

PLANNING FOR INSTRUCTION

RATIONALE FOR COLLEGE LESSON PLAN POLICY

As indicated on page 3, the College has adopted the following policy for lesson planning:

Student teachers are required to prepare and submit to their associate teachers a written lesson plan for all teaching tasks using a lesson plan format adopted by the College.

The rationale for this policy includes the following considerations:

1. Repeated exposure to written lesson plans helps students think their way logically through all aspects of a lesson. The goal is to help student teachers form the habits of mind to be able, as future classroom teachers, to formulate mental plans of action that incorporate all aspects of the teaching task.
2. A written plan helps you as associate teacher to “see” how the student teacher has understood the teaching task and how he/she is going to act on it before the student teacher actually teaches it.
3. A written plan forms a basis for discussion after the lesson has been taught. It serves as a written guide for both assessment and self-evaluation.
4. The lesson plan formats adopted by the College require students to give attention to all aspects of the teaching task and thus help student teachers develop a good understanding of:
 - the content of what is to be taught and how it relates to the goals of Reformed education (i.e., the *what* and the *why* of teaching).
 - which teaching methods and instructional groupings are best suited to the nature of the content and the learning needs of the students (i.e., the *how* of teaching).
 - how student learning can best be assessed (i.e., the *how well* of teaching).

THE ASSOCIATE TEACHER’S ROLE IN LESSON PLANNING

The associate teacher’s role in lesson planning changes as the student teacher develops experience and skill in planning for instruction. As the student teacher moves along a continuum of learning, the associate teacher adjusts his/her level of involvement accordingly. In this learning process, the associate teacher may assume the role of:

- leader and role model for the beginning teacher
- guide and advisor as the student teacher gains experience
- collaborator with the student teacher as he/she assumes greater responsibility and independence

This gradual transfer of responsibility for planning and instructional decision-making from the associate teacher to the student teacher prepares the student teacher for assuming full responsibility for instructional planning in the classroom.

SUGGESTIONS FOR THE ASSOCIATE TEACHER

1. Student teachers stand to learn the most from an associate teacher who:
 - *is willing to share what he/she has learned about lesson planning through classroom experience.*
 - *is willing to assist the student teacher in developing lesson plans using the format adopted by the College.*

- *welcomes a collaborative setting for lesson planning.* Although the student teacher may not be your “equal” in skill, knowledge, and experience, he/she has ideas, questions, and learning needs that will stimulate your thinking and broaden your horizons to consider other ways of doing what you do.
2. Make yourself comfortable with the standard lesson plan format before the student teacher arrives (e.g., use the format to plan one of your own lessons).
 3. Plan for demonstration lessons with the lesson plan format in mind. Talk through these demonstrations with the student teacher in terms (e.g., objectives, sequence) of the lesson plan format. Reviewing your lesson demonstrations with the student teacher also gives you opportunity to model self-evaluation of your own teaching.
 4. Set aside conference time each day for working on lesson plans with the beginning student teacher. Ask questions, suggest possibilities, or model wording (e.g., for objectives) when the student runs stuck. The planning questions on pages 35-37 provide suggestions to assist both the student and the associate teacher.
 5. Avoid being overly critical of a lesson plan just before the student teacher teaches the lesson. You will want to head off potential disaster, but, for the rest, it is better for the student teacher if you let him/her teach the lesson as planned and to learn from what went well or didn't go well. Student teachers should be allowed, within reason, to make mistakes and to learn from them.
 6. Adopt a collaborative approach to the review of the student's lessons at the end of a teaching day. Using the lesson plan as an organizer for discussion, allow the student to participate in an evaluation of how well the lesson plan served its purpose. Help him/her to use what was learned from mistakes in planning his/her next lesson.

LESSON PLAN FORMATS

Standard Lesson Plan (shown on pages 26-27)

All students regardless of year or program are expected to use this format.

Standard Lesson Plan modified for Split-Grades (shown on pages 28-29)

This format allows the student teacher to plan a split lesson for two grades.

Serial Lesson Plan (shown on page 30)

Students begin to use this format half-way through their programs to plan a series of lessons in a given subject area that require less detailed description or that tend to repeat a number of components of a lesson (e.g., a series of Bible lessons with same theme and/or lesson sequence). Short, relatively uncomplicated teaching tasks (e.g., spelling, phonics) can be planned for the week using a serial lesson plan format.

