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# Using this Document to Inform Your Core Practice

## Purpose of this Document:

This document is intended to show a sample of the school-wide expectations around unit and lesson plan submission and revision, as well as the expectations for lesson internalization. Teachers should be provided with this document in conjunction with content specific guidance on the must haves in each lesson plan.

*Note that there is a critical component of planning for instruction that involves the intellectual preparation in deeply understanding the content and planning for engaging and supporting students in doing the heavy lifting. Protocols to articulate and build that thinking will be shared through the intellectual prep protocol training during summer leader PD.*

## How to Use this Document:

* **If you have courses that have Daily Instructional Resources:** Read through this document and compare it to your plan for IPP and borrow any ideas or language here for your plan.
* **If you already have strong lesson plan expectations:** Read through this document and compare it to your current practices to borrow any ideas or language here that is clarifying.
* **If you have weak or no current lesson plan expectations:** Read through this document and make adjustments to fit your school. The comments in the margins should help to highlight practices that may be school level specific or only relevant based on specific structures.

## Key Questions to Evaluate the Strength of Your Plan / Strength of IPP:

* Rationale: There is clear rationale for writing and submitting plans (or IPP in grades with Daily Instructional Resources provided).
* Submission, Feedback, and Revision Plan is clearly articulated with the following details:
  + There are **dates and times** for lesson plan submission, lesson plan feedback, and lesson plan revision and re-post. (EOD is not a sufficient time.)
  + There are directions on uploading final plans to a **common location** for purposes of knowledge management and access. (Many Minds is the recommended option.)
  + There is a normed process for **naming documents**.
* Internalization is clearly named as a critical expectation of all teachers and strongly recommended processes are provided.
* Lesson materials are provided to the Dean of Students systematically to ensure students who may need to leave class are able to complete work.

## Key Questions for Modifying this Document:

* Are there courses with Daily Instructional Resources? Does our school have courses without Daily Instructional Resources? How do the planning / review processes differ between the two types of courses?
* Do we have a lead planner for a grade/subject? Have I clear communicated the roles of the lead planner vs. other teachers who teach that grade and subject?
* If more than one teacher shares lesson plans, have you ensured that final plans are posted with enough time for all teachers to internalize?
* If there are co-taught classrooms at my school, have I clearly articulated the planning expectations for each teacher?
* Will Teachers in Residence play a role in assisting with the practical preparation component of planning?

# Lesson and Unit Planning Overview and Rationale

* Each course is mapped out from the start of the year to ensure scholars meet end of year targets. Every unit and every lesson is backwards planned at a high level of detail. By starting with the end in mind, working from assessments, and anticipating scholar misunderstandings, we maximize achievement. By thinking through the details of every procedure in a lesson, we maximize time on task and ensure that scholars are all able to get as much as possible out of each lesson.
* Our scholars deserve an education that prepares them to progress up the mountain to college without gaps and redundancies. For that reason and to maximize the power of the network, we use common scopes and sequences when available. The intent is not to remove this responsibility from teachers or schools; it is to provide a scaffold, a higher starting point, from which to plan.
* Strong unit plans ensure that we all have a clear understanding of where student understanding is headed for more than one week at a time. When we know what each lesson is building towards, and have a clear understanding of how scholars will be assessed, we are able to prioritize how we spend our time.
* All lesson plans are submitted in the Lesson Plan Template for that subject (provided in the content IPP protocol document). This makes lesson plan and internalization much more straightforward, and it serves as a checklist to ensure that the necessary parts of plans are included. *Note: At certain points in the year, it may be necessary to reformat plans and add components so plan become even more effective.*
* We use jig-saw planning to ensure that every lesson can be planned at a high level of detail. Because teachers are not planning every subject they teach, they are able to become experts in the content area they are planning.
* We internalize every lesson we teach. It is crucial that we know our lessons inside and out so we can focus on scholars while we are teaching without losing track of the details of the lesson. The “print and teach” approach, without either lesson modification or serious internalization, leads to mediocre execution which in turn means scholars learning suffers.

