

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 or 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?