

Bourne Public Schools

Model of Instruction

Text Based Discussion

PreK - 6: *Learning Targets on Parade*

Grades 7 - 12: *A Veteran Teacher Shadows
Two Students*

READ: The selection your facilitator selected

Text Based Discussion

- **Question 1** *Agreement*: Which parts of the text do we agree with in terms of our work?
- **Question 2** *Aspiration*: Which parts of the text do we aspire to or want to work toward?
- **Question 3** *Alignment*: What is the current reality, and what is the gap between where we are and our aspirations?”
- **Question 4** *Adjustments*: What needs to be done for us to succeed?

Why a Model of Instruction?

- Ensures equitable access to content
- Supports vertical and horizontal curriculum alignment
- Clarifies instructional expectations for educators
- Supports highly engaging learning environments

Why Now?

- 2013-2014: Focus on clear, posted EUs, EQs, and objectives
- 2014-2015: Focus on assessment and data literacy
- 2015-2016: Focus on highly engaging instruction with embedded formative assessment

2013-2014

Focus on: Posted (and stated) Objectives

- Students know **WHERE** they are going and **WHAT** the goals of the lesson are
- Instruction is connected to the end goal
- Criteria for success is communicated to students

2014-2015

Focus on: Assessment and Data Literacy

- Assessments are explicitly connected to stated objectives
- Data regularly informs instruction
- Assessments provide valuable feedback to students about how to improve
- Feedback loop between students, parents, and community

2015-2016:

Focus on: Model of Instruction

Does not:

- Reduce teacher creativity or autonomy

Does:

- Provide a framework for highly engaging lessons with embedded formative assessment

Start with the END in mind

- What will students KNOW and BE ABLE TO DO
 - at the end of the lesson?
 - at the end of the unit?
- How will YOU know where each student is?
- How will STUDENTS know where they are and what they need to do to improve?

HOOK them first

- Engage students at the start of the lesson

<https://www.teachnigchannel.org/videos/teaching-declaration-of-independence>

<https://www.teachingchannel.org/videos/hook-stations>

TURN AND TALK: What strategies have you used to “hook” students?

ENGAGING activities

- Lesson activities that give students an opportunity to:
 - interact with content in an authentic way
 - practice skills
 - make meaning of knowledge
 - transfer to new situations

SHARE: What is a lesson activity that was particularly engaging in your class? Why was it so compelling for students?

Formative Assessment

- Gives teachers feedback about student understanding and skill acquisition
- Gives students feedback about what they need to focus on
- Does not need to be graded
- Should inform future instruction

THINK-PAIR-SHARE: What formative assessment activities have worked for you?

BPS Lesson Plan

- Lesson Plan format based on UbD and aligns to district unit design

Lesson 1-

Stage 1-Desired Results (Acquisition, Meaning Making, Transfer)

Overview:	Prior Knowledge Required:
	Estimated Time:
Standards:	Guiding Questions :
Mastery Objective(s): Students will be able to:	
Resources:	
Vocabulary:	Preconceptions/Misconceptions students may have

Stage 2- Assessment Evidence

Assessment:

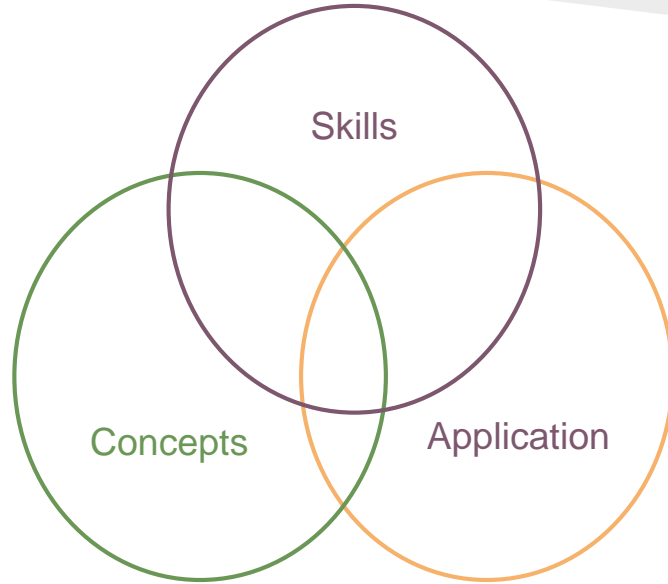
Stage 3-Learning Plan, Experiences and Instruction

Activator/Hook:
Lesson:
Special Needs (include all learners from disabled and ELL to gifted): Accommodations (supports or instructional adjustments)
Modifications (changed to the core standard(s) and level of proficiency expected)
Reflection on Lesson
What went well in the lesson?
What aspects of the lesson might need tweaking?

Balanced Lesson

- Each lesson should provide opportunities for:
 - basic skill/knowledge acquisition
 - developing conceptual understanding
 - application
 - formative assessment

Balanced Lesson Planning:



Model Curriculum Units

<http://www.doe.mass.edu/candi/model/>

Explain to your neighbor how to find the MCUs

Model Curriculum Units

In Groups Discuss:

- How is skill and knowledge acquisition addressed in this unit?
- What opportunities exist for the development of conceptual understanding?
- How are skills and concepts applied?
- What opportunities exist for formative assessment?

Summarizer

Three important ideas from the lesson today are _____, _____, and _____.

However, the most important take-away for me is _____.

Your Turn

- Use the remaining time to develop a lesson for an upcoming unit
- Incorporate all of the components identified in the BPS lesson plan model.
- Work with colleagues if possible