## Unit and Lesson Planning Non-Negotiables:

* **Yearly Maps:** Each planner must have a yearly map before the year starts. This map includes the major units of study for their content area, assessment dates, and standards for each unit. In most content areas, the network provides scopes and sequences which, as a consistent practice, should be the source of back mapping. The yearlong map provided by the network should be used as a starting point for planning, but it is always the responsibility of the teacher to make modifications to meet the needs of his/her scholars. [*See appendix for example.*](#s1)
* **Unit Plans:** Two weeks prior to the start of a unit, the planner for that subject must submit a unit plan for the next unit. Again, unit plans provided by the network should be the starting point for planning, but it is always the responsibility of the teacher to make modifications to meet the needs of his/her scholars. Teachers should leverage the Unit Unpacking protocol as a useful tool to support unit planning and revision. Unit plans include at a minimum:
  + State or Common Core standards that are addressed in the unit
  + Unit Rationale
  + Enduring understandings – What are the 3-5 things that scholars HAVE to know inside out at the end of this unit?
  + End of unit assessment
  + Daily aims
  + Embedded character connections
  + Background knowledge (optional)
* **Lesson Plan (or IPP if Daily Instructional Resources are Provided) Submission:** Lesson Plans or IPP are submitted one week in advance of teaching the lesson. Lesson Plans for the following week are due to your lesson plan reviewer each week by 8 AM on Monday. All lesson plans are reviewed by 5 PM on Tuesdays. Feedback must be incorporated and final plans are posted to your courses’ Better Lesson folder by Wednesday at 9 PM. ***Please e-mail a link to finalized LPs to your reviewer by this time.***

# Lesson Plan / IPP Submission and Revision Process

* **Lesson Plan (or IPP if Daily Instructional Resources are Provided)Submission**
  + Lesson Plans (and all supporting materials) are due at **8 AM on Monday**, one full week ahead of when the lesson plans will be taught. Draft lesson plans / IPP should be **emailed** to the person who reviews your lesson.
  + Co-teachers should submit a plan that reflects any adjustments based on the co-teaching model being utilized and student needs. (Teachers should use guidance in content FOIs to match the appropriate co-teaching models with the lesson type.) To be clear, any time a student group is receiving different instruction or modified work, this should be captured in the lesson. This can be submitted in one document or in two separate lesson plans. [*See appendix for examples of co-taught lesson plans*](#s2)*.*
  + All lesson plans / IPP should be submitted through our school’s Many Minds website in the appropriately titled department folder. Lesson plans should be organized in folders by units. We submit final lessons and homework onto Many Minds for two reasons: (1) it makes it easier for you to have a comprehensive catalog of your work for future years, and (2) it makes it so that your work is readily available to anyone in the building.
  + All plans and materials must be named properly on Many Minds. This is because it will help keep us organized. Here is the convention:

Title: “Course\_Grade\_School Year\_ Unit #\_Lesson #\_Document Type”

* + - Course: Content Area
    - Grade: K-4, 5-8, 9-12
    - School Year: 14-15
    - Unit #: 1-8, etc.
    - Lesson #: 1-8, etc.
    - Document Type: Lesson Plan (LP), Classwork (CW), Text (T), Intellectual Preparation (IPP)

Below are a few examples of how it should look on Better Lesson:

Math\_K\_16-17\_ Unit 1\_LP1

Writing\_5\_16-17\_Unit 2\_CW1

* + Failure to submit lesson plans by 8 AM Monday seriously jeopardizes your coach’s ability to provide quality feedback *and* your own ability to incorporate that feedback into your lesson plan in a timely manner.
* **Lesson Plan Review**
  + Of the five lessons/IPPs submitted, your coach will prioritize feedback for a subset of those lesson plans or look for priority areas across all five lessons based on your work in coaching.
  + You will receive an e-mail with written feedback on your lessons and supporting materials by 5pm Tuesday. The written feedback could come in the form of track changes, comments, or an email.
* **Finalizing Lesson Plans**
  + You will have until Wednesday 9 pm to incorporate all feedback into your plans. This means that you address comments and delete them, accept all track changes, address emailed feedback, etc.
  + Once all feedback is incorporated, be sure to click “Accept All Changes in Document” under the Review tab in Microsoft Word.
  + Finalized lesson plans must be updated on Many Minds by Wednesday 9pm. Once you have posted, email the Dean to confirm submission of final plans with a link to Many Minds.

