**Name** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Grade level: \_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Subject: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Unit: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

|  |
| --- |
| **Identify Teaching Goals.** |
| **Briefly describe the unit.** |
| **What are your teaching objectives?** |
| **At what point in the lesson will you use the QFT?** * Beginning
* Middle
* End
* At different points
* Other: Please explain.
 |
| **How will the students’ questions be utilized?** |

1. **Developing the QFocus:**

**Brainstorm QFocus ideas (Attach images if you are considering using them.)**

**Choose a QFocus from your list.**

**Test the QFocus by writing potential questions your students may ask.**

**Troubleshooting your QFocus: Answer these guiding questions.**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Yes** | **No** | **Unsure** |
| **Is the QFocus a question?** |  |  |  |
| **Is there too much information:** |  |  |  |
| **Will the QFocus limit students to only one line of thinking?** |  |  |  |
| **Is there a word that would distract students?** |  |  |  |
| **Will the students perceive the QFocus as just another way of presenting the teacher’s message or ideas?** |  |  |  |

**Note:** If you answer yes to any of these questions, consider possible changes you may make to improve your QFocus.

1. **Develop Prioritization Instructions:** Instructions should bring students back to your teaching objectives and the plan for using student questions. Initially, it is common to ask students to choose 3 questions; however, as they become confident in the QFT process, you can change that number to increase the rigor of the activity.

**How will instruct students to choose their priority questions?**

1. **Planning for Student Reflection:** Think about which aspect of the QFT was your focus – was it the process or the content/standard. Your reflection questions will refer back to that goal.

**What questions will you use to guide student reflection?**

1. **Facilitation of the QFT:**

**Planning facilitation:** It is important to consider what groupings may work best for your class. You may decide to group students differently as you move through the steps of the QFT.

**What groupings will you use for:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Individually** | **Small group** | **Whole class** | **Other** |
| **Discussing the questions** |  |  |  |  |
| **Producing questions** |  |  |  |  |
| **Categorizing questions** |  |  |  |  |
| **Prioritizing questions** |  |  |  |  |
| **Discussing next steps** |  |  |  |  |
| **Reflection** |  |  |  |  |

1. **Self-Check: Check your planning with this brief reflection.**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Yes** | **No** | **Unsure** |
| **The QFocus will help to meet objectives.** |  |  |  |
| **The prioritization instructions will help to meet objectives.** |  |  |  |
| **The use of students’ questions will help to meet objectives.** |  |  |  |
| **The reflection questions will help to meet objectives.** |  |  |  |