

Planning With the Instructional Cha-Chas Cycle

Directions: Use the following checklist to gauge your planning of the instructional cha-chas.

Plan
<input type="checkbox"/> Start with the standard that students need to master.
<input type="checkbox"/> Break down the standard into learning targets. There should be a sequence of several learning targets that helps students achieve the big, broad standard.
<input type="checkbox"/> Make sure the learning targets are such that most students can achieve the learning targets during that lesson that day. Remember that the entire lesson will be structured around this learning target.
<input type="checkbox"/> Design the main formative assessment for this lesson. What do you want your students to learn, understand, and be able to do by the end of this lesson? The main formative assessment should be evidence that the students mastered the learning target.
<input type="checkbox"/> Create the criteria for success for this main formative assessment. What are the details and characteristics of this formative assessment? How does it guide students toward mastery? Students should know exactly what you want to see and hear as evidence of learning target mastery.
<input type="checkbox"/> Share the criteria for success with students in some of the following ways: rubric, student checklist, exemplar and nonexemplar, peer assessment, template, or self-assessment.
<input type="checkbox"/> Decide whether to give a preassessment. What type of preassessment will provide the data you need to effectively plan?
<input type="checkbox"/> Examine students' preassessment data or any other academic data. Do any students already know the content? What will you have them do? What will you do if half the class already understands? Is there any background knowledge missing?
<input type="checkbox"/> Examine student data, including interests, learning preferences, and multiple intelligences. What materials can you use? What methods of instruction and practice can you use to address these learners? Do any students need additional or different resources or support?
Chunk
<input type="checkbox"/> Separate your lesson into manageable chunks using the appropriate time limit for your students.
<input type="checkbox"/> Introduce the most important information first in a novel and interesting way. How will you engage students in the learning?
<input type="checkbox"/> Activate students' prior knowledge with questions.
<input type="checkbox"/> Introduce any key terms in a way that increases retention: visuals (such as images and maps), kinesthetic signs (for example, using your finger to point to four things when you define a noun as a person [point to self], place [point to floor], thing [point to desk], and idea [point to head]), and so on.
<input type="checkbox"/> Provide several opportunities for student processing during the middle chunks of the lesson so as not to overload their working memory.
<input type="checkbox"/> Move questioning from simple to more complex.
<input type="checkbox"/> Use CARER (coherent content, active students, relevant content, emotion-evoking strategies or tools, and retrieving the information often; Eric Jensen, personal communication, 2018) to ensure high engagement and content memory.
<input type="checkbox"/> Close the lesson and check for student mastery level with questions, exit tickets, and other formal assessments that provide data about each student.
Chew
<input type="checkbox"/> For every chunk, include a chew. Are students are talking about the content?
<input type="checkbox"/> Include chews for different learning modalities. Do the chews support the visual, auditory, and kinesthetic learners?

Include chews that address different intelligence types. Is there an opportunity for both the interpersonal and intrapersonal learner? Have you included support for other intelligences?

Provide opportunities for processing in groups. Do you have students grouped heterogeneously to strengthen both academics and social skills? Do you have them grouped homogeneously to close gaps (by readiness), strengthen retention (by learning preferences), or increase motivation (by interest)?

Check

For every chew, include a check. Do you design all your checks to measure student progress toward the learning target? How do you know if the students are mastering the content?

Provide a variety of checks, including formal and informal and oral, written, and demonstration. How did you document the assessment data?

Provide both short-and-sweet and long-and-deep checks.

Accompany every check with actionable feedback. Which type of feedback will you give: verbal, written, visual demonstration, or a grade?

Change

Reflect on the results of every check. Are the students mastering the content?

Make changes to support your students. Will the change be right-now, near-future, last-chance, student-driven, or teacher-driven environmental change?

Decide when you will provide the change. Will this occur during class time or beyond the class time?

Choose the correct change for the situation. Will you adjust your pacing; change student grouping; preteach or reteach; tier the assignment; pull a small group; provide learning stations; allow for student self-assessment and goal setting; offer student-driven inquiry learning; or have students work on other student-driven continued learning activities?