Lesson Design Studio

*Personalization begins with a well-designed lesson*

The Lesson Design Studio is an online platform for creating, editing, sharing, and providing feedback on lesson designs. As teachers creates lessons, they become available for other teachers in the district to view, provide feedback, and glean instructional ideas. The tool also enables teachers to organize the lessons in a calendar to form a weekly lesson plan. The Lesson Design Studio is lean, workmanlike, and user friendly.

In the Lesson Design Studio, the teacher:

1. Titles a course for a subject area and grade level.
2. Titles the units within the course.
3. Creates Basic Lesson Designs for each unit.
4. Pegs each lesson to a date to create a Weekly Lesson Plan.
5. Provides feedback on lessons designed by colleagues.
6. Edits lesson designs based on experience and feedback.
7. Uses Enhanced Lesson Design to enhance selected lessons by adding personalization strategies and personal competency indicators.

**Logging In**

Before teachers begin creating lessons in the Lesson Design Studio, their district has entered their names in the system and created logins and passwords for them. Teachers are given their logins and passwords at the time they are trained to use Lesson Design Studio.

To log in to the Lesson Design Studio, the teacher goes to: [http://www.adi.org/eld/Login.aspx](http://www.adi.org/eld/Login.aspx)
The login screen looks like this:

Lesson Design Studio

Resources:
Into to Lesson Design Studio V.3 ppt
Lesson Design Studio V.3 User Manual pdf
Basics of Lesson Design-Objectives VI ppt
PL Timeline in VI doc

User name:  
Password:  

Login

Forgot password?
The Menu

The key operations of the Lesson Design Studio are shown on the Menu, and the user selects one to enter into the work areas.
Creating a Course

Selecting the Create-Update Courses and Units bar from the Menu takes the user to a screen that asks the user to select either Create / Edit Courses or Create / Edit Units. Before units can be created, a course must be named to organize the units within.
Creating a course is an easy process. Select the subject area from the drop-down menu. Then enter the title of the course. In elementary schools, the subject and course may be the same thing; that is fine. Then select the grade level most appropriate for the course. Some courses are taught across grade levels; just select the one at which the course is primarily targeted.

Now save. That’s it. Want to make a change? That’s easy too. Just select the course from the list below and edit.

Creating Units

A course is divided into instructional units. The number of units is determined by district policy, a curriculum guide, or the teacher team or individual teacher. Units are the big chunks of a course—multiple lessons—within an umbrella unit title. Sometimes units correspond with grading periods. Typically a semester course includes two to five units and a year-long course four to 10 units, but again that is locally determined.
The teacher simply selects the course and then gives each unit in the course a name. The unit will appear below, where it can be edited.
Creating Lessons

Back at the Menu, the teacher selects Create / Update a Unit Lesson. The next screen (below) asks which course and unit the lessons will be assigned to.
After selecting the course and unit, choose Add a New Lesson to the Unit on the next screen, to begin designing a lesson.

The teacher is presented with the template for a Basic Lesson Design. The top portion of the template is the Lesson Definition.
Basic Lesson Design

Lesson Title: 

Standard Strand / Domain: [select-]
Grade Level: 

Main Standard Code: 

Main Standard: 

Learning Objective

Learner / Behavior: 
(Student will be able to...)

Mastery of Objective

Condition: 
(Context for Mastery)

Criteria (Formative): 
(Level of Accuracy)

* If Standards are Available Reference the files: ELA, Math, Science

Save / Update Lesson Definition and Close
To create a Weekly Lesson Plan by assigning a date to each lesson (see below), the Lesson Definition information must be completed. That is the bare bones of a lesson. The real meat of the Basic Lesson Design is in the lesson detail. Here the teacher enters the information that will enable the teacher to prepare for the lesson and to deliver the instruction in the classroom.

**Lesson Definition**

**Lesson Title:** The teacher chooses a title that best fits the topics to be covered in the lesson.

**Standard.** Select a Main Standard using the two drop-down menus—**Standard Strand/Domain** and **Grade Level**. Making these selections will automatically fill the fields for **Main Standard Code** and **Main Standard**.
If the standard is not found in the drop-down menus, it may be posted by the Main Standard Code as a PDF to look up and copy.

**Main Standard Code**: Quite possibly, more than one standard is touched upon in a lesson, but the Basic Lesson Design asks the teacher to select the one standard that will be the primary focus of the lesson and to enter the code for that standard here.