STANDARD LESSON PLAN FORMAT

Student Teacher: _____ Grade: _____ Date: _____ Time: _____

Associate Teacher: _____ School: _____ Subject: _____

LESSON CONTENT

Topic:

Theme/Focus/Main Idea:

LESSON OBJECTIVES

Cognitive Focus: Knowledge and Skills	Demonstration of Learning
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<p><i>What are students expected to know/be able to do at the end of this lesson?</i></p> <p>Students will:</p> <ol style="list-style-type: none"> 1. 2. 	<p><i>How will students demonstrate that they understand/know/are able to do what was taught?</i></p> <ol style="list-style-type: none"> 1. 2.
<p>Affective Intent</p> <p><i>What attitude, sense of wonder, appreciation, love, or habit of mind will you foster in this lesson? How will you bring it out?</i></p>	

ASSESSMENT OF LEARNING

<p><i>How will you check that students understand/are learning while you are teaching this lesson?</i></p> <p>Learning will be checked by means of:</p> <ol style="list-style-type: none"> 1. 2. 	<p><i>How will you check that students have learned what you set out to teach them? What evidence will you examine/mark? What tool (e.g., rubric, checklist) will you use?</i></p> <p>Assessment of learning will be based on:</p> <ol style="list-style-type: none"> 1. 2.
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MATERIALS AND RESOURCES

Teacher	Students
<p><i>What materials resources did you use to prepare this lesson?</i></p> <p><i>What resources/material will you need as you teach this lesson?</i></p>	<p><i>What materials will students need in order to learn during this lesson?</i></p>

LESSON SEQUENCE

Time	Teacher Activity	Student Activity
	<p>Beginning</p> <p><i>How will you start this lesson? How will you introduce the new learning?</i></p> <ol style="list-style-type: none"> 1. 2. <p>Etc.</p>	<p><i>What will students be doing?</i></p> <p><i>How will they be grouped for instruction?</i></p>
	<p>Middle</p> <p><i>What steps will you follow to help students learn? What method(s) will you be using as you proceed? How will you keep students engaged and check that they are learning?</i></p>	<p><i>What activities will students be engaged in? How will they be grouped for instruction?</i></p>

	3. 4. Etc.	
	<p>End/Follow-up <i>How will you end this lesson? sum up what was learned?</i></p> 5. 6.	<i>What follow-up, synthesis, or extension activity will students be engaged in? How will they be grouped?</i>

STANDARD LESSON PLAN (modified for split-grade)

Student Teacher: _____ Grades: _____ Date: _____ Time: _____

Associate Teacher: _____ School: _____ Subject: _____

LESSON CONTENT

Topic: Theme/Focus/Main Idea:

LESSON OBJECTIVES

Objectives/Demonstration of Learning Gr. _____	Objectives/Demonstration of Learning Gr. ____
Students will:	Students will:

1.	1.
2.	2.
Affective Intent	
<i>What attitude, sense of wonder, appreciation, love, or habit of mind will you foster in this lesson? How will you bring it out?</i>	

ASSESSMENT OF LEARNING

Gr. ____	Gr. ____
<i>How will you check the process of learning? the product of learning?</i>	<i>How will you check the process of learning? the product of learning?</i>
Learning will be checked/assessed by means of:	Learning will be checked/assessed by means of:
1.	1.
2.	2.

MATERIALS AND RESOURCES

Gr. ____	Gr. ____
Teacher Resources	Teacher Resources
Student Materials	Student Materials

LESSON SEQUENCE

Time	Teacher/Student Activity in Gr. ____	Teacher/Student Activity in Gr. ____
	Beginning	
	<i>How will you start this lesson? How will you introduce the new learning? What will students be doing? How will they be grouped?</i>	
	1.	1.
	2.	2.
	Etc.	
	Middle	
	<i>What steps will you follow to help students learn? What method(s) will you be using as you proceed? How will you keep students engaged and check that they are learning? What activities will students be engaged in? How will they be grouped for instruction?</i>	

	3. 4. Etc.	
	End/Follow-up <i>How will you end this lesson? sum up what was learned? What follow-up, synthesis, or extension activity will students be engaged in? How will they be grouped?</i>	
	5. 6.	

