# DESE logo on a decorative photo of two teachers looking at instructional materials together­Lesson Internalization Tool

DESE Instructional Planning and Observation Tools Collection

## Guiding Question

**How do I facilitate for** [**deeper learning**](https://www.doe.mass.edu/kaleidoscope/dl-guidance-tool.docx)**?**

## This Tool Helps Educators

* Internalize and intentionally prepare to facilitate standards-aligned lessons and tasks.
* Engage all students in daily learning experiences that are grade level, real world, relevant, and interactive.
* Leverage evidence-based practices that are inclusive and culturally and linguistically sustaining, to ensure all students are engaged in critical thinking and held to high expectations with targeted support.

This tool is best used within an ongoing cycle of instructional planning: unit unpacking, lesson internalization, and student work review. **You can find a facilitator’s companion in the** [**Planning Tools Guidance**](https://www.doe.mass.edu/kaleidoscope/planning/protocols/default.html)**.**

## Lesson Internalization Tool: Every Day and Deep Dive Versions

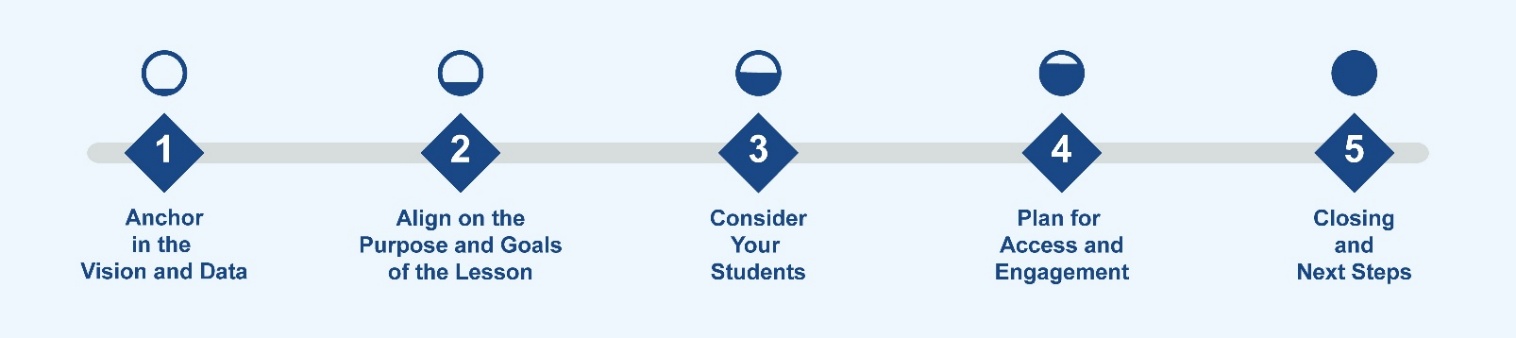
While it may not be practical to run the complete “Team Deep Dive” before every lesson, teachers can use the “Every Day” version to support individual day-to-day internalization of lessons that cultivate deeper learning for all students.

