

Library/Information Literacy Session Plan Template

Course Title/Section	
Course Instructor Name	
Semester/Date	
Needs Assessment What are the learning needs?	
Learner Assessment What do we know about the learners?	
Accommodations Examples : make sure that a video is closed captioned, (for those with hearing impairments), provide a transcript of a video (for those with visual or hearing impairments, or allow more time for a student who needs it to complete an activity.	
Assignment/Task	
Teacher Materials Examples: handouts, props, dry erase markers, stapler, databases/websites, technology back up	
Student Materials Examples: pen/pencil, assignment Sheet, topic, pre-workshop assignment	
Teacher Preparation for Class Examples: send instructor "pre-workshop checklist", query instructor about assignments and student information, abilities and needs, copy handouts, log in computers, practice presentation	
Student Preparation for Class Examples: pre-work, readings, assessments, any "flipped" content	
Relevant Literature	

<p>Learning Outcomes to be Taught & Assessed</p> <p>The student will be able to... + ACTIVE VERB.</p>	<p>Mapped Standard/Outcome/Indicator</p> <p>What standards are associated with these outcomes?</p>	<p>Formative Assessment</p> <p>How will you know the students have learned? How will I know if students have learned? What am I looking for (criteria)? How well do students need to perform? How will I communicate these expectations to students?</p>
1.		
2.		
3.		

<p>Introduction</p> <p>Welcome students Introduce self Outline goals and agenda for session Give directions Get attention with a “hook” or “anticipatory set” Elicit prior knowledge and/or pre-assess student knowledge and skills</p>		<p>Time</p>
<p>Teaching Strategy 1</p> <p>Include procedures, steps, important dialogue Include modifications for differentiated instruction as needed</p>		<p>Time</p>
<p>Comprehension Check</p> <p>Check effectiveness of teaching strategy Give feedback Reinforce outcomes & describe transferability Determine any needs for additional support</p>		<p>Time</p>
<p>Transition</p> <p>Articulate link and purpose of next teaching strategy</p>		<p>Time</p>
<p>Teaching Strategy 2</p>		<p>Time</p>
<p>Comprehension Check</p>		<p>Time</p>
<p>Transition</p>		<p>Time</p>
<p>Teaching Strategy 3</p>		<p>Time</p>
<p>Comprehension Check</p>		<p>Time</p>
<p>Closing</p> <p>Collect evidence of student learning Identify “next steps” Summarize learning; reflect Refer to “hook” or “anticipatory set” Thank students Encourage librarian contact</p>		<p>Time</p>

<p>Formative Assessment Results What did students learn? What do students have left to learn?</p>	
<p>Anticipated Summative Assessment</p>	
<p>Wrap Up Examples: complete statistics forms, record evidence of student learning</p>	
<p>Things to Remember for Next Time What parts of the lesson worked well? What will I do differently next time?</p>	

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