

Lesson Internalization Tool

DESE INSTRUCTIONAL PLANNING AND OBSERVATION TOOLS COLLECTION | PILOT VERSION SCHOOL YEAR 2024-2025



Guiding Question

How can intentional planning help me facilitate **deeper learning** for all students and provide equitable access to grade-level, real-world, interactive, and relevant work?

This Tool Helps Educators

- Identify the goals and targeted content, language, and practice standards of a lesson.
- Reflect on and mitigate adult biases.
- Examine the specific strengths and weaknesses of lesson materials and adapt and strengthen materials and facilitation so they support instructional priorities and cultivate deeper learning.
- Plan for student access, engagement, and individualized support.

This tool is best used after the Unit Unpacking Tool to ensure the team is clear on the goals and arc of the unit. We also encourage you to review the Instructional Planning Tools Guidance before using it. The collection also includes a Looking at Student Work Tool.



Lesson Internalization Tool: Every Day and Deep Dive Versions

This tool is designed to answer four planning questions. While it may not be practical to run the complete “deep dive” tool before every lesson, teachers can use the “every day” version to support individual day-to-day internalization and facilitation preparation.

EVERY DAY INTERNALIZATION	
<p>1. What are students learning in this lesson, why, and how will we know they learned it?</p> <p><i>Lesson Purpose: 10 mins</i></p>	<p>Identify and review content and language objectives.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Supports grade-level content standards and practices <input type="checkbox"/> Supports WIDA 2020 language development standards <input type="checkbox"/> Moves students toward unit level assessment <p>Plan how you will frame the relevance of the learning for students.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Supports unit goals and big ideas and/or essential questions <input type="checkbox"/> Connects to student identities and out-of-school experiences <input type="checkbox"/> Has local, national or global connections <p>Identify the target task of the lesson and criteria for success</p> <ul style="list-style-type: none"> <input type="checkbox"/> Success criteria fully address task content, thinking and language demands
<p>2. How does this lesson recognize, center, and affirm diverse identities, perspectives, and experiences?</p> <p><i>Your Students: 10 mins</i></p>	<p>Identify relevant student background and implications for facilitation.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Builds on prior knowledge <input type="checkbox"/> Addresses preconceptions and/or misconceptions students may have about the topic <p>Plan to leverage student cultural and personal identities.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Taps into funds of knowledge and/or home language <p>Consider main and missing perspectives.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Identifies perspective(s), story or experience centered in the lesson <input type="checkbox"/> Leverages opportunities to add missing perspective
<p>3. How can our lesson facilitation cultivate deeper learning and increase all students’ capacity as independent learners?</p> <p><i>Critical Thinking: 15 mins</i></p>	<p>Identify at least one deeper learning, critical thinking opportunity.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Provides opportunity for students to do the majority of the critical thinking <input type="checkbox"/> Provides scaffolds or supports required for all students to engage in the thinking <input type="checkbox"/> Includes what you will look and listen for and how you will give feedback on what you see and hear <p>For each task, plan instructional practices that support deeper learning.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Reflects evidenced-based pedagogical and culturally and linguistically sustaining practices
<p>4. What will students experience during the lesson?</p> <p><i>Experience: 5 mins</i></p>	<p>Plan timing and materials needed to support target task.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Ensures students have sustained time to grapple with the target task <input type="checkbox"/> Includes materials or advance set-up necessary

TEAM DEEP DIVE

Before the Dive: Get Prepared

Team Members

1. Read through the lesson materials, including all core texts and lesson plan documents.
2. Revisit your notes from Unit Unpacking Tool to re-orient yourself to the unit learning goals and summative assessment.
3. Reflect on student learning from prior lessons, using the Looking at Student Work Tool if appropriate.
4. Review the target task of the lesson and read/review the exemplar(s) if available.
5. If an exemplar is not yet available, consider what the task would look like if completed at the depth and level of the content and practice standard(s) and WIDA Key Language Uses. What are the components of a successful response and/or product?

Facilitator

1. Ensure all team members have access to the lesson materials, including core text(s) and exemplars.
2. Consider any school- or district-level priorities that should inform the team's focus during this tool.
3. The tool is designed for approximately one hour. It can also be adapted for shorter or longer periods of time, depending on school and/or district priorities, student assets and needs, expertise of teachers participating, and the time allotted. We recommend spending the majority of your time on **Questions 1, 2 and 3.**

Establish Your Deep Dive Focus

Consider

- Outcomes we want for students and district/school priorities and instructional vision
- Where this lesson occurs within the scope and sequence of the unit
- Areas of growth that have emerged from recent learning walks and/or observations
- Trends that have emerged from student work or data

Reflect

- What strengths do we want to build into the lesson?
- What do we need to shift in our practice and/or student experience? Why?

Identify

- What components of the deep dive tool do you want to spend time or focus on?

Question 1: What are students learning in this lesson, why, and how will we know they learned it? (Lesson Purpose)

DIVE DEEP DISCUSSION

Discuss what the students are learning.

- How the lesson supports mastery of grade-level content [standards and practices](#) and language development standards ([WIDA 2020](#))
- *If not present:* write a targeted language objective anchored in grade-level content standard and [WIDA standards and Proficiency Level Descriptors](#).
- Key knowledge and skills students are building in the lesson

Discuss why the learning is important. *Reference Unit Unpacking notes.*

- Connection with the broader learning goals, big ideas, and/or essential questions of the unit
- How the lesson builds off students' prior knowledge from earlier in the unit, course, or from prior grades
- How it builds toward future learning
- The extent to which it provides opportunities for students to engage in learning that is relevant and real-world

Identify how students will demonstrate mastery.