### Every Day Internalization

| Internalization Questions | Internalization Tasks and Considerations |
| --- | --- |
| 1. **What are students learning in this lesson, why, and how will I know they learned it?** | Identify and review content and language objectives:  * How does this lesson support grade-level content standards and practices? * How does this lesson build disciplinary literacy and support English language development standards (WIDA)? * How does this lesson move students toward success in unit-level assessments?  Plan how to frame the relevance of the learning for students:  * How does this lesson support unit goals and big ideas and/or essential questions? * How does this lesson connect to a genuine topic, problem, idea, or phenomenon? * How can this lesson connect to student identities and lived experiences?  Identify how students will demonstrate mastery:  * Where and how will students demonstrate mastery for both the content and language objectives (i.e., exit ticket, target task, etc.)? If not present: write an exemplar for the task or question. * What are my expectations for student work? Draft a criteria for success that fully addresses the content, thinking, and language demands of the task. |
| 1. **How does this lesson recognize, center, and affirm diverse identities, perspectives, and experiences?** | Identify relevant student background and implications for facilitation:  * How does this lesson build on prior knowledge? * What preconceptions and/or misconceptions might students have about the topic?  Plan to leverage student personal and cultural identities:  * How will I tap into students’ funds of knowledge and/or home languages?  Consider main and missing perspectives:  * What perspective(s), story, or experience is centered in the lesson? * Where are opportunities to add a missing perspective? |
| 1. **How can I facilitate the lesson to increase all students’ capacity as independent learners and cultivate deeper learning?** | Identify and plan at least one key moment of critical thinking in the lesson:  * Where in the lesson is the most important thinking happening? Which task or question? * What instructional strategies will I use to engage every student? * What is the exemplar response? What partially correct and incorrect responses might students have? * What will I say or do for each type of response to deepen student thinking, clarify misconceptions, and maintain the cognitive lift on students? * What data-informed scaffolds or supports might students need to engage in this grade-level task? |
| 1. **How will students experience the lesson?** | Plan timing and materials needed:  * How will I ensure that students have sustained time to grapple with the most important task(s)? * What materials or advance set-up are needed? |

### Lesson Internalization Team Deep Dive

Teacher teams can use the “Team Deep Dive” tool to collaboratively prepare to facilitate an upcoming lesson to build coherence through shared practices or strategies. Please refer to the [Planning Tools Guidance](https://www.doe.mass.edu/kaleidoscope/planning/protocols/default.html) for preparation required to engage with the Team Deep Dive version of the tool.



### #1 iconStep 1: Anchor in the Vision and Data

| *Internalization Question* | *Reflection and Discussion Prompts* |
| --- | --- |
| **What is our vision for strong instruction in this content area?** | Consider and reflect:  * What are the outcomes we want for students, district/school priorities, and instructional vision? * Where does this lesson occur within the scope and sequence of the unit? * What trends have emerged from recent observations, other data, or student work?  Discussion question:  * What do we need to pay attention to as we examine this upcoming lesson? Why? |

### #2 iconStep 2: Align on the Purpose & Goals of the Lesson

| *Internalization Question* | *Reflection and Discussion Prompts* |
| --- | --- |
| **What are students learning in this lesson, why, and how will we know they learned it?** | Discuss what the students are learning:  * What is the key knowledge, skills, and disciplinary language students are building in the lesson? * How does this lesson support mastery of grade-level [content standards and practices](https://www.doe.mass.edu/frameworks/current.html) and English language development standards (WIDA)? * Review or write a content objective and a targeted language objective anchored in grade-level content and English language development standards (WIDA).   + To unpack language demands and develop your targeted language objective, reference the [NGESL Language Objectives Toolkit](https://www.doe.mass.edu/ele/esl-toolkit/tools-resources/language-objectives.docx) and the [English Language Development Standards Framework](https://wida.wisc.edu/sites/default/files/resource/WIDA-ELD-Standards-Framework-2020.pdf) (WIDA).  Discuss why the learning is important and how you will frame the learning to students:  * How does this lesson connect to the broader learning goals, big ideas, and/or essential questions of the unit? * To what extent does this lesson provide opportunities for students to engage in learning that is relevant and real world? * How does the lesson build off students’ prior knowledge and connect to future learning?  Identify how students will demonstrate mastery:  * Where and how will students demonstrate mastery for both the content, practice, and language development objectives (i.e., exit ticket, target task, etc.)?   + *If not present:* write an exemplar for the task or question. * What are our expectations for student work? Draft a criteria for success that fully address the content, thinking, and language demands of the task. *Consider: What are the components of a successful response and/or product if completed at the depth and rigor of the standards?*   + To equitably assess students across ELD levels, the group should draft an exemplar response for each level of English language proficiency or range of levels (i.e., ELD levels 1-2, 3-4, 5-6) as a next step. * How will we communicate these expectations? |

