**STANDARDS-BASED LESSON PLANNING PROCESS GUIDE**

***Note***: The shaded areas indicate the shifts from more traditional lesson planning to a standards-based instructional design and asks teachers to metacognitively reflect on their planning. **This process guide is to help make visible “the invisible thinking” in which teachers engage as they plan lessons**. This 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 2020 Revised Colorado Academic Standards.

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| ***Shift in*** ***Instructional Design*** | ***Lesson Elements and Design*** | ***Cultural Responsive and Social-emotional Considerations*** | ***Metacognitive Reflection*** |
| ***Conceptual focus of the lesson, or connection to the “big idea” of the unit*** | **Lesson Focus:** *(The direct connection between the lesson and the larger unit plan)**(The conceptual focus of the lesson rather than isolated, discrete knowledge and skills)* |  | *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)* *(Grade Level Expectations/Evidence Outcomes addressed in this lesson)**(Academic Context and Connections – Essential Skills, etc. incorporated in this lesson)* | * *Lesson plans that count for extension and modifications*
* *Aligned to CO Academic Standards*
* *Clearly stated objectives*
* *Focus on metacognitive process*
 | *In what ways does the learning target support the big idea of the unit?* |
| ***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*
 | * *Get-to-know-you activities with your students*
* *Teachers to consider language that addresses students’ fears*
* *Student input, voice, and choice*
 | *Which instructional strategies will foster learning the lesson skills, processes, or content?**Are we considering a climate of inclusion through our instructional strategies?**Does the instructional strategies include multiple opportunities for sharing student’s perspectives?* |
| ***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?)* | * *Rubrics, or other clearly defined evaluation criteria, for each step*
* *Multiple and varied modes of assessment*
* *Teachers ask engaging questions*
 | *What “indicators of success” will show that the students are gaining mastery?**How will I use that evidence in a feedback loop?* |
| ***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 “building positive student relationships;” “developing accessible, equitable, and flexible instruction;” “creating relevancy;” and “fostering disciplinary literacy through multiple content areas & processes”** | * *Lesson begins with activating prior knowledge or an engaging hook*
* *Private think time or processing time regarding prior knowledge*
* *Revisit earlier concepts and skills*
* *Writing assignments connect to previous concepts*
* *Prepping student to open “file boxes” (schema theory\*)*
 | *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?**Through engagement and personalization through questioning and collaboration.**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 “building positive student relationships;” “developing accessible, equitable, and flexible instruction;” “creating relevancy;” and “fostering disciplinary literacy through multiple content areas & processes”** | * *Explicit teaching of effective communication and collaboration skills*
* *Consider inquiry projects*
* *Assign student roles when working together*
* *Multiple ways to demonstrate and activate learning/differentiated instruction*
* *Create varying types of environments to support student success*
* *All students engaged at each step and demonstrate learning*
* *Create various opportunities for mixed grouping activities*
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| ***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 “building positive student relationships;” “developing accessible, equitable, and flexible instruction;” “creating relevancy;” and “fostering disciplinary literacy through multiple content areas & processes”** |  |
| ***Technological resources that will support student learning and move students toward the learning target.*** | ***Technological Resource and application:*****In what ways does this chosen resource support “building positive student relationships;” “developing accessible, equitable, and flexible instruction;” “creating relevancy;” and “fostering disciplinary literacy through multiple content areas & processes”** | * *Resources offered are for a variety of interests and sets the same expectations for all students*
* *Provide a variety of platforms for learning through technology*
 | *How will my students and I strategically use technology resources to enhance the learning experience (and support “meeting the just-right challenge,” “building relationships,” “creating relevancy,” and/or “fostering disciplinary literacy”)?* |

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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*** |  |