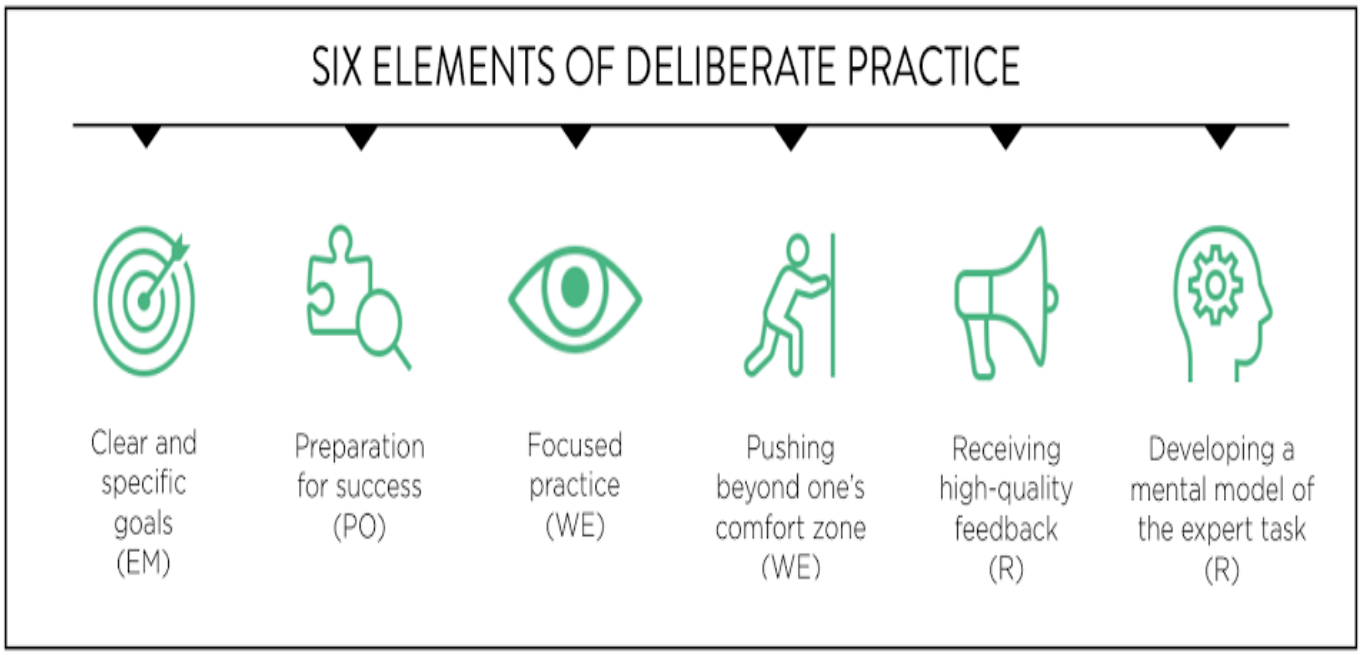
Introduction to EMPOWER

EMPOWER captures the major findings from a wide set of research into effective teaching and learning, cognitive science, educational psychology, development of expertise, motivation and optimal experience, etc.

Move 1	Move 2	Move 3	Move 4	Move 5	Move 6	Move 7
E	**M**	**P**	**O**	**W**	**E**	**R**
ENVISION a destination	**MAP** the mental model & the path to mastery	**PRIME** for the journey	**ORIENT** the learning	**WALK-THROUGH** new skills	**EXTEND/ EXPLORE** new territory	**REFLECT** on the journey



Here is the pattern of apprenticeship-style teaching, captured by EMPOWER:

Offstage, effective educators ENVISION a destination for learners and then MAP out each step of the journey, including the knowledge, tools, and mental models (strategy) required for achievement of mastery.

Once onstage, educators build motivation PRIME students by activating and building background knowledge and ORIENT them towards the new destination: a learning outcome phrased in terms of what students will be able to do independently by the close of the unit.