**Main Standard**: The primary standard addressed in this lesson.

**Learning Objective**

**Learner / Behavior:**

(Students will be able to...)

**Mastery of Objective**

**Condition:**

(Context for Mastery)

**Criteria (Formative):**

(Level of Accuracy)

**Save / Update**

**Learning Objective**: The learning objective includes the elements below—the learner, the learner’s behavior, and the conditions and criteria for determining when the objective has been mastered.

**Learner/Behavior**: The learner’s behavior is typically stated as “Student will be able to . . . .”

What knowledge and skill will the student be able to demonstrate behaviorally?
Mastery of Objective

**Condition:** Under what conditions will students be asked to demonstrate their mastery of the lesson’s objective? For example, “On a worksheet with fraction problems,” or “In a 3-minute presentation to the class.”

**Criteria (formative):** By what criteria will the teacher and student know that the student has mastered the lesson’s objective? For example, 80% is used in this example: “On a worksheet with fraction problems, the student will correctly answer 80%.” In this example, the criteria is the number of components: “In a 3-minute presentation to the class, the student will utilize all four components of an expository presentation.”

Be sure to click **Save/Update** to save the lesson definition.

Lesson Detail

The bottom portion of the template is the Lesson Detail. (See next page.)
### Lesson Detail

**Instructional Modes (all that apply)**

- Teacher-Directed Whole-Class Instruction
- Behavior Check
- Review

**Think (Stimulate Interest):**

**Know (Teach):**

**Show:**
(Check For Understanding)

**Teacher-Directed Group(s):**

**Student-Directed Group(s):**

**Independent Practice:**

**Homework:**

**Resources / Material:**

**Technology Integration:**
(What and How)

**Accommodations:**

**Modifications**
- Accelerated:
- Pre-Requisite:

**Personalization Strategies**

Select a personalization strategy:  
- select -

Describe the personalization strategy (including Instructional Modes where it is applied):

**Teacher Reflections:**
(after teaching lesson)

---

**Save / Update Lesson and Close**
Instructional Modes

The standard modes of instruction are listed below. The teacher will employ at least one mode, and most likely two or more instructional modes during a lesson. In the entry fields, the teacher provides enough information to guide the teacher in conducting the lesson in the classroom and to explain to a colleague what the teacher is doing.

**Teacher-Directed Whole-Class Instruction**

**Teacher-Directed Whole-Class Instruction**
- **Behavior Check**
- **Review**

**Think (Stimulate Interest):**

**Know (Teach):**

**Show:**
- **(Check For Understanding)**

**Whole Class:** In whole-class instruction, the teacher begins the lesson with a behavior check to be sure all students are attentive and ready. The teacher then reviews the previous lesson and connects it to the current one. In creating the design, the teacher then adds information to the fields that explains the main steps in whole-class instruction:

**Think:** About 20% of time of the instruction; the teacher stimulates interest in the topic with “hooks,” advance organizers, brief stories, etc.

**Know:** About 60% of time of the instruction; the teacher directly teaches the material, interspersed with questioning while maintaining a lively pace.
**Show:** About 20% of time of the instruction, the teacher checks for student understanding to both gauge mastery and identify those students who may need other instructional modes (such as a teacher group) or lesson modifications. Teacher could use questioning, choral response, recitation, or other means for students to demonstrate understanding during Show.

**Teacher-Directed Group(s):**

**Student-Directed Group(s):**

**Independent Practice:**

**Homework:**

**Teacher-Directed Group(s)**

Teacher groups are usually homogeneous groups of students the teacher pulls together because they have a similar instructional need. The groups are fluid, and the teacher forms them as needed to directly teach or reteach. In this field the teacher notes the topic (or topics) that the teacher will address in one or more teacher groups related to this lesson, as well as the activity instructions.

**Student-Directed Group(s)**

Student groups are usually heterogeneous, and the teacher may use cooperative learning techniques. Always, the students need instructions and an end goal or work product to aim for. This information for student groups related to this lesson are entered here.
Independent Practice

The independent practice activity allows each individual student to apply or practice the newly acquired skill(s). The teacher notes the purpose of the independent assignment here and includes any needed student instructions, including how the work will be checked (self-check, peer-check, teacher-check).

Homework

The homework assignment reinforces student learning from the lesson through practice and may provide opportunities for more learning. The activity and any needed student instructions are entered here, including how the work will be checked (self-check, peer-check, teacher-check).

