

SMARTER Planning & Instructional Cycle

Shape the critical outcomes and questions

What are the “big idea” questions at the course and unit level that reflect what is critical in and about the standards to be learned?

Map the critical content

How is the content organized or sequenced?

What are the connections and relationships between topics, ideas, and concepts?

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|---------------------------------------|---------------------------------------|---|
| <input type="checkbox"/> Visual | <input type="checkbox"/> Hierarchical | <input type="checkbox"/> Labeled to signal thinking required by standards |
| <input type="checkbox"/> Limited to 7 | <input type="checkbox"/> Simple | |
| <input type="checkbox"/> Linear | <input type="checkbox"/> Connected | |

Analyze for learning challenges

- *Will all students have the background knowledge and skills necessary to learn the new content?*
- *Are certain concepts in the course particularly difficult for some or all students to understand?*
- *Are there common misconceptions students have?*
- *How will I measure (in a formative and summative manner) whether students are ready to move forward to master critical content and concepts?*
- *How will students receive feedback to monitor their progress?*

Reach instructional enhancement decisions

- *How will I/we teach to address any learning problems?*
- *How will I/we compensate for lack of students' background knowledge or skills?*
- *How will I/we know if these enhancements have been effective?*

Teach strategically

- Explain, show, and model for students how information will be taught and learned using validated instructional sequences (e.g. Cue-Do-Review; Learn by Watching, by Sharing, and then by Practicing)
- Work with students in a collaborative partnership to co-construct learning
- Communicate the value of learning how to learn and practice skills with students

Evaluate learning

- *Are critical learning outcomes being achieved by **all** students (during the lesson, throughout the unit, at the end of the unit, throughout the course)?*
- *Are students able to communicate how and what they have learned?*
- *What should I do differently?*

Reflect on learning outcomes and critical questions

After summative assessment, use results to make the decision

- Reteach for mastery or abandon the question (*was it really critical?*)