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# Reflective Teaching Lesson Planning Steps

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## Reflective Teaching Lesson Planning Steps

### 1. Topic – Pick your topic

### 2. Identify – What is the purpose?

- *What course SLOs should I address?*
- *What do I want students to know or DO?*
- *Why is the information important? What's in it for students?*

### 3. Gather Information – Get ready to plan

- *How can I assess students' prior knowledge?*
- *Are there common misconceptions?*
- *What resource materials are available?*
- *What should be the balance between lecturettes & EnGagement activities?*

### 4. Create Plan – Draft outline

- *What should I teach first, second, third?*
- *How can I “hook” students?*
- *How can I address multiple learning styles?*
- *How will I know students are learning?*

### 5. Design Lessons – Add details

- *Are my SLOs measurable?*
- *How will I connect to the previous lesson?*
- *What information should be in my lecturette? Is it ALL relevant?*
- *What specific activities will engage student in the SLOs?*
- *What higher order questions will I ask?*
- *How long will each part take?*
- *What supplies do I need?*

### 6. Review – Be sure the plan is realistic

- *Are lecturettes too long? How can they be shortened?*
- *Is the plan well organized? Do the parts flow together smoothly?*
- *Did I address students' misconceptions?*
- *Have I address multiple learning styles?*

### 7. Revise – Make needed changes

- *Are my plans clearly written and detailed enough so I'll remember what I wanted to say/do?*
- *Does the content and/or the activities align with course-level SLOs? How do I know?*
- *Will students understand what I want them to learn/DO?*
- *Is the timing realistic?*

### 8. Teach – Present the lesson

- *Do I need to speed up or slow down? Is the activity working?*
- *Should I ask more questions (or students) to make sure ALL students understand?*
- *Do I need to give another example?*
- *Should I restate what I just said in a different way?*

### 9. Assess – Reflect on how to improve the plan

- *How did it go? Did students learn what I want them to learn?*
- *What can I do to help students who just didn't get it?*
- *How can I challenge students who found the class or activity too easy or finished early?*
- *What revisions do I need to make for next time?*

**Your lesson plan is incomplete until you teach it, assess what students learned and REFLECT on what you learned. Planning is on-going & reiterative.**

Class \_\_\_\_\_

Week/Day \_\_\_\_\_

Chapter/Topic \_\_\_\_\_

Course SLOs Addressed \_\_\_\_\_

### **Learning Objective(s) for Today**

What will students know or be able to do by the end of class?

**What should students have done to prepare for class?**

### **Introduction/Anticipatory Set**

Share lesson SLOs and *why* they are important. Activate prior knowledge by connecting lesson concepts to student lives or use an interesting “hook.”

### **Instructional Strategies/Engagement Activities/CATs**

*What will **students DO** in class? How will I **engage** all learners? What **questions** should I ask? At what level of **Bloom** should students be thinking/working? What **examples/stories** will I use?*

### **Homework/Assignments**

*What will students need to do before they come to class next time? Are there long term projects or assignments they should be working on?*

### **Wrap-up**

Include a summary and/or ask students to reflect on what they learned.

### **Assessment/CATs**

*How will students demonstrate their learning? Should I use a CAT? Which one? When? Align assessments (formative and summative) with SLOs.*

### **Supplies Needed**