Resources / Materials

The teacher enters the resources and materials that the students and teacher will need throughout all lesson activities, including homework.
Technology Integration

Technology can enhance and personalize learning. The technology tools (hardware or software) used by the teacher or students, if any, are listed here along with its purpose and use.

Accommodations

Accommodations help a student access the lesson without changing the content or skills being taught. For example, a student may need to type his or her responses on a laptop as opposed to writing with pen and paper. The laptop is an accommodation that does not change the expected learning, but allows the student to show his or her understanding in a way that is accessible for that student. What accommodations will be needed for students with disabilities, English learners or students with IEPs?

Modifications

Modifications are changes to either content or skill to meet the needs of students for either accelerated learning or acquisition of pre-requisite skills in order to master the lesson objective.

Accelerated: The modified content and assignments to accelerate learning and keep those students who have already demonstrated mastery of the learning objective engaged should be specified.

Pre-requisite: The modified content and assignments that support students who have not yet mastered the pre-requisite skills or content needed for the new lesson objective, assignments or homework to provide them the building block skill and knowledge development that will enable them to ultimately meet the objective should be specified. How can their assignments be modified to provide them with the building-block skill and knowledge development that will enable them to ultimately meet the objective?
Personalization Strategies

A teacher may choose to add a personalization strategy by selecting a strategy from the drop down menu. Choices include Active Student Responding, Digital Technology, or Student Learning Pictures. Once a strategy has been selected, complete the description field by including the Instructional Mode(s) in which the strategy will be included as well as how the strategy will be used.

Teacher Reflections

After the lesson has been taught, the teacher enters reflections on what went well, what might need adjustments, or any other comments about the experience in teaching the lesson.

There you go! A Basic Lesson Design has been created.
Creating and Updating a Plan of Lessons

In creating a plan, the teacher simply assigns a date to a lesson. In assigning lessons to each day in a week, a Weekly Lesson Plan is created. Skip days where there is no school or when the course is not meeting.

First select the unit.
Then add a date for each lesson.
### Lesson Design Studio

Select a Lesson to Add or Update a Date for Your Plan

**Unit Title:** Estimation and Calculation  
**Course:** Number & Operations in Base 10 (Mathematics - 5)  
**Teacher:** Allison Layland - Teacher

<table>
<thead>
<tr>
<th>Date</th>
<th>Lesson</th>
<th>Standard</th>
<th>Objective</th>
</tr>
</thead>
<tbody>
<tr>
<td>11/14/2016</td>
<td>Introduction to Decimals</td>
<td>Read and write decimals to thousandths using base-ten numerals, number names, and expanded form.</td>
<td>Students will be able to represent fractions and decimals with models, use models to represent 1/10, 1/100, 1/1000, and thousandths, including using base ten blocks and 10x10 grids.</td>
</tr>
</tbody>
</table>

**Date for Lesson #1**

**Introduction to Decimals**

**Date**

- **Date:** 11/14/2016
View a Weekly Plan

The Weekly Plan will include all the courses and lessons that the teacher has assigned to a week. Click on a lesson title, and the whole lesson appears!
Select a Date From the Calendar to Display Your Plan

Date: 11/14/2016  Print this Plan

<table>
<thead>
<tr>
<th>Layland, Allison</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number &amp; Operations in Base 10 / Estimation and Calculation</td>
<td>Introduction to Decimals</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>English/Language Arts Grade 9-10 / READING: Determining Meaning, Inferences and Conclusions</td>
<td>Making evidence-based claims using text</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>
Lesson Search

Any lesson created by a teacher in the district can be viewed (read only) through Lesson Search, and the search fields provide several ways to locate a lesson.
LESSON DESIGN STUDIO

Choose any combination of the search criteria to return Lessons in your District

Subject:  
Grade Level:  
School:  
Teacher Last Name:  
Course Title Text:  
Unit Title Text:  
Lesson Title Text:  

Search  Reset
Providing Lesson Feedback

Lesson Search also enables a colleague to provide feedback to a teacher on a created lesson. The lesson opens below the comment box so it can be viewed as comments are being added. In addition, all previous comments are listed below the new comment box. In the example below, the lesson is *Introduction to Decimals*. The lesson can be also be saved and printed from this screen as well.

Use the dropdown below to create a printable pdf document.

**Previous Comments**

You can edit or delete comments you have added.