### #3 iconStep 3: Consider Your Students

| *Internalization Question* | *Reflection and Discussion Prompts* |
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| **How does this specific lesson recognize, center, and affirm diverse identities, perspectives, and experiences?** | Discuss what teachers and students already know about the lesson topic:  * What do students and educators already know about the lesson topic? What beliefs, perspectives, and/or misconceptions might we and/or our students have about this topic? * How might our own identities influence our facilitation choices in the lesson? * Whose stories, perspectives, and experiences are being centered/told in the lesson? Whose are missing, and what implicit and explicit messages are being communicated as a result? * To what extent did we identify any of the [seven forms of curricular bias](https://www.isbe.net/Documents/Session-Two-Curriculum-and-Learning-Environments-Bias-In-Instructional-Materials.pdf) in this lesson and how will we mitigate them? Reflect on any notes about bias from Unit Unpacking.  **Discuss opportunities for engaging students' identities within the learning.**   * How can we leverage students’ cultural identities, funds of knowledge, and/or connections to their home language? * To what extent does the unit provide opportunities for students to drive their learning and consider real-world connections? |

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| Pause and reflect icon | **Pause and Synthesize Steps 2 and 3**  Based on our reflections, what action steps do we need to take when teaching this lesson? |

### #4 iconStep 4: Plan for Access and Engagement

| *Internalization Question* | *Reflection and Discussion Prompts* |
| --- | --- |
| **How can our facilitation of this lesson increase all students’ capacity as independent learners and cultivate deeper learning?** | Identify the moments of critical thinking in the lesson:  * Where in the lesson is the most important thinking happening? Consider the content and language objectives of the lesson, the aligned grade-level standards and practices, and the broader goals of the unit. * What instructional strategies will we use to ensure every student engages in the thinking for these questions and tasks?  Anticipate student responses:  * Write the exemplar responses for these moments of the lesson. * What partially correct and incorrect responses might students have? * What will 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 during these moments:  * How will we check for understanding, monitor students’ learning, and provide feedback during these task(s) (e.g., jotting down notes as we circulate during independent work)? How will this data inform instructional decisions during the lesson? * How will we structure and facilitate high-quality student-to-student academic discourse that clarifies or deepens student understanding of grade-level content? * What scaffolds or supports might specific students need, based on our knowledge of their assets and needs (including needs expressed in their IEP and/or based on their ELD levels), to engage in the most important grade-level thinking? * How will we engage students to think critically about the content, reflect on their thinking, pose questions, and apply their learning to new contexts and/or broader concepts?  Collaborate with specialist teachers:  * How can we further support all students to access the critical, grade-level thinking of the lesson? * How will we leverage any additional time (e.g. small group instruction provided by specialists) to provide additional support through preview, review, and/or reteaching? |

### #5 iconStep 5: Closing and Next Steps

| *Internalization Question* | *Reflection and Discussion Prompts* |
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| **How will students experience the lesson?** | Plan for pacing:  * What are the rough time stamps for each task in the lesson? What is the minimum amount of time required for the key moment of critical thinking? * How will we adapt if things run long, to maintain rigor and progress towards the objective? * How will we support students’ transitions between tasks?  Prepare materials and set up:  * What materials do we need to adjust based on the student needs identified earlier? * What other materials or advanced set-up is required for the lesson? * What, if anything, will we put into the gradebook for this lesson? |

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| Pause and reflect icon | **Pause and Synthesize Steps 4 and 5**  Based on our reflections, what action steps do we need to take when teaching this lesson? |

### After the Lesson: Reflection and Forward Planning

| *Internalization Question* | *Reflection and Discussion Prompts* |
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| **To what extent did students meet the grade-level learning goals and how must we shift our instructional practice to address specific areas of student learning growth, at scale?** | Reflect on the lesson:  * What worked well and what could be improved when considering pacing, facilitation moves, differentiation, and student engagement?  Leverage student data and/or the [Student Work Review Tool](https://www.doe.mass.edu/kaleidoscope/planning/protocols/default.html) to determine:  * Who met the bar for mastery in this lesson as defined by our content and language objectives? * Who didn’t meet the bar for mastery and what were the most common misconceptions? * How will we respond, whether through adaptations to future lessons or targeted interventions and follow-up? |