

GANAG Lesson Planning and Delivery Schema

G= Goal/ standard or objective stage and summarize stage
Set Objectives and Provide Feedback
 Reinforce Effort and Provide Recognition

Set Objectives and Provide Feedback

Learning Objectives

Identify Learning Objectives

- *Align objectives with the standards*

State Standards (CCSS, Arkansas Curriculum Frameworks)
 District Standards (ELD, Written Language Production)

State Learning Objectives as a Goal

- *in simple, student-friendly language*
- *in terms of knowledge and skills, rather than activities*

Goldilocks Rule

Not too Broad
Not too Specific
Just Right



Make Sure Students Interact with the Goal

- *see & hear the goal*
- *interact with the goal- read it, say it, write it, score it*



Plan Instruction Based on the Learning Goal/s

- *Reference the goals throughout the unit/lesson*
- *Include opportunities to determine student's existing knowledge and skills in addition to misconceptions related to the goals*

GANAG

Connect objectives to previous and future learning

- *Provide opportunities for students to connect what they are learning and doing to the goals of the unit/lesson*
- *Articulate connections between the goals of the unit/lesson and those of previous units so it is clear how these goals fit in the overall course*



Identify Criteria for Evaluating Student Performance (and providing feedback)

Performance Criteria

- *Define the criteria you will use to judge student performance*
- *Align criteria with the learning objective/s*
- *Decide how and when performance criteria will be shared with students*

1 2 3 4

Provide Opportunities for Criterion Referenced Feedback

- *Identify specific times for formative assessment and feedback*
- *Identify specific times for summative assessment and feedback*
- *Decide how and when students will provide their own feedback*

Provide Timely Feedback

Address what is correct
 and elaborate on what students
 need to do next



Teach Students to Actively Seek and Use Feedback

- *Model how to self-assess and self correct in light of feedback*
- *Provide clarification to aid student interpretation of feedback*

Expert Feedback- from teacher
Clarifying Feedback- from peers
Reflective Feedback- from self
Listening-in Feedback- from others