- Where and how they will demonstrate mastery for both content and language development objectives (i.e., exit ticket, target task, etc.)
- *If not present:* write an exemplar for that task or question. What are the components of a successful response and/or product if students complete the task or question(s) at the depth of the content and practice standards and WIDA standards?

ADDITIONAL THINKING

Think more deeply about language development.

- How students are asked to use language in service of the learning objective
- Scaffolds students at different ELD levels need to meet content and language goals
- How we will equitably assess students across ELD levels
To unpack language demands and develop your targeted language objective, reference the [NGESL Language Objectives Toolkit](#) and pp. 237-250 of the [WIDA standards framework](#). Use the WIDA Proficiency Level Descriptors to determine what an exemplar looks like for each level of language proficiency or range of levels (i.e., ELD levels 1-2, 3, 4).

Plan how you will frame the learning to students.

- How we will activate their curiosity and establish a clear purpose for the learning. Practice delivering this framing at the lesson- and task-level and get feedback from a colleague.
- How we will prepare them for successful engagement in the lesson

Reflect on student learning from prior lessons to inform any adjustments to practice or instruction.

Question 2: How does this specific lesson recognize, center, and affirm diverse identities, perspectives, and experiences? (Your Students)

DIVE DEEP DISCUSSION

Discuss what teachers and students already know about the lesson topic. Reference any notes from Unit Unpacking.

- What I and/or my students know
- Beliefs, perspectives, and/or misconceptions I and/or my students have
- How my identity might influence my facilitation choices in the lesson
- Whose stories, perspectives, and experiences are being centered/told in the lesson and whose are missing, and what implicit and explicit messages are being communicated as a result

Discuss how different students' identities shape their engagement and response to the material.

- Opportunities to leverage students' cultural identities, students' funds of knowledge, and connections to home language, considering what you know about the students in your class
- Opportunities to learn more deeply about the experiences of others

ADDITIONAL THINKING

Reflect back on your notes from Unit Unpacking about bias.

- The extent to which you identified any of the seven forms of curricular bias in this lesson
- How you will mitigate any existing bias

Check your thinking with a colleague to see what biases or blind spots may be affecting your approach to this lesson.

Notice which aspects of Question 2 were harder for you to answer.

- Consider how you could build your ability to answer them more easily in the future, e.g., through deepening your knowledge of your students and their backgrounds.



Pause and Synthesize Questions 1 and 2

Based on our reflections, what action steps do we need to take when teaching this lesson?

Question 3: How can our facilitation of this lesson cultivate deeper learning and increase all students' capacity as independent learners? (Critical Thinking Opportunity)

DEEP DIVE DISCUSSION

Identify the moments of critical thinking in the lesson.

- How we will support all students in doing the majority of thinking for these questions and tasks
- Scaffolds or supports we will prepare to use when necessary to engage all student in this grade-level task, including multilingual learners and students with disabilities (Consider specific scaffolds based on students' IEPs as well as others that may be appropriate.)

Anticipate student responses.

- Exemplar responses for these moments of the lesson
- Possible student responses that are partially or fully incorrect and what might we say or do for each type of response to deepen student thinking, clarify misconceptions, and maintain the cognitive lift on students

Plan the facilitation moves we will use at some or all of these moments.

- How we will track students' learning during this task (e.g., jotting down notes as we circulate during independent work)
- How this data will inform instructional decisions throughout the lesson
- Opportunities students have to drive their own learning, consider real-world application or transfer their learning, and engage with diverse perspectives
- Opportunities students have to engage in high quality student-to-student academic discourse that clarifies or improves student understanding of grade-level content
- Opportunities students have to reflect on their learning and revise or refine their thinking
- Scaffolds particular students will get based on our knowledge of their assets and needs (including needs expressed in their IEP and/or based on their ELD levels) in order to support them in engaging with the most important grade-level thinking
- How we will engage students in thinking critically about the content and resources of the lesson to identify, analyze, and/or examine real-world topics or problems

ADDITIONAL THINKING

Collaborate with specialist teachers.

- Dig more deeply about the barriers that some students may face accessing key lesson tasks.
- Think collaboratively about scaffolds and/or supports that might be most helpful at helping all students access the critical, grade level thinking of the lesson.
- Leverage any additional time (e.g. small group instruction provided by specialists) to provide extra support through preview, review, and/or reteaching.

Question 4: What will students experience in this lesson? (Lesson Experience)

DEEP DIVE DISCUSSION

Plan for pacing.

- Rough time stamps for each task in the lesson, including the minimum amount of time required for the point of key cognitive load and the target task
- How we will adapt if things run long in order to maintain rigor and progress towards the objective
- Transitions between tasks and how we will support students in moving from one task to the next

Prepare materials and set up.

- Materials we need to modify or adapt based on the student needs identified earlier
- Other materials and advanced set-up required for the lesson

ADDITIONAL THINKING

Update whole class materials.

- Update any charts/bulletin boards: vocabulary walls, running timelines, etc.

Determine grading.

- Determine what, if anything, you will put in the gradebook for this lesson and how you will translate what you see into a grade.



Pause and Synthesize Questions 3 and 4

Based on our reflections, what action steps do we need to take when teaching this lesson?

After the Lesson: Reflection and Forward Planning

DEEP DIVE DISCUSSION

After the lesson, leverage student data and/or the Looking at Student Work Tool.

- Who met the bar for mastery in this lesson as defined by our language and content objectives
- Who didn't and what were the most common misconceptions
- How we might respond, whether through adaptations to future lessons or targeted interventions and follow-up

ADDITIONAL THINKING

Notice patterns in student successes or challenges.

- Discuss and consider what may be behind them.

Reflect on lesson facilitation.

- Record any notes or changes for the next time you teach it.