

# Lesson Quality Checklist Deliberate Practice

*revised 7-17-19 for East EPO*

Definition: Deliberate Practice is a justifiable sequence of instruction that engages students in meaningful learning experiences which result in evidence of learning.

Required component	Facets or criteria for consideration for each	Danielson connection	ELLs checklist
Understanding	1. A generalization about factual, conceptual, or procedural knowledge students will construct as a result of their learning (this comes directly from the unit plan).	1a. Knowledge of content 1c. Setting Instructional Outcomes	
Learning target	1. Aligns with the trajectory (arc) of learning 2. Important and Right-sized 3. Learning-centered 4. Specific and contextualized 5. Assess-able 6. At the right level of challenge 7. Enables feedback 8. Enables collaboration and reflection (See <i>East Rubric for Assessing Learning Targets.</i> )	1c. Setting Instructional Outcomes (in the plan) 3a. Communicating with students (in the observation)  Specific elements may also give insight into teacher's 1a content knowledge and 1b knowledge of students	<i>Learning</i> target for ELLs is the same as non-ELL scholars  <i>Language</i> target is chosen from linguistic demands of lesson and ELLs' proficiency level needs with explicit attention to academic language, e.g. language tasks, skills, functions, key vocabulary esp. Tier 2
Evidence of learning and criteria for success	1. Individual evidence of learning is defined prior to the lesson and is collected or orchestrated. 2. Criteria for success are defined, shared, and applied. 3. Models and examples are provided. 4. The level of challenge and evidence are appropriate for the grade level and aligned to LT and activities.	1f. Designing student assessments (in the plan) 3d. Using Assessment in instruction (in the observation)  Specific elements may also give insight into teacher's 1a content knowledge and 1b knowledge of students (e.g. differentiation)	Evidence of learning is differentiated according to language proficiency level  Other modes of acceptable evidence for ELLs include e.g. oral response, sentence starters, sketches, demonstrations.

<p>Sequence of learning</p>	<ol style="list-style-type: none"> <li>1. The lesson activates prior knowledge.</li> <li>2. The students are engaged in the thinking; the teacher is not doing the thinking for the students.</li> <li>3. The lesson is logically sequenced to produce learning at the correct level of challenge. Note: the sequence of instruction includes both planned questions and scaffolds.</li> <li>4. MAC protocols are used where appropriate.</li> <li>5. Students talk to construct understanding.</li> <li>6. Students will get feedback on their progress toward the LT during the lesson.</li> <li>7. Reflection on learning (metacognition) is built in. Students think about their thinking.</li> <li>8. Closure (summary) consolidates knowledge at end of lesson and provides more evidence of learning.</li> <li>9. The lesson content and/or processes are culturally relevant.</li> </ol>	<p>Sequence of Learning in general aligns best to 1e. Designing coherent instruction. (in the plan) and in observation:</p> <p>3b. Using questioning and discussion techniques</p> <p>3c. Engaging students in learning [especially this one]</p> <p>3d. Using assessment in instruction.</p> <p>3a. Communicating with students.</p> <p>3c Engaging students in learning</p> <p>3c Engaging students in learning.</p> <p>(4&amp;5) 3b. Using questioning and discussion techniques or 3c Engaging students in learning.</p> <p>3d. Using assessment in instruction.</p> <p>3d. using assessment in instruction.</p> <p>3c. Engaging students in learning.</p>	<p>ELLs' access and active engagement at each step in the sequence of learning is supported by targeted scaffolding appropriate to the scholar's language proficiency level (see <i>Scaffolding for English Language Learners</i> checklist)</p> <p>Group work such as MAC protocols and small group learning are made accessible to ELLs</p>
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