TOOL: SEL-integrated Lesson Planning Checklist

Collaborating closely with out-of-school time partners? See the OST-enhanced version of this tool. (http://bit.ly/2W0NLFg)

Directions:
Strong SEL-integrated lessons include some or all of the following practices. As you review your lesson plan, identify places where these practices are already present, or where they may be included. (Not all lessons will include all practices.)

Academic and SEL learning objectives
Articulate both the academic and social-emotional goals for the lesson. Ensure that goals are developmentally appropriate and correspond with any standards adopted by your school. Set SEL goals that reflect the social demands of tasks students will perform in the lesson.

Open-ended questions
Open-ended questions cannot be answered with one right answer or a simple "yes/no." Their goal is to surface student thinking rather than elicit a "correct" answer. Review your lesson plan to see if closed/rhetorical questions or areas of teacher explanation can be replaced with one or more open-ended questions. Write out the exact wording and sequence of questions ahead of time. Include questions such as:

- Q. *What do you notice about _____?*
- Q. *What are some examples of _____?*
- Q. *How is this [similar to/different from] something we've seen before?*
- Q. *What do you know, or think you know, about _____?*
- Q. *What do you want to know about _____?*
- Q. *Why does it make sense that _____?*
- Q. *What do you think the author is trying to do here, and why?*
- Q. *How did you solve this problem?*
- Q. *How do you know?*

Cooperative structures
Look for places to use "Turn to Your Partner," or "Think, Pair, Share".

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Tips for Using Cooperative Structures

- Teach cooperative structures as procedures and have students practice to mastery.
- Make sure questions are open-ended so students have something to talk about.
- Ask the question *before* giving the prompt to "Turn to your partner" so everyone hears the question before moving (for example, *What thoughts do you have about what I've said so far?* [pause] *Turn to your partner*.).
- Elicit active response during lecture by asking, *What do you think about what you've heard so far?* or *How does this connect to what you learned earlier? Turn to your partner.*
- After partner/group talk, keep whole-class sharing brief; call on just a few volunteers before moving on. At times, skip whole-class sharing altogether and move on to the next question.
- During pair or group talk, scan the class and observe for on-task talk. As the conversation begins to dwindle, signal for attention.
- Use cooperative structures spontaneously during discussions whenever you notice that only a few students are talking or, conversely, when many students want to talk at once.

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Cooperative learning tasks
Look for places where you can have students work in pairs or groups to accomplish a collective goal. Design tasks that require talk and collaboration (e.g., games, art/research projects, class presentations) and that foster interdependence by requiring students to both individually contribute and negotiate agreements in order to complete the task. Teach and explicitly practice the skills needed for working effectively as a team.

Choice
Look for places where students can make choices (e.g., problems/ activities from a list of options, writing topics, methods of presentation).

Cultural responsiveness
Ensure cultural responsiveness by looking for places to link content to students' experiences and frames of reference and by anticipating support that individual students might need in order to access material and participate fully.

Reflection
Close lessons with a short period of reflection, discussing 1–2 questions like the following in pairs and/or as a class, with a focus on both academic and social-emotional skills learned.
- Q. *What is one thing you know now that you didn't know before?*
- Q. *What is one thing you want to keep thinking about?*
- Q. *What was [easy/challenging] for you today?*
- Q. *What did you do to be a good partner? How did that help your work?*
- Q. *What did you do to make sure you were sharing the work fairly?*
- Q. *What problems did you have working together? How did that problem affect your work? What can you do next time to avoid that problem?*
- Q. *What is one thing you appreciate about working with your partner today? Turn and tell your partner.*

Other Facilitation Techniques

- Have students use discussion prompts ("I agree with ___ because…," "I have a different idea than ___ because…," "In addition to what ___ said, I think…")
- Use wait time of 5-10 seconds after asking questions before calling on anyone to respond.
- Teach listening directly: *[Zoe] is going to talk now. Let's all turn and give her our full attention.*
- Use "tag" to have students call on the next person to speak.
- Ask facilitative questions:
  - Q *What do you think about what [Sarah] just said?*
  - Q *Do you agree or disagree with what [Pablo] said, and why?*
  - Q *What questions can we ask [Martine] about what [she] said?*
  - Q *What can you add to what [Abdul] just said?*

- Refrain from repeating or paraphrasing students, so that the class will learn to tune into each individual speaker.