Lesson Planning Template

Essential Learning Goal(s):		Lesson Topic:	
Standards			

DOK Level 1	DOK Levels 2 & 3		DOK Level 4	
Foundational Learning Targets: *For a learner to be able to answer the driving question, what will they need to know at the foundational level?*	**Application of Foundational Learning Targets:** *How will learners apply their knowledge in relevant ways? These targets should align with the checkpoints to enable progress monitoring and re-teaching.*		**Driving Question:** *Establish relevance, a connection to the world as well as the individual learner's life, goals, and passions.*	

Foundational Knowledge: *Include more detail about the foundational learning targets. What explicit skills will learners need to progress to higher levels of DOK? How will you teach these skills if they are not present?*	**Pre-Assessment:** *How will you assess foundational knowledge?* *Data-driven personalization:* *If the learner has mastered the foundational knowledge, then they access Pathway 1.*	**Pathway 1:** *Pathways are designed with multiple factors in mind. The personalization levers (time, people, environment, methods, and tools) are utilized to provide customization for all learners.*	**Checkpoints:** *What intentional methods of formative assessment will you utilize to check for understanding and determine pathways?*	**Mastery:** *How will learners demonstrate mastery through the application of skills? This could be through curriculum-based measures, performance-based assessments, student evidence in portfolios, etc.*
	Remediation: *Data-driven personalization:* *If the learner has not mastered the foundational knowledge, then they access Pathway 2.* *Leveraging technology and small direct instruction groups are helpful here. Once learners master the skills, they move to Pathway 1.*	**Pathway 2:** *Pathway considerations:* - *Have you designed a pathway for those who demonstrate mastery quickly? For those who need more support?* - *Have you considered multiple learning styles?* - *Are all pathways rigorous and designed to achieve mastery of the standard?*	**Checkpoints:** *Similar considerations around personalization levers should be utilized when designing assessments.*	*Considerations:* - *Have you designed multiple ways to demonstrate mastery that take into account personalization?* - *Do learners have multiple attempts at showing mastery?* - *Will there be public presentations of learning?*
	Enrichment: *Intentional planning of enrichment activities that are available to all learners once mastery is shown is critical to engagement.*	**Pathway 3:**	**Checkpoints:**	

Notes/Reflection: *Backwards design dictates that one should begin the planning process by addressing the essential learning goal and defining mastery. From there, addressing the foundational targets and knowledge is essential.*