<table>
<thead>
<tr>
<th>Name</th>
<th>Date</th>
<th>Comment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Allison Layland</td>
<td>10/28/2016</td>
<td>I think this addresses the standard well, but the independent work seems ill defined.</td>
</tr>
</tbody>
</table>
Plan Search

In the Plan Search feature, accessed from the Menu, any teacher’s weekly plan may be viewed by searching for a school, month, and year, then selecting a teacher’s name and a week. Each lesson can then be viewed through the Weekly Plan.
This concludes instructions for the Basic Lesson Design in Lesson Design Studio. Next, the teacher will be ready to select a few lessons and enhance them in Enhanced Lesson Design!

**Enhanced Lesson Design**

Now the fun begins! From the main menu, select Create—Update a Unit Lesson.
Select a Unit to Add or Edit a Lesson in that Unit

<table>
<thead>
<tr>
<th>Course (subject - grade)</th>
<th>Unit</th>
<th>Lessons</th>
</tr>
</thead>
<tbody>
<tr>
<td>select English/Language Arts Grade 9-10 (English Language Arts - 10)</td>
<td>READING: Determining Meaning, Inferences and Conclusions</td>
<td>1</td>
</tr>
<tr>
<td>select Number &amp; Operations in Base 10 (Mathematics - 5)</td>
<td>Estimation and Calculation</td>
<td>1</td>
</tr>
<tr>
<td>select U. S. History (History - 10)</td>
<td>Exploration</td>
<td>1</td>
</tr>
</tbody>
</table>

Select the lesson to be enhanced.
Select an Existing Lesson to Edit or Add a New Lesson to this Unit

Unit Title:  READING: Determining Meaning, Inferences and Conclusions
Course:  English/Language Arts Grade 9-10 (English Language Arts - 10)

Add a New Lesson to this Unit

<table>
<thead>
<tr>
<th>Edit Lesson</th>
<th>Enhanced</th>
<th># Lesson</th>
<th>Standard</th>
<th>Objective</th>
</tr>
</thead>
<tbody>
<tr>
<td>select</td>
<td>Enhance</td>
<td>1</td>
<td>DEMO: Making evidence-based claims using text</td>
<td>Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</td>
</tr>
</tbody>
</table>

Click on the Enhance link.

See the next page for the Enhanced Lesson Design.
The purpose of ELD is to intentionally infuse into a high-quality lesson design one or more indicators to enhance students’ personal competencies. The lesson design always includes Lesson Definition. The lesson design also includes one or more of the instructional modes (items 1 - 5 below). Results and Reflections is to post the teacher's impressions after teaching the lesson.

<table>
<thead>
<tr>
<th>Unit:</th>
<th>READING: Determining Meaning, Inferences and Conclusions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course:</td>
<td>English/Language Arts (Grade 9-11)</td>
</tr>
<tr>
<td>Lesson:</td>
<td>DEMO: Making evidence-based claims using text</td>
</tr>
<tr>
<td>Last Modified:</td>
<td>1/31/2017</td>
</tr>
</tbody>
</table>

### LESSON DEFINITION

### LESSON DETAIL

#### Focused Personal Competency Indicator

#### Instructional Modes 1 - 5

1. Teacher-Directed Whole-Class Instruction
2. Teacher-Directed Group
3. Student-Directed Groups
4. Independent Practice (Teacher Assigned, with Student Option)
5. Homework

#### Resources / Materials and Technology

#### Accommodations and Modifications

#### Personalization Strategies

#### Teacher Reflections (after teaching lesson)
The Unit, Course, and the last date that the lesson was modified is already included at the top of the screen. These fields may not be modified from this screen. However, notice the Open/Close buttons under Lesson Definition.

Lesson Definition in Enhanced Lesson

![Lesson Definition](image)

All the fields in the Lesson Definition section have been brought in from Basic Lesson Design. The fields with a text box may be modified/edited here and then saved. Making modifications/edits in Enhanced also makes the modification to the Basic Lesson. Once the modifications/edits have been completed and saved, close this section of the Lesson.
Lesson Detail in Enhanced Lesson

Focused Personal Competency Indicator

Open the section titled **Focused Personal Competency Indicator**.

The first enhancement is to add a personal competency indicator to the lesson. There is a drop down menu of the indicators available. Select one.
Then choose the Instructional Mode in which the indicator will be included. It might be included in one mode or multiple modes. The indicator chosen and the topic of the lesson will dictate which mode might best accommodate teaching or reinforcing a personal competency. Once the mode(s) have been selected, write a description on how the indicator will be taught or included in the mode(s) indicated.

Save/update once completed. Close this section.

