



Lesson Implementation

What is it: **The Delivery & Facilitation Step**

Like lesson planning relies on lesson preparation, lesson implementation should not be done without the two previous preliminary steps. We call this step the delivery AND facilitation step because the two are distinct in nature. Lesson delivery is a more direct exchange of knowledge from teacher to student where the teacher presents information, explains concepts, and models strategies. Lesson facilitation, however, is more of a synergistic process where the teacher guides and supports students as they actively engage with the learning materials. Setting up student discussions, probing, allowing partner/group work, and pushing thinking, problem solving, and productive struggle are staples of good lesson facilitation.

Why it's important:

Strong implementation leads to more engaging learning experiences for students and better student outcomes. Delivery ensures that essential information is communicated clearly, allowing students to grasp key concepts and skills and have concrete referents. Facilitation nurtures a collaborative learning environment where students feel empowered to express their ideas, engage with their peers, and gain soft skills vital for success both inside and outside the classroom.

When balanced, delivery and facilitation bring the lesson plan to life and help teachers create dynamic classroom atmospheres that promote academic ownership, motivation, inquiry, and a passion for learning.

What it looks like:

- A lesson opener to jumpstart the learning (warm up, bell ringer, do now, etc.)
- Clear instructions and expectations (explicit guidelines for activities and assessments)
- Active student engagement (students participate in discussions, share ideas, and collaborate on tasks)
- A variety of questions that require different types of thinking
- Grouping arrangements that support learner variances
- Regular academic feedback

- Formative assessment strategies
- Monitoring, collecting, and selecting (monitor student's collaborative and independent work, listen and look for responses that you can collect, elevate/share whole group key and critical responses)
- Smooth transitions between lesson components and activities
- Adaptations and supports (adjusting instruction based on student needs, responses, and feedback; provide targeted support when necessary)
- A strong lesson closing that reinforces the learning outcome(s) and cements the new learning

Ask yourself.

- Am I clearly communicating the learning outcome(s) and success criteria?
- What am I hearing and seeing that shows active student engagement?
- What am I hearing and seeing that tells me that students are on target to mastering the learning outcome(s)?
- Am I allowing for lesson pacing that is brisk, but supports students who progress at different rates?
- Am I monitoring student understanding during the lesson and adjusting my instruction as needed?
- Am I providing timely and useful academic feedback to students?
- Am I ensuring that all students have the opportunity to participate and learn?
- Am I doing all the talking (more delivery than facilitation)?

* Which indicators on your teacher evaluation rubric are you meeting by incorporating the suggestions for Lesson Implementation?