional strategies and to plan RTI support.</li> </ul>

## Implementing an Effective Three-Part Lesson

Implementing Effective Closings			
Weak Artifacts	Weak Evidence	Strong Artifacts	Strong Evidence
Lesson plans	All lesson plans include a closing. Observations	Closings in lesson plans <ul style="list-style-type: none"> <li>designed for presentations by students</li> <li>aligned to standards from the opening</li> </ul> Awareness Walk Tally Forms	<ul style="list-style-type: none"> <li>Approximately 20%-30% of the period is used for selected students to explain the application of the lesson's standards/elements in their student work.</li> <li>Administrators, coaches, teachers and paraprofessionals can explain the components of an opening, work session and closing and are able to develop Awareness Walks with appropriate expectations.</li> <li>Awareness Walk tallies reflect the implementation of the components of closings in 100% of the classrooms. See Instructional Framework chart descriptions.</li> </ul>
Standards posted	Teachers or students summarize the lesson each day.  Students submit summarizers /exit slips prior to leaving class.	Posted norms and protocol for closing  Completed student work assignments or drafts	<ul style="list-style-type: none"> <li>Students respond to classmates who present their work by asking clarifying questions and providing affirmation using the language of the standards/elements</li> <li>Norms and protocols for closings are developed collaboratively by the teacher and students.</li> <li>Teachers or students clarify misconceptions in closing presentations and answer questions raised during the closing</li> </ul>
Assessments	Grades reflect understanding of standards/elements.	Class Profiles listing students' name, and the elements to be mastered in a unit(s). Folders of Student Work with standard/elements checklist	<ul style="list-style-type: none"> <li>Teachers utilize an assessment system to know which students need additional support with the lessons' standards/elements.</li> <li>Classroom assessment items are aligned to the elements to be mastered to guide reteaching planning.</li> <li>Lesson plans reflect changes in instruction based on students' understanding observed during the work session and closing.</li> <li>Small groups are established based on deficits in understanding standards. The names of these students are available for conferences with co-teachers teachers providing Tier II Intervention, academic coaches, and administrators.</li> <li>Students are able to discuss the standards and elements they have mastered and those that have not been mastered.</li> </ul>
Journals Bulletin board listing number of books read	Author's Chair Reader's Chair	Progress documents of independent reading such as: <ul style="list-style-type: none"> <li>Individual Reading Logs that include titles of text and number of pages read, date, genre, author, student's current Lexile level</li> <li>Responses to literature</li> </ul>	<ul style="list-style-type: none"> <li>Students read key segments from their reading or writing and explain how the segment demonstrates the standard/element. (Reader's Chair/Author's Chair)</li> <li>Students respond to student authors by affirming an alignment of the standards in the work.</li> </ul>