**Instructional Modes**

**Instructional Modes 1 - 5** (plan / include all modes that apply to your lesson)

- Estimated total time in minutes of entire Lesson: 0 min  
  [refresh total minutes]

In Enhanced Lesson Design, the system will automatically tally the minutes entered for each of the instructional modes included to give a total time for the entire lesson to be taught. Once minutes have been added to each section, hit the Refresh Total Minutes button to refresh the total minutes.
Teacher-Directed Whole-Class Instruction

1) Teacher-Directed Whole-Class Instruction

Estimated total time in Minutes: [ ]

Behavior Check
Minutes [ ]

Review
Minutes [ ]

Think (stimulate interest)
Minutes [ ]

Students are introduced to the concept of evidence-based claims first using examples of experience-based claims with subjects the students identify (activating current knowledge and experiences), now using a context they are currently exploring (external and then using

Know (teach)
Minutes [ ]

Students follow along as they listen to the teacher reading the poem aloud, and discuss the text using a series of text-dependent questions. The teacher models a critical reading and thinking process for forming Evidence-Based Claims about poem. Three guiding questions are

Show (check for understanding)
Minutes [ ]

Students’ understanding will be checked during the initial discussion using probing questioning, through their responses during the discussion of the poem using the guiding questions
There are a couple of additions to the Teacher-Directed Whole-Class Instruction to note. First, Minutes have been added to each of the component sections of whole-class instruction. Estimate how much time it will take for each section and type (in minutes) in the box. The Estimated total time in Minutes for the entire Teacher-Directed Whole Class Instruction section will auto-add.

Second, text fields have been added to Behavior Check and Review. The teacher may add comments or explanation of what takes place during these two sections of whole class instruction.

Third, the text fields for Think, Know, and Show will have the text from Basic Lesson already included if this was added in Basic Lesson Design. No need to retype, but the fields may be modified or edited. Any changes made and saved here will also be updated in Basic Lesson.

**Teacher-Directed Group**

2) **Teacher-Directed Group**  

**Minutes:** 0  

Teacher works with a small group of students on key vocabulary to reinforce the understanding and use of the vocabulary during independent practice.

The only change in the Teacher-Directed Group section is the ability to add minutes (how long will this activity require). The text field will be auto-filled with any information that was included from Basic Lesson.
Student-Directed Groups

3) Student-Directed Groups

Minutes: 0

Description: Students then in pairs read the first three stanzas of the poem using the text dependent questions to guide them. They use the Making Evidence Based Claim Tool to find evidence to support a

Instructions to Students:

Group Goal (task/product):

Student-Directed Groups may now be enhanced by adding Minutes as well as including Instructions to Students and the Group Goal for the assignment. The text for Description has been auto-filled from Basic Lesson, but may be modified or edited here. Remember that the details added in Lesson Design makes teaching the same lesson next year easier because all the information needed is in one place!
Several enhancements have been added to Independent Practice. It is immediately evident by the heading: Teacher Assigned, with Student Option. Options were not included in Basic Lesson Design. Personalization often includes giving students choices in their learning. Independent Practice is a good place to include some options from which students may choose. Also notice that the choices are grouped by Accelerated, Target, and Pre-Requisite. This allows the
teacher to modify the assignments to meet students at the level of their learning. If Independent Practice was included on the Basic Lesson, the text will appear under Target: Activity 1. Again, this may be modified or edited and the changes will appear in Basic Lesson.

### Homework

#### 5) Homework

**Accelerated**

**Activity (instructions to students):**

**Target**

**Activity (instructions to students):**

**Pre-requisite**

**Activity (instructions to students):**

- Includes an assignment that engages the family. (i.e., student interviews a parent, shares and discusses work or topic from the day, completes a worksheet with a parent)

When homework is assigned, Enhanced Lesson Design allows the teacher to differentiate the assignments (Accelerated, Target, Pre-requisite) to meet the learner’s individual needs. Any information that was included in Basic Lesson Design for Homework will auto-fill in the Target Activity. If changes are made here to the Target field, the Basic Lesson will be updated as well. Also included in Enhanced is the ability to check if the assignment has a family engagement component.

**Resources/Materials and Technology; Accommodations and Modifications; Personalization Strategies; Teacher Reflections**

All the text fields that were available in Basic Lesson are still available in Enhanced Lesson Design. If the text fields were completed in Basic Lesson Design, they will be auto-filled in Enhanced Lesson Design. Of course, all the fields may be modified or edited.

And now, the lesson is enhanced!