SERIAL LESSON PLAN

Subject:		Associate Teacher:			
Grade:		Student Teacher:			
Date:	Time:	Date:	Time:	Date:	Time:
Topic Theme/Focus		Topic Theme/Focus		Topic Theme/Focus	
Lesson Objectives		Lesson Objectives		Lesson Objectives	

Lesson Sequence	Lesson Sequence	Lesson Sequence
Assessment	Assessment	Assessment
Materials and Resources	Materials and Resources	Materials and Resources

SHORT- AND LONG-TERM PLANNING

For much of their practicum work, student teachers will focus on planning by the lesson and by the day. As they reach the final stages of their training, however, student teachers need exposure to the ways in which classroom teachers plan for longer periods of time. The day-to-day plans which classroom teachers make are based on their year plans/course outlines, unit plans, and week plans. The associate teacher does the student teacher a valuable service by exposing him/her to how teachers work with various kinds of short- and long-term plans.

PLANNING BY THE WEEK

Students are shown sample week plans at the College. The format is a simple two-page enlargement of the classroom timetable. Each cell has only enough space to list subject, topic, and a few key details. The associate teacher is instrumental in showing how week planning translates into lesson-by-lesson planning.

1. Student teachers should be exposed to week plans very early in their training.
 - Observation days and Fridays provide natural opportunities for the associate teacher to show the student teacher his/her week plan.
 - As they gain experience, student teachers may be asked to participate with the associate teacher in setting out a week plan.
2. Students who are nearing the completion of their practicum sessions and are approaching the beginning of a full-time teaching career:
 - should be involved in making a week plan first as observers and then as active participants.
 - should make the week plans themselves for Weeks 2 to 4 of their induction session.

PLANNING UNITS

Students are shown how to use a unit plan template (pages 32-33) based on UbD design elements at the end of Year 2 of the Diploma of Education program. They return to it in Year 3 as they prepare a sample unit to place into their professional portfolios. Diploma of Education students are introduced to this template during their first semester as they, too, prepare a professional portfolio.

The practicum session, however, provides the student teacher with “real” opportunities to plan and teach units under the guidance of an associate teacher.

- Diploma of Teaching students in Year 3 and Diploma of Education students in their final sessions may be expected to teach existing units of study. Under the guidance of their associate teachers, they should learn how to allocate the various topics within the unit over a period of several weeks.
- Diploma of Teaching students in Year 3 and Diploma of Education students in their final sessions may be expected to develop units of study using the resources available in the local school. Unit development may include the design of follow-up activities, assessment tools, finding student resources, and making bulletin board displays.
- During their induction session, student teachers may be expected to take full responsibility for one or more units of study.

UNIT TITLE

Unit Overview

What is this unit about?

Affective Intent

What attitude(s), sense of wonder, habits of mind, commitments, love, or appreciation will be fostered by means of this unit? How?

Enduring Understandings

What big idea(s) or central theme will hold this unit together? What do you wish students to remember long after the details of the unit have faded away?

Essential Questions

What key questions can you ask again and again to focus students' attention on enduring understandings?

Unit Objectives

Knowledge

*What should students know by the end of this unit?
What degree of understanding (e.g., Bloom, UbD) do you expect?*

Skills

*What should students be able to do, or do better, by the end of this unit?
What skills of reading, writing, listening, speaking, viewing, or representing will be developed?
What skills specific to the discipline will be developed?*

Performance Tasks

What kind of tasks will give students opportunity to demonstrate what they have learned (e.g., make a model or display, role play, write a report, story, poem or other form, research and present a project, conduct a debate)?

Other Forms of Assessment

How will you check throughout the course of the unit that students are learning (e.g., quiz, test, worksheets, journal entries, discussion, observation)?

Introductory Activity

Unit Resources

Activity

Activity

Activity

Concluding Activity

YEAR OR MONTHLY PLANS

The student teacher who is approaching the completion of his/her training needs to see samples of year or monthly plans that are being used in schools in order to be prepared for taking on that responsibility for him/herself.

Associate teachers who work with Year 3 (Diploma of Teaching) or with Diploma of Education (Sessions 3 and 4) student teachers are requested to:

- make their year plans available to student teachers
- show how they work with their year plans when they plan units or lay out week plans

Local schools adopt different formats for their year plans. It is good, therefore, that student teachers see a number of different formats as they move from school to school.

COURSE OUTLINES

Student teachers placed in a high school setting should see course outlines written by their associate teachers. Opportunity to talk with secondary teachers about how to use course outlines for more detailed planning is a valuable learning experience for them.

