

Lesson Design STUDIO

User Manual

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 create 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 schedule. 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 Schedule.
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>

The login screen looks like this:



Lesson Design Studio

User Name:

Password:

Login

For technical assistance with Lesson Design Studio, please contact Drew Domkuski at 217-732-6462 ext. 21 or ddomkuski@adi.org

Resources:

LDS Manual


©2011-2017, Academic Development Institute. All Rights Reserved

www.adi.org

The Home Page

Weekly Schedule

The Weekly Schedule will include all the courses/units and lessons that the teacher has assigned to a week. Click on a lesson title, and the whole lesson appears! No lessons scheduled? See next page.



Lesson Design Studio
Welcome, CASSANDRA MU'MIN - Teacher

Search [User Manual](#) [Logout](#)

Home

Weekly Schedule

Week Of:

Course / Unit	Monday	Tuesday	Wednesday	Thursday	Friday
	08/21/2017	08/22/2017	08/23/2017	08/24/2017	08/25/2017
Civil War <small>Abraham Lincoln</small>	Emancipation Proclamation	Gettysburg Address	Slavery's Opponents and Defenders	Battle of Antietam	Ford's Theatre
Healthy Lifestyle Choices <small>Fitness Knowledge</small>	Exercise to be FITT	Sleeping Habits	Personal Responsibility	Self Expression & Enjoyment	Outdoor Pursuits
Earth and Space Science <small>Earth's Place in the Universe</small>	Analyze the Solar System	Geology	Fossils, rocks, continental shapes, and seafloor structures	Earth-sun-moon System	History of the Earth
Sculpture <small>Creating</small>	Generate and conceptualize artistic ideas	Organize and develop artistic ideas and work	Refine and complete artistic work	Relate artistic ideas with societal, cultural, and historical content.	Convey Meaning

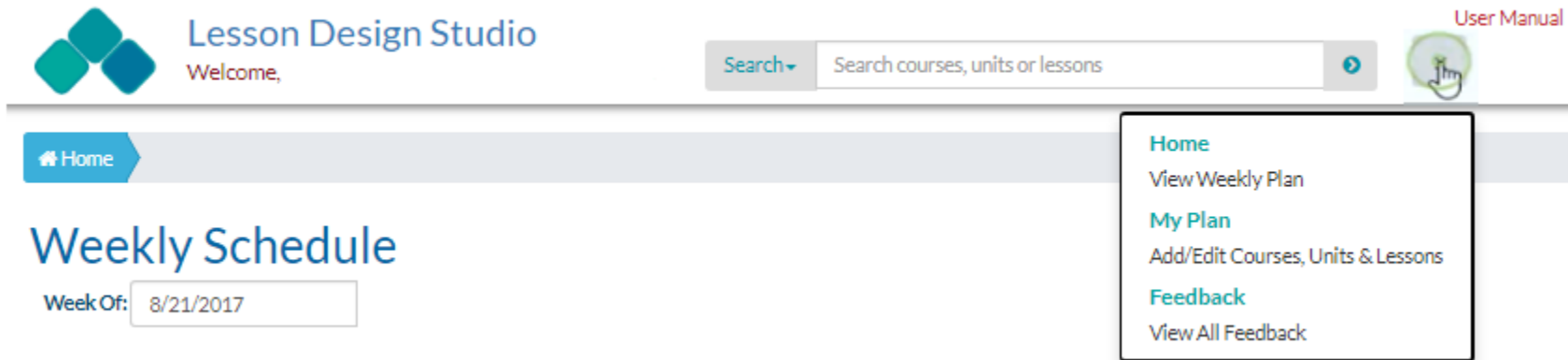
Need help? Contact Drew Domkuski at 217-732-6462 ext. 23 or ddomkuski@adi.org

©2011-2017 Academic Development Institute. All Rights Reserved



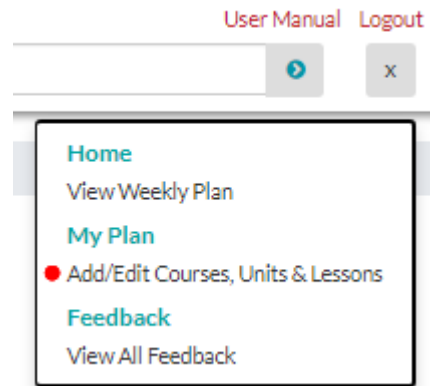
The Menu

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 Add/Edit Courses, Units & Lessons bar from the Menu takes the user to a screen that asks the user to add or edit lessons by selecting a COURSE then UNIT. Before units can be created, a course must be named to organize the units within.



Creating a course is an easy process. First hit the Add Course button. Then enter the Subject, Grade Level, and Course Title. In elementary schools the subject and course may be the same thing; that is fine. Some courses are taught across grade levels; just select the one at which the course is primarily targeted. The course will be automatically saved to your course list.

My Plan

To add or edit lessons, begin by selecting a COURSE then UNIT.

