

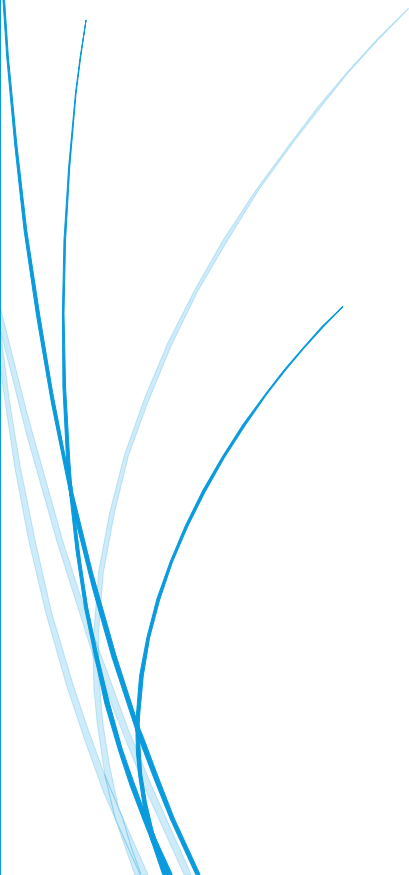


BAKER COUNTY SCHOOL DISTRICT

Building Champions In and Out of the Classroom

Mentoring Manual

Accomplished Practice 10-Planning



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PLANNING

ACCOMPLISHED PRACTICE #10

Plans, implements, and evaluates effective instruction in a variety of learning environments.

SAMPLE KEY INDICATORS

- Develops student performance outcomes, benchmarks, and evidence of adequate progress to guide planning for instruction.
- Integrates student performance and outcomes into lesson designs and delivery strategies.
- Plans activities that promote high standards through a climate which enhances and expects continuous improvement.
- Provides comprehensible instruction to enable every student to meet the performance required of students in Florida public schools.
- Provides comprehensible instruction in effective learning procedures, study skills, and test-taking strategies.
- Plans activities that utilize a variety of support and enrichment activities and materials.
- Assists students in developing skills in accessing and interpreting information from multiple sources, e.g., library media center use, and/or multiple electronic sources.
- Assists students to fully use the resources available to them and the strengths they already possess.
- Modifies the visual and physical environment to correspond with the planned learning activity, lesson content, and needs of all students.
- Plans activities that engage students in learning activities and employs strategies to re-engage students who are off task.
- Provides for instructional flexibility by adapting plans while a lesson is in progress to address unexpected problems or to benefit from unexpected opportunities.
- Creates approaches to learning that are interdisciplinary and that integrate multiple subject areas.
- Represents concepts through more than one method, such as analogies, metaphors, graphics, models, and concrete materials.

- Adjusts instruction based upon reflection of her/his own practice.
- Cooperatively works with colleagues in planning for instruction.
- Plans for the utilization of community resources in classroom activities, e.g., world of work, civic leaders, and fine arts.
- Develops short and long term personal and professional goals relating to planning.

LESSON PLANS-COMPONENT 1

DEFINITION:

Pre-classroom activities that develop a design for classroom activities. Planning includes content coverage, utilization of materials, activity structure, goal focusing, and diagnosis of student progress. Research supports that effective teachers plan.

TARGET AUDIENCE:

Pre K-12th Grade Teachers

HOW?

The lesson plans need to be detailed enough that another teacher, knowledgeable in your subject matter, could deliver your lesson.

Planning provides an instructional roadmap to cover the scope and sequence of the material and information needed for students to meet the *Sunshine State Standards*. Detailed daily written lesson plans are vital for improved student learning and classroom management. Lesson plans need to be available to the administrator throughout the school year.

The type of required written lesson plan varies with the school administration, grade level, and subject matter.

Begin by asking yourself these three questions:

1. Where are your students going?
2. How are they going to get there?
3. How will you know when they've arrived?

The direct instruction approach may be the best one for making sure procedures work

effectively.

That means we would:

1. explain the process
2. give examples or demonstrate
3. check for understanding
4. practice with guidance
5. practice independently

Questions to consider:

Do my lesson plans meet state and local guidelines?

