

## Chapter 9

### Instructional Planning: The Basis of Successful Teaching

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## Why Is Planning Important?

- Many preservice teachers underestimate the importance of planning
- Planning keeps lessons on course and assures the teacher that objectives are being addressed
- Planning can be time consuming
- Planning starts at the beginning of the year and includes a blueprint for the entire year

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## How Are Unit Plans Constructed?

- Comprehensive outlines for instruction created around a central idea
- Unit designs vary
- Five step process
  1. Select a topic for study
  2. Formulate goals and objectives
  3. Organize the content
  4. Select a rich variety of learning experiences
  5. Assess the degree to which the goals and objectives have been met

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## Select a topic

- Topics should be of high interest
- School A: has district-wide, textbook-based social studies curriculum
- School B: supplies comprehensive curriculum guides and textbooks
- School C: furnishes a curriculum guide and textbook program
- School D: believes teachers should plan in response to state standards and student interests

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## Formulating Goals and Objectives

- Goals: broad, general statements of intended outcomes
- Objectives: statements that target the specific outcomes

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## Organizing the Content

- Begins with a thorough search of the content required to accomplish the objectives
- Can use factstorming: (ask questions about the topic, then ask questions about the subtopics)
- Expand the content through use of a variety of resources
- Include a summary paragraph of your content
- Include an outline of the content

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## Selecting Learning Experiences

- Highest priority should be placed on balance and variety
- The younger the children, the greater the variety

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## Plan The Learning Experiences

- Phase 1: Introductory Activities should “hook” students into the unit content
- Phase 2: Developmental Experiences are the heart of the unit, in which activities are done independently, in small groups, or by whole class
- Phase 3: Culminating Activity allows students to review, summarize, or bring closure to the topic

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## Learning Experiences, con't

- Sometimes the unit that follows is such a natural transition that neither a culminating activity for the first unit nor an introductory experience for the second is necessary
- Teachers should describe the specific activities
  - Blueprints: a brief description of the activity
  - Lesson plans: detailed descriptions of the activity

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## Assessing Learning and Teaching

- Two strategies
  - Formative assessment: occurs as the unit is being carried out; takes place daily and is part of all lessons
  - Summative assessment: occurs at the end of the unit and measures final achievement

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## Authentic Formative Assessment

- Three criteria
  1. Students must apply knowledge they have acquired
  2. Students must complete a specified task within authentic contexts
  3. The task or product must meet specified criteria
- Begins by re-examining the specific lesson objectives

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## Criteria for Authentic Formative Assessment

- Define the problem
- Brainstorm ideas
- Plan and design it
- Name it
- Patent it
- Market it

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## What to Do with Results

- Authentic assessments help establish the students' areas of strengths
- Two helpful tools
  - Checklists: easy to use
  - Rubrics: identify important strengths and weaknesses; break down the performance and assign a number to represent quality

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## Summative Assessment

- A summary of what the student accomplished at the end of the unit
- Often uses tests generated by teachers
- May include standardized testing
- Portfolios: a collection of student work that exhibits the student's efforts, progress, and achievement

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## Portfolios

- May include student writings, art products, photographs, independent research reports, projects, favorite books, and other work samples
- Countless ways to organize
- Students must take active role in selecting material
- Must address instructional objectives
- Should include individual conferences with students so they can reflect on their work

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