

## TOP TEN QUESTIONS to ask myself as I design lessons

The **Top Ten Questions to Ask Myself as I Design Lessons** provide the framework for the book *Instruction for All Students* by Paula Rutherford. These questions can be used to promote thinking about teaching and learning during the planning process, while teaching, and again when reflecting on the impact of the lesson either alone or with a mentor or supervisor.

1. What should **students know and be able to do** as a result of this lesson? How are these objectives related to national, state, and/or district standards?
2. How will **students demonstrate what they know and what they can do**? What multiple forms of assessment including self-assessment can I use? What will be the assessment criteria and what form will it take?
3. How will I find out what **students already know(pre-assessment)**, and how will I help them access what they know and have experienced both inside and outside the classroom? How will I help them build on prior experiences, deal with misconceptions and re-frame their thinking when appropriate?
4. How will new knowledge, concepts, and skills be introduced? Given the diversity of my students and my task analysis, what are **my best options for sources and presentation modes** of new material?
5. How will I facilitate **student processing (meaning making)** of new information or processes? What are the key questions, activities, and assignments (in class or homework) that will promote understanding, retention, and transfer?
6. What shall I use as **formative assessments or checks for student understanding**? How can I use the data from those assessments to inform my teaching decisions?
7. What do I need to do to **scaffold and extend instruction** so that the learning experiences are productive for all students? What are the multiple ways students can access information and then process and demonstrate their learning?
8. How will I **Frame the Learning** so that students know the objectives, the rationale for the activities, the directions and procedures, as well as the assessment criteria at the beginning of the learning process?
9. How will I build in opportunities for students to make **real-world connections** and to learn and use **rigorous and complex thinking skills**?
10. What adjustments need to be made in the **learning environment** so that all students can work and learn at high levels?

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