**CONCEPT-BASED LESSON PLANNING PROCESS GUIDE**

***Note***: The shaded areas indicate the shifts from more traditional lesson planning to a concept-based instructional design and asks teachers to metacognitively reflect on their planning. The red cells and shading indicate the primary focus of our work at the Institute. **The process guide is to help make visible “the invisible thinking” in which teachers engage as they plan lessons**. The guide is not intended to suggest that templates in use by teachers or in districts should be replaced; in fact, the process guide may be a valuable tool when used “side-by-side” with other lesson planning templates or tools. The intention is to illustrate the type of questioning that should occur consistently with any planning process when considering the instructional shifts implicit in the Colorado Academic Standards.

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| ***Shift in***  ***Instructional Design*** | ***Lesson Elements and Design*** | ***Metacognitive Reflection*** |
| ***The Unit Generalization and Focusing Lens asks students to …*** | **Lesson Focus:**  (*Connection to Generalization and/or Focusing Lens* *in the District Sample Curriculum Project)* | *How does this specific lesson advance the big idea or generalization of the unit? What connections might be made between other content areas?* |
| ***This lesson objective / learning target is critical to student understanding because…*** | **Objectives / Learning Targets:**  *(Key knowledge & skills students will master in the lesson)*  *(Language may be pulled from the task in the Learning Experience:“…so that students can…”)* | *In what ways does the learning target support the generalization?* |
| ***Instructional strategies*** | **Instructional Strategy Menu (not exhaustive):**   * *Student-generated questions* * *Teacher-provided inquiry questions* * *Think- aloud* * *Teacher modeling* * *Close reading protocol* * *Hands-on/experiential* * *Direct instruction* * *Collaborative groups* * *Socratic Seminar* * *Please add your own discipline-specific strategies* | *Which instructional strategies will foster learning the lesson’s skills, processes, or content?* |
| ***In the first 3-7 minutes of the lesson,*** | ***Opening (hook / anticipatory set / lesson launch)***  **Instructional Strategy chosen:**  **Why is this strategy impactful:**  (*In what ways does this strategy move the learner toward meeting the learning target? How would this strategy ensure all students, with differentiated needs, could feel successful?)*  **How does this strategy support meeting the “just-right challenge,” or “building relationships,” or “creating relevancy,” or “fostering disciplinary literacy”?** | *In what ways does the chosen strategy work toward a larger purpose at the beginning of the lesson (e.g., engaging students, increasing curiosity, stimulating student-generated questions, etc.)?*  *In what ways does the chosen strategy(ies) work toward a larger purpose (e.g. increasing collaboration; interacting with complex texts; situating students in real-life, relevant experiences; increasing student agency; stimulating student discourse; etc.)?*  *In what ways does the chosen strategy cement the learning?*  *What evidence will show that the strategies impacted student learning? Were the strategies effective through the learning process?* |
| ***The Learning Experience will*** | ***Learning Experience / Lesson***  **Instructional Strategy chosen:**  **Why is this strategy impactful:**  (*In what ways does this strategy move the learner toward meeting the learning target? How would this strategy ensure all students, with differentiated needs, can feel successful?)*  **How does this strategy support meeting the “just-right challenge,” or “building relationships,” or “creating relevancy,” or “fostering disciplinary literacy”?** |
| ***The closing activity reinforces the learning.*** | ***Closure***  **Instructional Strategy chosen:**  **Why is this strategy impactful:**  (*In what ways does this strategy move the learner toward meeting the learning target? How would this strategy ensure all students, with differentiated needs, could feel successful?)*  **How does this strategy support meeting the “just-right challenge,” or “building relationships,” or “creating relevancy,” or “fostering disciplinary literacy”?** |
| ***Technological resources that will support student learning and move students toward the learning target.*** | ***Technological Resource and application:***  **How: In what ways does this chosen resource support meeting the “just-right challenge,” or “building relationships,” or “creating relevancy,” or “fostering disciplinary literacy”?** | *How will my students and I strategically use technology resources to enhance the learning experience (and support “meetingthe just-right challenge,” “building relationships,” “creating relevancy,” and/or “fostering disciplinary literacy”)?* |
| ***Formative assessment will be a quick Check for Understanding in which students will demonstrate they are or are not on track.*** | ***Formative Assessment***  **Formative Assessment tool/method:**  **Learning indicators of success:**  *(What evidence will show that the learner is moving toward mastery of the learning target?)* | *What “indicators of success” will show that the students are gaining mastery?*  *How will I use that evidence in a feedback loop?* |

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| **Reflection**: (What are the *strengths in the lesson plan? What changes would I make in the lesson plan for next time*?) |
| **Connection to Performance Goal**: (*What did I do in this lesson that gives evidence or may be used as an artifact for my professional growth plan?)* |
| **Student Feedback**: (*What did students say about the lesson? Did they find it engaging, interesting, appropriately challenging? Did their feedback confirm my own perception of the the lesson?)* |

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| ***Time Suggested*** |  |
| ***Materials Needed*** |  |
| ***Co-teaching Opportunity*** |  |
| ***Cross-Content Connections*** |  |