

## Instructional Framework and Lesson-Design Evaluation Tool

High-Quality Lesson-Design Indicators	Description of Level 1	Requirements of the Indicator Are Not Present	Limited Requirements of This Indicator Are Present	Substantially Meets the Requirements of the Indicator	Fully Achieves the Requirements of the Indicator	Description of Level 4
1. Essential Learning Standards: The <i>Why</i> of the Lesson	The lesson references an essential learning standard but doesn't have a clear learning target, and there is no evidence of consistent standard or target language across the collaborative team.	1	2	3	4	The lesson design declares a daily learning target aligned to an essential learning standard for the unit. Teachers share a context for that learning target with students during the lesson.
2. Prior-Knowledge Warm-Up Activities	Either there is no warm-up activity to the lesson content or the warm-up activity exists, but does not clearly support students' accessing prior knowledge needed for the lesson.	1	2	3	4	There is a prior-knowledge warm-up task that includes an opportunity for students to work together and engage in thinking about the mathematics necessary to persevere during the lesson.
3. Academic Language Vocabulary as Part of Instruction	The lesson does not address academic language explicitly with a formal plan for ensuring student clarity.	1	2	3	4	There is evidence of focused vocabulary instruction to support the learning of the mathematics content across grade-level or course-based teams.
4. Lower- and Higher-Level-Cognitive-Demand Mathematical Task Balance	There is no evidence of a balance of lower- and higher-level-cognitive-demand tasks. There are no specific strategies for engaging students in the sense-making or application of the content.	1	2	3	4	There is a balance of higher-level- and lower-level-cognitive-demand mathematical tasks within the lesson plan with specific focus on formative routines, and feedback from peers and the teacher during the lesson.
5. Whole-Group and Small-Group Discourse Balance	There are no specific strategies for how students will discuss and share their thinking with their peers. The lesson plan relies solely on whole-group discourse from the front of the classroom with only the teacher evaluating the responses to each student question.	1	2	3	4	There are intentional plans for the type of discourse (whole group or small group) that students will experience for each mathematical task and portion of the lesson. There is a commitment to balancing student time to process and communicate with one another (what you see and hear the students doing) against the time given to teacher-directed instruction.
6. Lesson Closure for Evidence of Learning	The lesson plan includes either no summary or a teacher-led summary of the lesson (as opposed to a student-led summary). There is no opportunity for students to evaluate if they meet and understand the learning target for the day.	1	2	3	4	The lesson includes a student-led closure activity to determine if the lesson helped students understand the learning target or essential learning standard for the day.

The true purpose of any mathematics lesson is to maximize student engagement, communication, and perseverance during the lesson based on the tasks you have chosen. The tasks you choose must help students learn the essential learning standards for the current mathematics unit of study.

Your daily lessons should provide an opportunity for your students to reflect, refine, and act during the lesson. You should expect your students to use the mathematical tasks you have chosen and the formative feedback you provide during the lesson to refine their errors in the process of learning the mathematics learning target or standard each day.

You and your team can use this lesson-design evaluation tool to evaluate the quality of your current mathematics lessons. It will help you identify areas of strength and areas for lesson-design growth as you assess the strengths and weaknesses of your current instructional planning for mathematics. These six research-affirmed lesson-design elements also provide an instructional framework for highly effective mathematics lessons every day. Some of these elements may already be present in your daily planning; you just need to work with your other team members to brainstorm and share

creative ideas about how to most effectively implement the criteria.

Other criteria may not yet be present in your lessons and only score a 1 or 2 using the evaluation tool. You can decide how to adjust your daily lesson design to better impact student perseverance and learning in your mathematics classroom by improving on these non-negotiable aspects of the mathematics lesson. Your daily lesson-design preparation throughout the school year has a certain rhythm to it, and these six lesson-design criteria can serve that.