

PLANNING FOR STUDENT SUCCESS

One of the most important roles of a teacher is to plan units and lessons that facilitate learning. As a beginning teacher, being well organized can influence your degree of success. Thoughtful planning will assist you in handling unexpected situations with confidence. Each school has slightly different expectations for planning. Take the time to discuss with your mentor/principal what the expectation is in your school. It is crucial for you to speak with your mentor and colleagues both in the school and board about the sources they use to access quality plans. You can't do it all by yourself.

With the release of the new Ontario Curriculum beginning in June, 1998, units needed to be revised. Many boards and organizations have developed and coordinated the sharing of unit plans for teachers. For example, the Elementary Teachers' Federation of Ontario coordinates the sale of curriculum units developed by practicing teachers at minimal charge. Check the ETFO website at <http://www.etfo.on.ca>.

Long-Range Planning

To carry out your teaching responsibilities, you will need to do long-range planning. Generally, long-range planning identifies in broad terms which parts of the curriculum will be taught during the year. Many teachers use a one-year calendar for this purpose. Use this planning process as an opportunity to plan with someone teaching the same grade in your school or another school.

Short-Range Planning

Once you have roughly determined which topics will be covered at specific times of the year, you must begin to plan the unit. Each unit should be planned outlining the content and pedagogy you plan to use. Topics for individual lessons are designed to increase knowledge and skills based on previously learned concepts and skills. Planning helps provide developmental learning opportunities, avoiding needless repetition.

Your unit plans should be detailed. As you use them, write on them outlining any changes you would make when you use them again.

Daily Planning

It is an expected practice to prepare a brief overview of what you plan to teach on a daily basis. Your day book outlines what you plan to accomplish and it also serves as a useful record of what occurred in your classroom on any given day. Speak with your mentor/colleagues in the school about expectations for planning. Your plans should list the materials to be used. The daybook should be prepared before you leave school each day. In the event that you will be away, it will provide a guide for the occasional teacher to follow. Initially, you may plan too much for your class to accomplish in a day in each subject. However, in time, you will become much better at planning accurately.

THE PLANNING PROCESS

Beginning the planning process

Working together with mentors, teacher colleagues, resource teachers and the teacher librarian enriches the planning process through the sharing of ideas, strategies and resources.

Ask specific questions to help you begin the process of planning.

ESTABLISHING THE LEARNING EXPECTATIONS

- What documents will guide you in setting the expectations?
- What do your students need to learn?
- What do your students know already?
- Who could help you set the expectations?
- How can you modify the expectations for special needs students?

PLANNING HOW TO ASSESS THE LEARNING

- How will you know if students have met the learning expectations?
- What tools might you use?
- How will students demonstrate what they have learned?

DECIDING HOW TO TEACH THE EXPECTATIONS

- What are the best strategies to teach the expectations (eg.co-operative group, thinking skills, multiple intelligences, field trips, computer and information technology)?
- How could you vary the strategies to motivate student learning?
- How can you build on previous knowledge?
- What ways could you modify the strategies for the exceptional learners?
- What resources are available to support learning?
- What technology might be used?

EVALUATING THE PROGRESS OF STUDENTS

- What methods can you use to evaluate student learning (e.g. rubrics, performance assessment, portfolios, journals, projects, tests)?
- How will you share the evaluation with students?

LESSON PLANNING

This sheet provides the steps to be used in lesson planning and the skills, strategies and models that should be considered in the design of lesson units.

<div style="border: 1px solid black; padding: 5px; text-align: center; font-weight: bold; font-size: 1.2em;">STEPS</div>	SKILLS, STRATEGIES AND MODELS			
	1. REVISIT INFORMATION FROM PRIOR LESSONS <ul style="list-style-type: none"> • <i>review homework</i> • <i>get their attention</i> 	ASSESSMENT & COLLABORATION <ul style="list-style-type: none"> • Problem • Projects • Case studies • Integration • Role plays • Simulations • Performances • Service Learning • Inquiry and Research 	EVALUATION <ul style="list-style-type: none"> • Portfolios • Logs & Journals • Performances • Presentations • Demonstrations • Graphic Organizers • Checklists • Projects • Contracts • Pencil & Paper Test • Rubrics/Targets • Exhibitions • Interviews 	SOCIAL SKILLS <ul style="list-style-type: none"> • Behaving Responsibly • Group Maintenance • Resolving Conflicts • Consensus Building • Summarizing • Paraphrasing • Clarifying • Assertiveness • Encouraging • Disagreeing Agreeably • Extending Ideas • Accepting Differences • Equal Participation
	2. PROVIDE CONTEXT AND EXPECTATIONS <ul style="list-style-type: none"> • <i>present the "big picture"</i> • <i>set the outcomes and expectations</i> 	CO-OPERATIVE GROUP LEARNING <ul style="list-style-type: none"> • Flow Chart • Heads Together • Think /Pair/ Share • 3-Step Interview • 4 Corners • Jigsaw • Walkabout • Round Table • Paraphrase • Simple Square • Graffiti Brainstorming • Academic Controversy • Giveone Takeone • Carousel Brainstorming 	GRAPHIC ORGANIZERS <ul style="list-style-type: none"> • Word Web • Venn Diagram • Mindmap • Classification Grid • Sequence Chart • Generalizing • Fish Bone • Right Angle • Spectrum • Pie Chart • Graphs • Agree/Disagree Chart 	THINKING SKILLS <ul style="list-style-type: none"> • Inductive Strategies • Deductive Strategies • Attributing • Defining • Classifying • Inferring • Analyzing • Cause & Effect • Compare and Contrast • Synthesizing • Evaluating • Prioritizing • Sequencing
	3. INSTRUCTIONAL PROCESS <ul style="list-style-type: none"> • <i>engage students in groups/individually</i> • <i>provide information through teaching, games, role plays</i> • <i>check for students' understanding</i> • <i>students practice and apply knowledge</i> 	MULTIPLE INTELLIGENCES <ul style="list-style-type: none"> • Verbal/Linguistic • Logical/Mathematical • Visual/Spatial • Body/Kinesthetic • Musical/Rhythmic • Naturalist • Interpersonal • Intrapersonal • Graphics 	COMPUTING SKILLS <ul style="list-style-type: none"> • Word Processing • Desktop Publishing • Databases • Spreadsheets • Using Search Engines • Emotions, Motivators • Accessing Internet • Email • CD ROM 	ALTERNATE THEORIES OF INTELLIGENCE <p>Consider:</p> <ul style="list-style-type: none"> • Emotional Intelligence • Self awareness, Managing Empathy, Social Skills • Successful Intelligence • Intelligent Behaviour
	4. CONCLUSION/CLOSURE <ul style="list-style-type: none"> • <i>metacognition and transfer of information</i> • <i>review what the students have learned</i> • <i>students can explore ways to apply their knowledge</i> 			

ADAPTED FROM: © GREGORY/PARRY, ALSO IN "DESIGNING BRAIN COMPATIBLE CLASSROOMS"