SUBJECT COURSE GRADE LEVEL

+ Add Course

SUBJECT COURSE GRADE LEVEL

Mathematics Geometry 7

+ Add Unit Edit Course

+ Add Course

SUBJECT COURSE GRADE LEVEL

Mathematics Geometry 7

Shapes

+ Add Lesson Edit Unit

Creating a Lesson Plan

My Plan

Here the teacher enters the information that will enable the teacher to prepare for the lesson and to deliver the instruction in the classroom. First the teacher defines the lesson.

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

Home Courses & Units Add/Edit Lessons

My Plan

SUBJECT	COURSE	GRADE LEVEL
Foreign Language	Spanish	10

Unit: Alphabet

Go back to my plan Plan Date: Add to Calendar...

Lesson Title* Lesson Title

Lesson Definition

(Optional)

Standard Strand/Domain: -select-

Grade Level:

Main Standard Code: Standard Code Select

Main Standard:

Main Lesson Objective
*Required Fields

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

Mastery of Objective Condition* (Context for Mastery) Context for Mastery

Criteria* (Level of Accuracy) Level of Accuracy

Save Lesson Definition

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.

Main Standard Code: Quite possibly, more than one standard is touched upon in a lesson, but the 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.

(Optional)

Standard Strand/Domain:

Grade Level:

Main Standard Code: [Standard Code](#) [Select](#)

Main Standard:

<input type="button" value="select"/>	161	5.NF.4b	Find the area of a rectangle with fractional side lengths by tiling it with unit squares of the appropriate unit fraction side lengths, and show that the area is the same as would be found by multiplying the side lengths. Multiply fractional side lengths to find areas of rectangles, and represent fraction products as rectangular areas.
<input type="button" value="select"/>	165	5.NF.7a	Interpret division of a unit fraction by a non-zero whole number, and compute such quotients. For example, create a story context for $(1/3) \div 4$ and use a visual fraction model to show the quotient. Use the relationship between multiplication and division to explain that $(1/3) \div 4 = 1/12$ because $(1/12) \times 4 = 1/3$.
<input type="button" value="select"/>	166	5.NF.7b	Interpret division of a whole number by a unit fraction, and compute such quotients. For example, create a story context for $4 \div (1/5)$ and use a visual fraction model to show the quotient. Use the relationship between multiplication and division to explain that $4 \div (1/5) = 20$ because $20 \times (1/5) = 4$.

Main Lesson Objective

The main lesson objective includes the elements below—the learner, the learner’s behavior, and the conditions and criteria for determining when the objective has been mastered.

Main Lesson Objective

*Required Fields

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

Student will be able to...

Mastery of Objective
Condition:*
(Context for Mastery)

Context for Mastery

Criteria:*
(Level of Accuracy)

Level of Accuracy

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 Lesson Definition to save the lesson definition.

Lesson Features

Saving the lesson will allow the teacher to add the lesson to the weekly schedule, export the lesson, and request feedback.

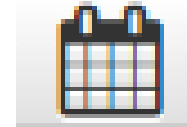
- Request for feedback (see instructions that follow)



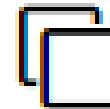
- Export the Lesson (download or print)



- Add Lesson to Weekly Schedule (go to Home to view Weekly Schedule)



- Duplicate the Lesson (save the lesson with a different title, course, or unit; edit and use again)



Lesson Detail

Once a lesson has been defined, the teacher adds the lesson detail. The teacher may also enhance the lesson design, as described later in this manual. In Lesson Detail, 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.





← Go back to my plan

Plan Date: 8/15/2017

Lesson Title* Declaration of Independence

Lesson Definition Lesson Detail

Enhanced Design

-  While creating lesson detail, or later, the teacher may “enhance” the lesson by adding personalization features. To enhance a feature, the teacher simply clicks the blue button. Different enhancement options are available for each item in Lesson Detail.
-  When the teacher has previously saved an enhancement, the icon color changes. It may still be edited.

Enhance Focused Personal Competency Indicator

The first enhancement is to add a personal competency indicator to the lesson detail. 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.

Enhance Focused Personal Competency Indicator ×

Select an indicator from the drop down list to enhance this lesson's focus on personal competencies.

Check the instructional mode(s) which will include the enhancement (may select more than one mode)

- Whole Class Teacher - Directed Group Student - Directed Group Independent Work Homework

Write a description on how the enhancement will be taught/included.

Ok 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.

Instructional Modes (include all modes that apply to your lesson)

1. Teacher-Directed Whole-Class Instruction

Behavior Check:

E!

Review:

E!

Think

(Stimulate Interest):

Think (Stimulate Interest)

Know

(Teach):

Know (Teach)

Show:

(Check For Understanding):

Show (Check For Understanding)

Teacher Directed Whole-Class Instruction

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.

2. Teacher-Directed Group(s)

0
Minutes

3. Student-Directed Group(s)

E!
0
Minutes

4. Independent Practice:

E!
0
Minutes

5. Homework

E!

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).

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

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).