Lesson Planning / IPP Cycle

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Monday | Tuesday | Wednesday | Thursday | Friday |
| AM – teach plans submitted the previous Monday  8 AM – lesson plans (or IPP) for the following week are due to coach (send coach link via e-mail) | 5 PM - coach emails feedback on plans submitted on Monday | 9 PM – lesson plans(or IPP) with incorporated feedback from coach are posted onto Many Mindsby teacher |  |  |
| cycle repeats |  |  |  |  |

# Practical Preparation for Lessons

## Lesson Materials

* Lesson Materials must be prepared prior to instruction. It is the lead planner’s responsibility to copy and distribute lesson materials for all other teachers.

**Teacher in Residence Responsibilities (LP and Materials Prep):**

* **Lesson Plan and Materials Copies:** Teachers in Residence can make copies of lesson plans and class materials as long as they receive them by 7AM Thursday
  + Please do not send materials for printing until they have gotten feedback and been finalized
  + All materials must be copied and assembled by Thursday’s Grade Level Meeting. If there is any reason this can’t happen, please reach out to your team for support/problem solving.
  + All materials must be error free. If something looks incorrect, Teachers in Residence will flag it for teachers to ensure that everything is good to go.
* **Lesson Plan Clipboards:** By Monday at 7AM, Teachers in Residence will prepare a Lesson Plan Clipboard for each grade level to be placed at the end of the hall. This clipboard will have all lesson plans being taught for the week (including GR with the names of all teachers who are teaching those plans clearly printed at the top)
* **Independent Work for Dean of Students:** After the Grade Level Meeting, Teachers in Residence will compile IP for all subject areas and bring 5 copies of each to the Dean of Students. This will be used to ensure that scholars who miss class are able to complete all work.

## Lesson Internalization

**Lesson Plan Internalization:**

* All lessons need to be fully internalized before they are taught in front of scholars. If this is a co-taught classroom, both teachers need to have internalized the plan. There are several reasons for this:
  + During the lesson, we need to focus on scholars (listening to responses to questions, behavior, differentiation, etc.). If you do not know your lesson inside out, it will be impossible for you to focus on kids.
  + We put a lot of blood, sweat, tears, and energy into ensuring that our lesson plans yield academic achievement results. It is important that they are taught the way that they are written so that all scholars can achieve at high levels.
  + Every single scholar across the grade deserves high quality lesson plans. Plans should be taught consistently throughout the grade.
  + Your classroom management will suffer if you are truly not prepared to teach. Kids will figure this out in a nanosecond.
* There are several ways that you can internalize lesson plans. Here is a highly recommended way:
  + 1x/Week: organize plans and materials, read, mark up, visualize, practice. Best done with co-teaching partner.
    - Organizing Plans: binder method with binder clips
      * 1 tab per subject
      * Schedule on 1 side, Line order on other
      * Contact information and other frequently needed documents inside
      * Use a binder clips to put the current plan on your binder like a clip-board in case you need it as a reference
    - Organizing Materials: Put all of your materials in the same place EVERY SINGLE WEEK.
      * 1 place for all charts
      * Folder system for class materials (divided by day and subject)
    - Read and Mark Up, Visualize, Practice
      * Go through and read once, then go back and highlight teacher language and actions
      * Add sticky notes to any books that need them
      * Visualize delivering lesson and where scholars might have difficulty – what will you do to overcome those challenges?
      * Practice delivering the mini-lesson, especially at the beginning of the year. For times that are challenging for you, practice with your co-teacher.
  + Night before: Re-read all plans for following day. Visualize and practice. This can be a great subway task.
  + Throughout the day – review upcoming lessons.
* Lesson internalization can be tricky for lots of different reasons. It requires a ton of time, organization, and content knowledge development. If your coach or manager determines that you need support with internalization (based upon classroom observations, exit ticket data, achievement results, etc.) or you decide you need help, the recommended process above will become mandatory. Your coach/manager will provide extra supports to make sure that you are fully internalized for 100% of your lessons.
* For courses with Daily Instructional Resources provided, this internalization begins as part of the IPP planning, submission, and revision process. For courses where teachers are planning their own lessons, this internalization begins as they plan.