HELPING STUDENT TEACHERS DEVELOP THEIR PLANNING SKILLS

To help student teachers become reflective practitioners, the College provides them with a list of guiding questions to guide their thinking:

- before or in preparation for planning
- during the planning process
- after they have planned a lesson

A copy of these guiding questions can be found on pages 35-37 as a resource for the associate teacher. There are far more questions than can be used in any one planning session and both student and associate teacher will have to decide which questions are relevant for the task at hand. The questions may be helpful to you as associate teacher when you are:

- reviewing how to use the plan yourself
- helping a student plan a new lesson
- reviewing or assessing a plan with a student after he/she has taught the lesson

GUIDING QUESTIONS FOR LESSON PLANNING

PREPARATION FOR PLANNING

Thinking about the content

- What is the scope of the topic I have to teach?
- How does this topic fit into the program of studies for this grade and subject area?
- What preparation will be necessary to equip myself with adequate background knowledge?

Thinking about the students

- How does this topic connect to what the students have already learned?
- What will be new learning for the students?
- What misconceptions, faulty learning, or partial learning may I have to correct or strengthen?
- Will I have to make provision for students who missed previous lessons?
- What provisions should I make for students with specific learning needs?

Thinking about materials, resources, management

- What materials do I need for myself of the students and where can I get them?
- What materials should students bring to class?
- Does this lesson require assistance from volunteers and how can I get them?
- Would a presentation by a knowledgeable visitor benefit student learning?
- What is my backup plan to cover for unpredictable aspects (e.g., weather, visitors)?

Thinking about assessment

- What forms of assessment should I be using to track students' learning
 - ♣ at the beginning of the lesson?
 - ♣ during the lesson?
 - ♣ at the conclusion of the lesson?
- What product(s) will I be assessing?
- What understandings might I not be able to assess?

PLANNING THE LESSON CONTENT

- What is the topic I have to teach?
- What is the most important idea or theme that will give the lesson a focus?
- How shall I word the lesson or focus so that students will understand it?
- What big ideas are central to the focus or theme of this lesson?
- What concepts need to be understood/explained/defined?

LISTING THE MATERIALS AND RESOURCES

- What resources do I need to prepare for this lesson?
- What materials do I need to teach this lesson?
- What materials will students need?
- What resources should I have available for further reference or assistance?
- What resources should I have available for students who finish before the rest of the class and/or who need to be challenged by enrichment activities?

PLANNING THE LESSON OBJECTIVES

Knowledge Objectives

- What do I expect students to know as a result of this lesson?
- What terms, concepts, or big ideas will students be expected to know/understand?
- How will students demonstrate that they know? that they understand what they know?

Skills Objectives

- What do I expect students to be able to do as a result of this lesson?
- How will they demonstrate these skills?

Affective Focus

- What is the affective intent I wish to convey in this lesson?
- What central truth or theme conveyed in this lesson will nurture the students' life of faith?

- How will the content of this lesson bring out the theme and/or affective intent (i.e., How will the content appeal to the hearts of my students)?
- What opportunities will I provide for students to develop their understanding of the relevancy of what they have learned?

PLANNING THE ASSESSMENT

- How will I assess/monitor the process of learning?
- How will I assess/monitor the product of learning?
- What is the final product going to be?
- What am I going to do with the results of this assessment?
- How will I give students opportunity to express their understanding of the big ideas or central truths of this lesson?

PLANNING THE LESSON SEQUENCE

Beginning

- How will I link the new learning to what students already know?
- How will I generate interest, motivate, or “hook” the students?
- How will I introduce a problem or a sense of disequilibrium?
- What initial learning experience/activity will set the theme or focus in motion?
- What teaching method(s) will best serve my purpose?
- What instructional grouping will best serve my purpose?
- What preparation do students need at the beginning of the lesson for the process to be used in the middle of this lesson?
- How much time will I spend on the beginning of the lesson?
- How will I explain to the students what the goals/objectives of this lesson are so that they know where we are headed?

Middle

- What steps will I follow to realize my learning objectives?
- What activities will I ask students to engage in so that the learning objectives are realized?
- What teaching method(s) best serve the goal of learning?
- What instructional grouping(s) best serve the goal of learning?
- What alternatives could I pursue if learning breaks down?
- How will I monitor student learning-in-progress?
- How much time will I spend on the middle of the lesson?

End

- How will I pull the lesson together in a synthesis or summary?
- How will I highlight the key learning(s) of the lesson?
- How will I return to the focus or theme at the conclusion of the lesson?
- How will I check for understanding?
- What kind of follow-up activity would reinforce or deepen understanding?

AFTER PLANNING

- Are my objectives realistic?
- Do my assessment plans match up with my objectives?
- Can I find my objectives back in my lesson sequence?
- Have I provided opportunities for my theme/affective intent to function?
- Have I adequately provided for learning differences among the students?
- Is my timing realistic? Have I over/under-planned for the time available?