With motivation built, students now require mentorship. At this point, educators WALKTHROUGH new skills and concepts and engage students in extending their expertise in a variety of guided and collaborative practice tasks that increase in challenge/complexity and decrease in scaffolding/support over time. This is the time for modeling, coaching, and feedback as students rehearse, practice, and scrimmage. They are purposeful, contextualized, lower stakes learning experiences that exist to develop students' abilities.

With their skills and knowledge built, it is then time for students to put their learning to the ultimate test. Educators challenge students to EXPLORE new territory and EXTEND all capacities, transferring what has been learned into a novel situation that presents the possibility of failure. This is very much like the "call to action" found in the hero's journey, the build-up to the "big game" in sports, or an opening night performance in the arts.

At this point, though, the educator is in the audience or on the sidelines. Their job is to step back and let students triumph or struggle without assistance, else they will never learn how to independently apply what has been taught.

Throughout this entire process and especially at the end, with the big game, opening night performance, or dragon slaying behind us, we collectively REFLECT. What was learned and how? Why is it important and how does it connect to our future goals? How can we use it now and in the future? What are our individual and collective strengths and struggles? EMPOWER is not a formula, it is a mental map – a mental model and representation of how to complete a complex task

From PLANNING POWERFUL INSTRUCTION: 7 MUST MAKE MOVES TO TRANSFORM HOW WE TEACH – AND STUDENTS LEARN, Grades 2-5 and 6-12 versions, Wilhelm, et al, Corwin Publishers 2022

EMPOWER Lesson Plan Template

<table>
<tr><td rowspan="5">E:
Envision Outcomes

Goals:

Evidence:

Measures and Metrics:

Stakes:</td><td>M:
Map Them Out

Overview of the Sequence of Activities:
•</td></tr>
<tr><td>P:
Prime
(ACTIVATE PRIOR KNOWLEDGE AND INTEREST; PROBLEM-FRAMING)

What activity will you do at the beginning of the lesson to activate prior knowledge about the focus of the lesson?
Step One:
Step Two:</td></tr>
<tr><td>O:
Orient Learning

What will you do to help students understand the purpose of the lesson and criteria for success?</td></tr>
<tr><td>W:
Walk-Through

What activity sequence will you do to model, mentor, and manage students as they learn and practice the skills you are focusing on in the lesson?</td></tr>
<tr><td>E:
Engage

What will you do to have students apply the tools to novel contexts or to find real-world applications or sources of feedback?</td></tr>
<tr><td>R:
Reflect

How will you support students in making generalizations, connections, or engaging in self-assessment of their own learning?</td></tr>
</table>

TITLE OF UNIT: **Grade:**	
Performance Standards:	**:**
Core Standards: *ELA/Literacy* *Mathematics/Other Areas?*	

TITLE OF UNIT: Unit Overview **Grade:**
ENVISION the destination and MAP the path to expertise:
Vision and Values: *(Introduce the unit and your context? What kind of classroom community do you want to create?)*
Learning Objectives: *(What will students be able to do, know, understand, etc?)*
Culminating Projects: ***(****Through what authentic and engaging performance task(s) will students demonstrate the desired understandings?)*
Essential Question:
Guiding Questions/Subquestions: ***(****What questions will constantly focus the students on the Big ideas/Critical Question within the unit in student language?)*
Misconceptions/Evolving Conceptions: *(What might students commonly misunderstand about the subject? How will I directly address these?)*
PRIME your learners and ORIENT the learning:

Frontloading Activity:
WALK-THROUGH new concepts and skills:
Scaffold of Activities: *(What is your lesson sequence you will use to get students to the culminating project?)*
Ongoing Formative Assessments:
EXTEND expertise and EXPLORE new territory:
Culminating Projects: ***(****How will you put the students in roles of scientists? How will you integrate science and literacy? How will you address scientific processes?)*
REFLECT on the journey:
Student Reflection: *(How will students reflect on their own learning?)*
Summative Assessment: *(How will you assess your culminating project and student learning?)*
Additional Helpful Resources: *(Cite sources for lessons, website, etc.)*