

FEAP 3 a.-Deliver engaging and challenging lessons

UNSATISFACTORY	DEVELOPING	ACCOMPLISHED	EXCEPTIONAL
<p>Students are allowed to fill out the lesson worksheet without fully understanding what it's asking them to do. (D)</p> <p>The lesson drags or feels rushed. (D)</p> <p>Students complete "busy work" activities. (D)</p> <p>Students are assigned the task of designing a pamphlet but have never seen one before.</p> <p>The teacher shares a project about Egyptian pyramids with a monotone voice.</p> <p>The teacher sits by their desk or on a chair in the front of the room for the entire lesson.</p>	<p>Students are asked to fill in a worksheet, following an established procedure. (D)</p> <p>There is a recognizable beginning, middle, and end to the lesson. (D)</p> <p>Parts of the lesson have a suitable pace; other parts drag or feel rushed. (D)</p> <p>Some students are off task; the activity is not engaging for some of the students.</p> <p>The teacher mentions that students have seen a pamphlet before when assigning them the task to design a pamphlet for a major US landmark.</p> <p>Teacher states, "We are going to start a cool project about the Egyptian pyramids."</p> <p>The teacher writes the definition of a metaphor on the SmartBoard.</p>	<p>Students are asked to formulate a hypothesis about what might happen if the American voting system allowed for the direct election of presidents. (D)</p> <p>Students are given a task to do independently, then to discuss with a table group, and then to report out from each table. (D)</p> <p>There is a clear beginning, middle, and end to the lesson. (D)</p> <p>The lesson neither rushes nor drags. (D)</p> <p>Students are shown a pamphlet when asked to design a pamphlet for a major US landmark.</p> <p>Some students are playing a game to reinforce vocabulary words for the circulatory system.</p> <p>Teacher states, "We are going to a cool project about the Egyptian pyramids to choose how you want</p>	<p>Students are asked to write an essay "in the style of Hemingway." (D)</p> <p>A student asks whether they might remain in their small groups to complete another section of the activity, rather than work independently. (D)</p> <p>Students identify or create their own learning materials. (D)</p> <p>Students summarize their learning from the lesson. (D)</p> <p>Students choose from a list of projects to study the history of their state.</p> <p>Students are given a variety of real pamphlets for review when asked to design a pamphlet for a major US landmark.</p> <p>Culminating project for discouraging use of tobacco includes choices of making a commercial, flyer or jingle.</p> <p>Teacher shares a clip from the internet that shows the building of the Egyptian</p>

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		<p>to share what you learned.”</p> <p>The teacher juggles for the class to get them interested in a physics lesson.</p> <p>The teacher uses choral response to review key figurative terms and their definitions. le: “ A metaphor is...Now, everyone, let’s repeat that. A metaphor is..”(M)</p> <p>The teacher uses reciprocal teaching to have small groups of students be responsible for reading Chapter 6 in their science text. (M)</p> <p>The teacher uses concept attainment by sharing examples and non-examples of triangles to the class. (M)</p>	<p>pyramids. Then states to the students, ““We are going to a cool project about the Egyptian pyramids to choose how you want to share what you learned.”</p> <p>The teacher wears a clown hat and juggles for the class to get them interested in a physics lesson.</p> <p>The teacher has the students do the “Corners” activity after an activity brainstorming responses to questions about different regions of the US. (M)</p> <p>The teacher uses reciprocal teaching to have small groups of students be responsible for reading and analyzing Chapter 6 in their science text. (M)</p> <p>The teacher uses concept attainment by sharing examples and non-examples of triangles to the class and having them provide an additional example and non-example to confirm their understanding. (M)</p>
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Where noted, examples based on:

“(D)” – Danielson C. (1996). *Enhancing professional practice: A framework for teaching*. Alexandria, Va: Association for Supervision and Curriculum Development.

“(M)” – Marzano, R. J. (2007). *The art and science of teaching: A comprehensive framework for effective instruction*. Alexandria, Va: Association for Supervision and Curriculum Development.

Possible resources:

Ten Design Principle For Engaging Math tasks

<http://blog.mrmeyer.com/?p=12141>

Resources for engaging writing lessons

http://www.readwritethink.org/search/?resource_type=16&type=26

Cooperative learning strategies

<http://ethemes.missouri.edu/themes/1746>

<http://www.colorincolorado.org/educators/content/cooperative/>

Layered curriculum

<http://help4teachers.com/five.htm>