



Overview & Reflection on Current Practice

What it is and Why it is important?

Providing an intentional opportunity for closure to a lesson or a piece of a lesson offers a valuable opportunity for student reflection, deeper learning, and formative assessment. This piece allows teachers to know, through student responses, how students are responding to the instruction and where to go next in terms of “What do I want students to learn?” “How do I know they’re learning?” “What do I do if they’ve learned it?” “What do I do if they haven’t learned?”

Closure is the time when you wrap up instruction and help students process new knowledge in a meaningful way, deepen their thinking by attaching the content to personal experiences, and organize their learning into a coherent picture.

A common misconception is that closure only happens after the lesson. However, it could also occur at various points during the lesson to provide opportunities for the students to:

- Link new ideas to previously-learned knowledge
- Transfer concepts to new situations
- Reflect on their understanding of the objective(s)
- Review/recap what they have learned
- Address any outstanding questions
- Closure should add insight and/or context to the lesson.

When used with a piece of a lesson, closure can act as a powerful transitional tool.

Thinking about your current practice:

Consider the coherence of your daily lesson structure with an introduction, a middle, and closure. When is an appropriate time to build in opportunities for student reflection? If you consider your last few days of class, in what ways did you build in meaningful closures within and at the end of your lessons? How might a thoughtfully designed closure provide one more opportunity to accommodate individual student needs?

Take a moment to think about what you already know about closure. Then jot a few thoughts in the **first column** below.

	What I already know	What I know now
What is closure?		
Why should my lesson include closure?		

When does closure occur in the lesson?			
How can I do closure?			

Evidence of Skill and Implementation

The Task: Demonstrating Your Skill

Complete the following task as evidence of your learning, as well as for application or implementation in your classroom:

As part of intentional design of a daily lesson, craft purposeful closures. You may use resources provided here for ideas, or design closures using your own experience.

To show evidence of learning, submit

- 8 daily lesson plans showing, accompanied by a short reflective paragraph for each which describes why this closure (or closures) is purposeful for this lesson, and the intended effect of the closure(s) for students. (At minimum, the lesson plan should include the lesson objective with an outline or bulleted list of learning activities showing where closure(s) occur. If a required format is used at your school, please use that for your submission with the reflective paragraph attached.)
- 3 video clips (no more than 5 minutes each) from your choice of the 8 lessons above, capturing students and their responses to the closure, accompanied by a short reflective paragraph in which you explain what you noticed in the video in terms of how students responded to the closure, and where you planned to go next with this particular lesson as a result.

Learning Targets:

You will be able to...

- define closure
- explain when closure should occur
- list/describe 3-5 ways to achieve closure in a lesson
- implement 3 intentional closure strategies and reflect on the impact on student learning

Possible Learning Pathway to Prepare for the Task:

The following activities and resources will help you deepen and sharpen your understanding of the content. Choose those that will fill your learning needs and help you complete the task.

Learn about the term 'plenary':

Plenaries are used by teachers either during or at the end of a lesson, to review aims and consolidate the students' learning. It is an evaluative part of a lesson, where students reflect on what they have learned and achieved during that teaching period. Furthermore, it can be a time to celebrate good work and outcomes.

["Why do I need a plenary?" by Jenni Sing](#) (Connex Education Blog, 1 October 2017)

Plenaries can occur part-way through a lesson but should always feature at the end of a lesson. Debriefing is a very important part of a *plenary* as it encourages pupils to explore and extend their learning. It is where what has been learned is embedded.

[Tips on Closing a Lesson Effectively](#) (Teaching Channel, 4 ½ minute video clip)

[22 Powerful Closure Activities by Todd Finley](#) (Edutopia, 15 December 2015)

[Lesson Closure with Examples or 59 Ways to Leave a Lesson by Ann Sipe](#)

(Grandview CSD Grandview, WA)

<http://professionalllearning.westside66.org/wp-content/uploads/2015/05/Closure-Information1.pdf>

[Five Ways to Close a Lesson by Gretchen Vierstra](#) (Edutopia, 25 October 2016)

Additional tools to deepen and sharpen your understanding:

[Road Tested / Lesson Closure: Stick the Landing by Tyler Reese](#) (Education Update, ASCD Publications, June 2014)

[Body Language: The Close](#) (Teaching Channel, 4 min video clip)

[Assess and Plan with Exit Tickets](#) (Teaching Channel, 2 min video clip)

Success Criteria for Completing the Task:

Part I (Task): Your (task) will be evaluated on the following rubric. You must earn a "yes" on this portion of the submission in order to earn the micro-credential.

Notes on What Needs Improvement	YES	Notes on How the Work Exceeds Expectation
	Daily lesson plans clearly show coherence between the opening / middle / and closing. (8 plans to establish consistency of closure)	

	<p>The closure strategy or activity for each written plan is accompanied by a short reflective paragraph for each which describes why this closure is purposeful for this lesson, and the intended effect of the closure for students. A clear understanding of the purpose for closure is evident in the metacognitive thinking present in the reflective paragraph.</p>	
	<p>3 video clips (no more than 5 minutes each) from your choice of the 8 lessons above, capturing students and their responses to the closure. Each clip is accompanied by a short reflective paragraph in which you explain what you noticed in the video in terms of how students responded to the closure, and where you planned to go next with your instruction as a result.</p>	

Questions for Reflection:

1. What are your key “takeaways” from this learning experience?
2. What struggles or challenges do you think you may encounter as you incorporate closure into your lessons?
3. In what ways will your students’ learning be impacted by a continued, intentional focus on closure?
4. What might be a next step for you?

