

WEEKLY LESSON PLANNING TEMPLATE

This tool supports coaches when they are working in the curriculum specialist role to support teachers or teacher teams.

Purpose	Use this template with teachers to scaffold weekly lesson planning in any discipline.	
Recommended time	1 hour	
Materials	<ul style="list-style-type: none"> • Lesson Planning Template, pp. 12-13 • State and district standards • Curricular materials 	
Steps	1. Coach or teacher leader reviews the Lesson Planning Template with an individual teacher or teacher team and highlights the importance of: <ol style="list-style-type: none"> Essential standards; Assessments; Teaching strategies; Differentiation opportunities; and Decisions based on student work. 	5 minutes
	2. The coach asks the individual teacher or teacher team members what confuses them or is unfamiliar to them.	25 minutes
	3. The coach and teachers review a weekly set of lessons and think through all of the decisions teacher(s) made and will have to make in future lessons.	25 minutes
	4. The coach offers to assist teacher team members in the future or co-teach one or more lessons with them.	5 minutes

Source: Adapted from Killion, J., & Harrison, C. (2017). *Taking the lead: New roles for teachers and school-based coaches*, Second edition. Oxford, OH: Learning Forward.

Lesson planning template

Essential learning:	Enduring understanding:
Learning target(s) with success criteria:	Essential questions:
What summative and formative assessments will we use?	

	Day 1	Day 2	Day 3	Day 4	Day 5
Lesson outcomes <ul style="list-style-type: none"> • What will students learn? • How will they show their understanding? 					
Connect <ul style="list-style-type: none"> • How will we put today's lesson in the context of our class's ongoing work? • How will we explain why are we learning this? 					
Teach <ul style="list-style-type: none"> • What instructional strategy will we use to teach the concept? Why did we choose this strategy? • How will we put the concept into a larger context? • How will we make my teaching memorable? (e.g. share an anecdote, metaphor, gesture, visual, excerpt, non-example) • What active engagement strategies will we use? 					
Guided practice <ul style="list-style-type: none"> • How will we actively involve students in "trying on" what has just been taught? • How much scaffolding will students need so that after the lesson they will be able to do this without support? • What prompts will we use to coach students along? 					

	Day 1	Day 2	Day 3	Day 4	Day 5
<p>Link</p> <ul style="list-style-type: none"> How will we close the lesson so that students are crystal clear about: <ul style="list-style-type: none"> What they should remember? Why it's important for today and every day? Where they can try this independently? 					
<p>Differentiated instruction or small group practice</p> <p>What needs have I observed that can be addressed with additional instruction or small group practice?</p>	Group (list names)	Group (list names)	Group (list names)	Group (list names)	Group (list names)
<p>How will I meet that need?</p>	Teaching	Teaching	Teaching	Teaching	Teaching
<p>Independent work</p> <p>Check for evidence (benchmark). What work can I give them that is sufficiently rigorous? Identify explicitly what I will check to determine what students will be able to do.</p>	Focus students: 1. 2.	Focus students: 1. 2.	Focus students: 1. 2.	Focus students: 1. 2.	Focus students: 1. 2.

Source: Adapted from template used at Adams 12 Five Star Schools, Denver, Colorado.