

# SMARTER Planning Process

## Shape the Critical Questions

*What are the “big idea” questions that reflect what is critical in and about the content 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?*

- |   |                                       |  |
|---|---------------------------------------|--|
| <input type="checkbox"/> Limited to 7         | <input type="checkbox"/> Linear       | <input type="checkbox"/> Labeled to create a complete sentence |
| <input type="checkbox"/> Connected with lines | <input type="checkbox"/> Hierarchical |  |
|   | <input type="checkbox"/> Simple       |  |

## Analyze for Learning Difficulties

*Will the content be sufficiently relevant to the lives of all students to engage them in learning?*

*Will all students have the background knowledge necessary to learn the new content?*

*Are certain concepts in the course particularly difficult for some or all students to understand?*

## Reach Enhancement Decisions

*How will you teach to address any learning problems?*

*How will you compensate for lack of students' background knowledge or skills?*

## Teach Strategically

- Explain, show, and model for students how information will be taught and learned (Cue-Do-Review and “I do, We do, Y’all do, You do”)
- Work with students in a partnership to arrive at learning outcomes
- Communicate to students the value of learning how to learn

## Evaluate Mastery

*Were critical learning outcomes achieved by **all** students?*

*Is what I am doing working for **all** students?*

*What should I do differently?*

## Re-evaluate Critical Questions

- Reteach for mastery **OR**
- Abandon the question (*was it really critical?*)