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 a teacher creates lessons, they become available for other teachers in the district to view, provide feedback, and glean instructional ideas. The tool also enables a teacher 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. Pops 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.

**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 login 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:
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, and choosing to Add Lesson, the teacher is presented with the template for a Basic Lesson Design. The top portion of the template is the Lesson Definition.
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.

**Standards.** Select a Main Standard through 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:** 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? “On a worksheet with fraction problems, the student will correctly answer 80%.” “In a 3-minute presentation to the class, the student will utilize all four components of an expository presentation.”

The bottom portion of the template is the Lesson Detail.
Lesson Detail

**Instructional Modes:** The standards modes of instruction are listed below. The teacher will employ at least one mode, and most likely two or more. In the entry fields provided, the teacher provides enough information to guide the teacher in the classroom and to explain to a colleague what the teacher is doing.

**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 cover 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 but maintaining a lively pace.
- **Show:** About 20% of time of the instruction, the teacher uses questioning, choral response, recitation, and other means for students to “show” that they have mastered the material.

**Teacher Group:** 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 center groups related to this lesson.

**Student Group:** 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:** When students work alone, they need clear instructions. The teacher notes the purpose of the independent assignment here.

**Homework:** The homework assignment connected with this lesson is entered here.

**Resources / Materials:** The teacher enters the resources and materials that the students will need and also those the teacher will need.

**Technology Integration:** What technology will the teacher and students use, if any, and how is it to be used?
Accommodations: What accommodations will be needed for students with disabilities and students with IEPs? Accommodations help a student access the lesson.

Modifications

**Accelerated:** Some students will no doubt zoom ahead. How can their assignments be supplemented to keep them engaged?

**Pre-requisite:** Some students may not be quite ready for the targeted assignments and homework. 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?

There you go! A Basic Lesson Design has been created.

Creating and Updating a Plan

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.

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!
Lesson Search (and Feedback)

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 Search also enables a colleague to provide feedback to a teacher on a created lesson.

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!