

Lesson Preparation

January 13th, 2023



Put on your **teacher hat!**





Let's Do Some Math!

Follow the link for an exit ticket associated with the lesson we will be studying...

Individually, complete the exit ticket in a way that makes sense to you. Then think about your students—what knowledge, representations, and strategies will they need in order to be successful on this exit ticket?





Agenda

| Time | Topic | Detail |
|------------|------------------------|-------------------------------------|
| 10 minutes | Warmer | Let's do some math! |
| 5 minutes | Outcomes | Why lesson prep? |
| 50 minutes | Lesson Preparation | Let's prepare for a lesson together |
| 10 minutes | Reflection and Closing | Key Moments and Next Steps |





Lesson Preparation: Outcomes

Teachers will deepen their understanding of a lesson in order to prepare for and deliver high-quality instruction by:

- articulating the goal of the lesson (content and skill);
- doing the work of the lesson and determining what students need to know and do to be successful;
- recognizing where the most time and attention is needed in the lesson; and
- using formative assessment data and the learning from the unit internalization to determine when to incorporate bridge tasks and mini lessons to support all students, particularly focus students.





Articulate the Goal of the Lesson

Objectives:

- Determine what you want students to know and be able to do by the end of the lesson.
- Identify the important learning in the lesson.

Individually:

- Read and annotate the lesson.
- Shift your attention from what students are doing to what they are learning.

Prepare to share out what you found in whole group.





Do the work of the lesson and assessments

Objectives:

- Answer the questions and complete the student tasks.

Individually:

- Develop an exemplary response to the exit ticket or other formative assessments.

Together:

- List out criteria for success.
- Identify the most critical points in the lesson for accessing and understanding the concept.





Determine the Learning Steps

Objectives:

- Determine where to prioritize your time within a lesson.
- Determine how to make connections within the lesson.

| Guiding Questions and Considerations | Notes |
|---|-------|
| How does the mathematical concept build in the lesson? | |
| How does it connect to the prior lesson and the next lesson? | |
| What are students learning as a result of each activity? | |
| What visual models/representations are being used to develop the concept? | |
| How will you sequence these visual models/representations to build understanding? | |
| What problem solving strategy is being used? | |





Instructional Supports

Within each HQIM, there are integrated supports for students who have unfinished learning from prior grade levels or lessons.

The first support is within the representations already being used with students. Often, those are selected to make the learning of the lesson attainable for all students, including students who have unfinished learning.

When students need more scaffolding, a HQIM includes intentional supports within activities usually in a text box near the activity. These supports are usually simple (using color coding or an additional representation) and can give teachers ways to make sure all students have access to the learning.

What supports are included in this lesson to support students?
How will they be utilized?





Affirming Relationships

Objectives:

- Ensure that students are seen as mathematicians.

Together:

- Find places in the lesson where there are opportunities for students to show their unique abilities, skills, or personality.
- Annotate the lesson for opportunities to affirm students as mathematicians.





Logistics

Objectives:

- Gather all materials, resources, etc. that are needed for a successful lesson.

Together:

- Review the lesson for manipulatives, resources, texts, etc. that need to be prepared.
- Plan for set up, copying, access codes, etc.
- Predetermined lesson for study.





Reflection

How was this different from your usual planning? The same?

What left you feeling energized? Where do you still have questions or concerns?

Make sure to follow up with your colleagues, coach, and principal as necessary.



Put on your **facilitator hat!**





Educator Hat vs Facilitator Hat

Educator Hat

Learning Mode

Questions “as if” you’re an educator.

Save facilitation questions for the parking lot.

Facilitator Hat

Application Mode

Questions about facilitation welcome.

Leverage your time as an educator- participant.





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Key Moments

Before Lesson Preparation

- Collect all materials: units, texts (if applicable) and access to online resources as necessary. Make sure all participants have access to materials.
- Adapt slides to be reflective of the curriculum teachers are using. Think through the action plan and highlight any areas for the school leader to speak to.
- Review the lessons to be studied and do the work for at least 1 lesson that teachers will do.
- Meet with leaders to familiarize them with the process and think through potential areas of strength and concern with teachers in this work
- Make sure you have enough time allotted for the support–1 hour minimum, but a half day is ideal.





Key Moments

During Lesson Preparation

- The school leader should open up the session stamping the importance of this work and connecting the work to the actions of the school.
- During teacher work time, make sure to have questions prepared to push teachers' thinking and affirmations ready for those “aha” moments.





Key Moments

After Unit Internalization

- Collaborate with the school leader on systematizing this work
 - Sample lesson study in a 3 week cycle: Week 1: Choose a lesson and collaborate around the preparation protocol to **understand** the learning targets and outcomes; Week 2: Come prepared with your annotations and having done the math–discuss the **questions** chosen for focus and the key **scaffolds** to have prepared; Week 3: Discuss the results of implementing the lesson including **areas of strength** and **opportunities for improvement**
- Think through lesson planning processes with the leader at the school–specifically focusing on how annotations will look in a prepared lesson and what to look for to understand the teacher’s goals
- Support leaders in monitoring the lesson study through walkthroughs–have a copy of the prepared lesson (either beforehand or just sneaking a peek in the classroom) and determine where the teacher is using their focus questions and scaffolds within the enacted lesson





Reflect and Write

How does lesson preparation support the overall implementation of HQIM?

How might you support systems at a school to ensure a common approach to preparing for lessons?





Survey

https://bit.ly/ndepd_jan13



