

Overview

In this foundational learning session, you will explore the various research-based instructional planning practices you can employ to cause learning in a student-centered learning environment.

Session Length

7 minutes, 30 seconds

Preparation for Session

Be prepared to use one of the student learning objectives you developed during “Foundational Learning Session 2: Student Learning Objectives” as a basis for planning student-centered activities. In addition, have a copy of “[T-TESS PLANNING Dimension 1.4](#)” on hand as you work through this session.

Session Objective

Plan engaging lesson activities that encourage higher-order thinking, persistence, and achievement.

Session Guide

1. Watch “Foundational Learning Session 3: Activities.”
2. Pause the session at 5:49. Follow the guidance provided to brainstorm ideas for a student-centered lesson activity that utilizes one of the research-based instructional practices described under distinguished teacher practices in the TTESS 1.4 framework.
 - Review the distinguished teacher practice column of the T-TESS 1.4 framework. Choose one instructional practice that you find interesting or have always wanted to explore.
 - Brainstorm ideas for a student-centered lesson activity that utilizes your chosen practice. Document some of your ideas in the space below.

3. Stop the session at 7:30 minutes.

4. Individual Reflection:

– In what ways can you utilize the strategy outlined in this learning session in your future lesson planning?

– What additional factors do you plan to consider when lesson planning?

– What do you plan to do in the next week to practice this lesson planning strategy?

5. Group Discussion:

– Share your ideas for a student-centered lesson activity and ask for group feedback.

– What other takeaways do you have from this learning session?

– What questions do you have after watching this learning session?

– What time of year might this session be most useful?

– How might you use this session as a personal tool for professional growth?

Next Step

How well do you know your students? Knowledge of students' strengths and needs, learning styles, skills and abilities, and interests is another key component of high-quality lesson planning. See "Foundational Learning Session 4: Knowledge of Students."