

Teaching & ATL Toolkit

Five checklists for the Action phase — from classroom practice to inclusive differentiation. Companion to Chapters 10–14 of the Unit Planning Series.

1. CLASSROOM PRACTICE

- ☐ Plan the pivot — identify where you'll shift from direct instruction to inquiry.
- ☐ Embed a Visible Thinking routine to force active cognitive processing.
- ☐ Prepare 2-3 open-ended conceptual questions in advance.
- ☐ Check the ATL connection and plan a 5-minute mini-lesson.
- ☐ Design a formative check linked to the Statement of Inquiry.

2. ATL SKILLS

- ☐ Identify the need from the summative assessment's cognitive and social hurdles.
- ☐ Select 1-3 highly specific skills, avoiding broad generic categories.
- ☐ Plan a 10-15 minute explicit mini-lesson using models and templates.
- ☐ Embed practice into daily learning experiences.
- ☐ Provide formative feedback via rubric, continuum, or peer-review before the summative task.
- ☐ End the unit with student self-assessment on the Novice-to-Expert continuum.

3. IB LEARNER PROFILE

- ☐ Select 1-2 attributes that genuinely connect to the content and SOI.
- ☐ Connect to ATLs — map the attribute to a specific Approach to Learning skill.
- ☐ Embed in the inquiry — use the attribute's vocabulary in your questions.
- ☐ Make it active — design a learning experience that requires practicing the attribute.
- ☐ Facilitate self-reflection separate from academic grading.

4. LEARNING EXPERIENCES

- ☐ Plan the factual foundation with efficient vocabulary and context building.
- ☐ Build the conceptual bridge connecting facts via Key and Related Concepts.

- ☐ Shift the regulation — plan specific moments to stop lecturing and require active meaning-making.
- ☐ Create tangible scaffolds — visual aids, structured templates, writing frames.
- ☐ Embed formative checks to ensure the inquiry stays on track.
- ☐ Align every experience with the knowledge and skills needed for the final task.

5. DIFFERENTIATION & INCLUSION

- ☐ Identify the barriers in your summative and daily learning experiences.
- ☐ Plan tangible scaffolds (graphic organizers, sentence stems, OPVL matrices).
- ☐ Plan extension tasks for advanced learners.
- ☐ Differentiate output — oral, visual, or digital instead of only essay.
- ☐ Clarify command terms explicitly, with accessible definitions.
- ☐ Review that ATL skills support the differentiated tasks you've designed.