

LESSON DELIVERY

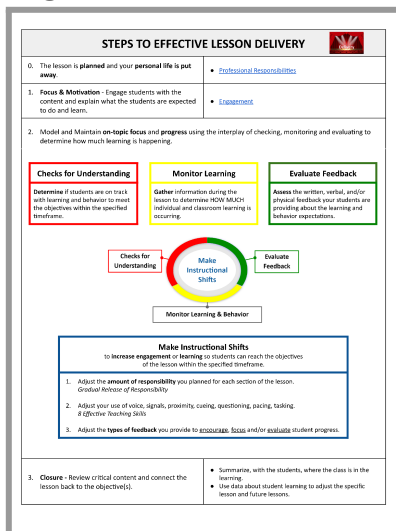
Definition: The act of facilitating instruction that maximizes student learning within the specified timeframe.

Components:

- The lesson is planned and prepared. [Lesson Design](#)
- Manage the instructional time to reach the learning goals
- Model what students should be writing, doing, and asking during the lesson (*visible learning*)
- Maximize effectiveness of the 8 Effective Teaching Skills
- Build interest and motivation by asking questions that maintain on-topic focus and progress
- Check for understanding, monitor learning and evaluate feedback at multiple checkpoints to make instructional shifts
- Summarize, with the students, where the class is towards the learning goals



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STEPS TO EFFECTIVE LESSON DELIVERY



0. The lesson is **planned** and your **personal life is put away**.

- [Professional Responsibilities](#)

*The choices you make outside of school don't affect the way you **LOOK** and **ACT** while in the building and while interacting with students.*

1. **Focus & Motivation** - Engage students with the content and explain what the students are **expected to do** and **learn**.

- [Student Engagement](#)

2. Model and Maintain **on-topic focus** and **progress** using the interplay of checking, monitoring, and evaluating to determine how much learning is happening.

Checks for Understanding

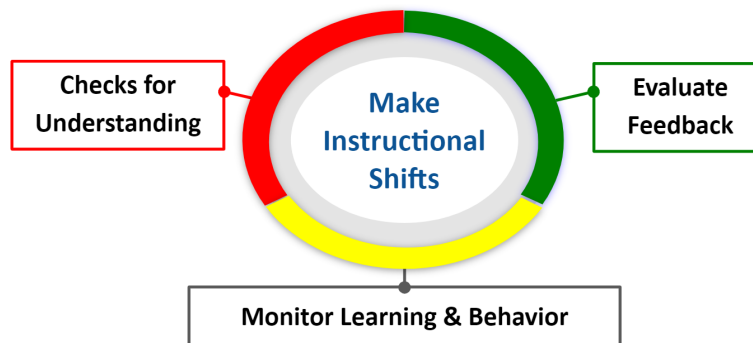
Determine if students are on track with learning and behavior to meet the objectives within the specified timeframe.

Monitor Learning

Gather information during the lesson to determine HOW MUCH individual and classroom learning is occurring.

Evaluate Feedback

Assess the written, verbal, and/or physical feedback your students are providing about the learning and behavior expectations.



Make Instructional Shifts

to **increase engagement** or **learning** so students can reach the objectives of the lesson within the specified timeframe.

1. Adjust the **amount of responsibility** you planned for each section of the lesson.
Gradual Release of Responsibility
2. Adjust your use of voice, signals, proximity, cueing, questioning, pacing, tasking.
8 Effective Teaching Skills
3. Adjust the way you had planned to capitalize on a behavior(s) that is foreseeable.

3. **Closure** - Review critical content and connect the lesson back to the objective(s).

- Summarize, with the students, where the class is in the learning.
- Use data about student learning and behavior expectations to adjust the specific lesson and future lessons.