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.

Resources / Materials

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

Resources / Material

Resources / Material

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.

Technology Integration (What and How)

Technology Integration (What and How)

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?

Accommodations

Accommodations

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?

Modifications

Accelerated:

Pre-requisite:

Personalization Strategies

The teacher chooses a personalization strategy by selecting a strategy from the drop down menu. Once a strategy has been selected, the teacher completes 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.

Personalization Strategies

Describe the personalization strategy (including Instructional Modes):

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.

Post-Lesson Teacher Reflections

Feedback

Clicking on View All Feedback in the Menu will allow you to see the lesson plans that you have requested to be peer reviewed and lessons you are in the process of peer reviewing. From here you will be able to access the comments and criticisms made by your peer reviewer. After logging in, a Feedback Alert will notify you if your lesson has received feedback or if you have received a feedback request.

My Feedback Requests

Directions: You can see here the feedback(s) you have requested of others.

Reviewer	Request Date	Course	Unit	Lesson Title	Progress	Progress Date	
ARLEEN RYAN-SMITH	8/25/2017	Health and Science Reading	The Human Skeleton	Naming parts of the Human Skeleton			Go to feedback
Arleen Ryan-Smith	8/25/2017	Health and Science Reading	The Human Skeleton	Anatomy			Go to feedback

Note: You can filter this grid by clicking on the desired column

My Tasks

Directions: You can see here the review(s) others have requested of you.

Author	Request Date	Course	UnitTitle	Lesson Title	Progress	Progress Date	
ARLEEN RYAN-SMITH	8/25/2017	Writing	Punctuation	Direct Quotations			Go to feedback
ARLEEN RYAN-SMITH	8/25/2017	Writing	Argumentative Essay	Turkeys for Thanksgiving			Go to feedback

Note: You can filter this grid by clicking on the desired column

Looking for Courses, Units, or Lessons

Any lesson created by a teacher in the district can be viewed 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. 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.

Search 

[Home](#) [Search](#)

Search

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:

Subject	Course	Unit	Grade	Lesson Title (#)
Social Studies	Causes of the United States Civil War	American Civil War	5	The Causes of the American Civil War
History	Civil War	Abraham Lincoln	8	Emancipation Proclamation
History	Civil War	Abraham Lincoln	8	Gettysburg Address
History	Civil War	Abraham Lincoln	8	Slavery's Opponents and Defenders
History	Civil War	Abraham Lincoln	8	Battle of Antietam
History	Civil War	Abraham Lincoln	8	Ford's Theatre

Explanation of the Lesson Components

Learning Objective: The learning objective specifies the learner, the behavior, and the conditions and criteria for determining when the objective has been mastered.

Learner/Behavior: Typically stated as "Student will be able to . . ." this indicates the knowledge or skill the students will demonstrate.

Condition: This section identifies under what conditions students will 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): This section identifies the criteria for demonstration of mastery (for example, "On a worksheet with 20 fraction problems, the student will correctly answer 80%." OR "In a 3-minute presentation to the class, the student will utilize all four components of an expository presentation.").

Instructional Modes: The lesson should employ at least one mode (and often two or more). The description of each instructional mode should provide enough information to guide the teacher in conducting the lesson 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 lesson, the teacher adds information to explain the main steps in whole-class instruction that follow the behavior check and review.

Think: Think activities stimulate student thinking and spark student interest in the topic by making connections to what students already know or think (examples include "hooks," advance organizers, brief stories, etc.).

Know: The purpose of Know is to introduce new learning through teacher instruction interspersed with questioning while maintaining a lively pace.

Show: In Show, 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): These activities usually focus on homogeneous groups of students based on a similar instructional need. These groups are fluid and formed as needed to directly teach, reteach, or reinforce pre-requisite skills by providing more instruction. The description includes the topic and activity instructions.

Student-Directed Group(s): These are heterogeneous student group activities where students work together to practice or apply learning, often using cooperative learning techniques. The description should include instructions and the end goal or work product expected.

Independent Practice: These activities allow each student to apply or practice the newly acquired skills individually. The purpose of the independent practice is noted here as well as any needed student instructions, including how the work will be checked (self-check, peer-check, teacher-check).

Homework: The homework assignment should reinforce student learning from the lesson through practice and may provide opportunities for more learning; entry includes how the work will be checked (self-check, peer-check, teacher-check).

Resources / Materials: The resources and materials needed by students and also the teacher should be specified.

Technology Integration: The resources and materials needed by students and also the teacher should be specified.

Accommodations: Accommodations help a student access the lesson without changing the content or skills being taught. The accommodations needed for English learners, students with disabilities, and students with IEPs should be specified.

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.

*The "Big 4" Personalization Strategies are: Active Student Responding (choral responding, response cards, guided notes); Close Reading (rich reading, applying reading and written work and discussion, providing pathways of exploration and discovery); Learning Pictures (student graphing of mastery); and Norming (creating and reinforcing specific expectations for behavior that teachers and students establish).