Iowa Teaching Standards:

The following Iowa Teaching Standards are closely aligned with this micro-credential.

- 1- Demonstrate ability to enhance academic performance and support for implementation of the school district's student achievement goals.
 - d. Accepts and demonstrates responsibility for creating a classroom culture that supports the learning of every student.
 - f. Participates in and contributes to a school culture that focuses on improved student learning.

- 2- Demonstrate competence in content knowledge appropriate to the teaching position
 - a. Understands and uses key concepts, underlying themes, relationships, and different perspectives related to the content area.
 - b. Uses knowledge of student development to make learning experiences in the content area meaningful and accessible for every student.
 - d. Understands and uses instructional strategies that are appropriate to the content area.

- 3- Demonstrate competence in planning and preparing for instruction
 - c. Uses student's developmental needs, backgrounds, and interests in planning for instruction.
 - d. Selects strategies to engage all students in learning.
 - e. Uses available resources, including technologies, in the development and sequencing of instruction.

- 4- Uses strategies to deliver instruction that meets the multiple learning needs of students
 - a. Aligns classroom instruction with local standards and district curriculum.
 - b. Uses research-based instructional strategies that address the full range of cognitive levels.
 - c. Demonstrates flexibility and responsiveness in adjusting instruction to meet student needs.
 - d. Engages students in varied experiences that meet diverse needs and promote social, emotional, and academic growth.
 - e. Connects students' prior knowledge, life experiences, and interests in the instructional process.
 - f. Uses available resources, including technologies, in the delivery of instruction.

- 7- Engages in professional growth
 - a. Demonstrates habits and skills of continuous inquiry and learning.
 - b. Works collaboratively to improve professional practice and student learning.
 - c. Applies research, knowledge, and skills from professional development opportunities to improve practice.

To continue toward a micro-credential or credit options, please continue on to the next pages for submission and reflection guidelines.

- Micro-credential badge
- Recertification
- Graduate credit

Submission Guidelines and Success Criteria

Submission Guidelines

Following are items you must submit to earn this micro-credential and the criteria by which they will be evaluated. To earn this micro-credential, you must receive a passing evaluation for each part.

Part I (Task Submission)

To show evidence of learning, submit

- 8 daily lesson plans showing, accompanied by a short reflective paragraph for each which describes why this closure (or closures) is purposeful for this lesson, and the intended effect of the closure(s) for students. (At minimum, the lesson plan should include the lesson objective with an outline or bulleted list of learning activities showing where closure(s) occur. If a required format is used at your school, please use that for your submission with the reflective paragraph attached.)
- 3 video clips (no more than 5 minutes each) from your choice of the 8 lessons above, capturing students and their responses to the closure, accompanied by a short reflective paragraph in which you explain what you noticed in the video in terms of how students responded to the closure, and where you planned to go next with this particular lesson as a result.

Passing: All elements of the task are completed and score a Yes on the attached rubric.

Part II: Reflection (300-word limit):

1. What are your key “takeaways” from this learning experience?
2. What struggles or challenges do you think you may encounter as you incorporate closure into your lessons?
3. In what ways will your students’ learning be impacted by a continued, intentional focus on closure?
4. What might be a next step for you?

Passing: All elements of the reflection are included and score a Yes on the attached rubric.

Success Criteria for Completing the Task:

Part I (Task): *Your (task) will be evaluated on the following rubric. You must earn a “yes” on this portion of the submission in order to earn the micro-credential.*

Notes on What Needs Improvement	YES	Notes on How the Work Exceeds Expectation
	Daily lesson plans clearly show coherence between the opening / middle / and closing. (8 plans to establish consistency of closure)	

	The closure strategy or activity for each written plan is accompanied by a short reflective paragraph for each which describes why this closure is purposeful for this lesson, and the intended effect of the closure for students. A clear understanding of the purpose for closure is evident in the metacognitive thinking present in the reflective paragraph.	
	3 videoclips (no more than 5 minutes each) from your choice of the 8 lessons above, capturing students and their responses to the closure. Each clip is accompanied by a short reflective paragraph in which you explain what you noticed in the video in terms of how students responded to the closure, and where you planned to go next with your instruction as a result.	

Part II Reflection: *Your reflection (300-word limit) will be assessed on the following rubric. You must earn a “yes” on this portion of the submission in order to earn the micro-credential.*

Notes on What Needs Improvement	YES	Notes on How the Work Exceeds Expectation
	CONTENT: All components of the reflection are present.	
	DETAILED: Reflection includes sufficient detail for reader to know what the teacher has learned and how knowledge is/will be used in teaching and learning.	
	CLARITY: Reflection is clear and coherent.	