Have I included activities that will open and close my class successfully?

Will the activities I have planned help my students master the material?

Will the assessments accurately and fairly evaluate my students' learning?

Is there a logical sequence to the activities?

Are the materials that I selected appropriate for students' age, interests, and readiness?

Do the activities address the different learning styles?

Are there critical thinking opportunities throughout the lesson?

Have I planned activities for enrichment and remediation?

Have I made the best use of my students' time that I can?

WHO CAN HELP?

PEOPLE

- i. Educational Leader
- ii. Mentor Teacher
- iii. Lead Teacher
- iv. Experienced Teacher

WEBSITES

- v. [The 5 E's Instructional Model](#)
- vi. [CPLAMS](#)
- vii. [Teachers Pay Teachers](#)

Date	Class Work	Homework
Mon		
Tues		
Wed		
Thurs		
Fri		

Friday	Thursday	Wednesday	Tuesday	Monday	
8:00 – 8:20 Calendar Activities	8:00 – 8:20 Calendar Activities	8:00 – 8:20 Calendar Activities	8:00 – 8:20 Calendar Activities	8:00 – 8:20 Calendar Activities	
Recess	Recess	Recess	Recess	Recess 9:20 – 9:40	
Lunch	Lunch	Lunch	Lunch	Lunch 11:23 – 11:53	
P.E. 12 – 12:45	Art 12 – 12:45	P.E. 12 – 12:45	Music 12 – 12:45	P.E. 12 – 12:45	
2:15 ----- Closure and Preparation to go home					

Name of Lesson:

Grade Level: _____ Subject: _____ Prepared By: _____

Overview & Purpose		Education Standards Addressed	
Objectives (Specify skills/information that will be learned.)	Information (Give and/or demonstrate necessary information)	Verification (Steps to check for student understanding)	Activity (Describe the independent activity to reinforce this lesson)
Teacher Guide	Student Guide	Materials Needed • • •	Other Resources (e.g. Web, books, etc.)
Summary	Additional Notes		

Note: printable courtesy of LessonPlans4Teachers.com

LESSON PLANS
SCHOOL

Lesson Plans for _____ Grade _____ for the Week of _____
 Meetings this week: _____ Duties this week: _____ Lunch: _____

Time	Subject & Objective	Materials	Procedure	Evaluation	Follow Up
8:00					
8:30					
9:00					
10:00					
11:00					
11:30					
1:00					
1:30					
2:00					
2:30					
3:00	<u>Early Bus Riders:</u> <u>Walkers:</u> <u>Bus Riders:</u>				

Note: printable courtesy of LessonPlans4Teachers.com

Lesson Plans

	Reading	Language	Math
Monday			
Tuesday			
Wednesday			
Thursday			
Friday			

Centers

Station	Activity

Parent Contacts

Student Name	Date	Notes

Technology	Weekly Reflection	

Weekly Lesson Plan

Teacher: _____ Course: _____

Dates: _____

	Unit Name:				
	Standards:				
	Monday	Tuesday	Wednesday	Thursday	Friday
Student Learning Objective "We will..."					
Agenda					
Closing Task					

Unit Curriculum Map

Course: _____ Teacher: _____ # of Days: _____

Unit Name: _____

Standards	Learning Goals	Classroom Activities	Vocabulary	Resources	Dates

Write a Lesson Plan Guide

How to Develop a Lesson Plan

To begin, ask yourself three basic questions:

*Where are your students going?
How are they going to get there?
How will you know when they arrived?*

Then begin to think about each of the following categories which form the organization of the plan. While planning, use the questions below to guide during each stage.

Goals

Goals determine purpose, aim, and rationale for what you and your students will engage in during class time. Use this section to express the intermediate lesson goals that draw upon previous plans and activities and set the stage by preparing students for future activities and further knowledge acquisition. The goals are typically written as broad educational or unit goals adhering to State or National curriculum standards.

What are the broader objectives, aims, or goals of the unit plan/curriculum?
What are your goals for this unit?
What do you expect students to be able to do by the end of the unit?

Objectives

This section focuses on what your students will do to acquire further knowledge and skills. The objectives for the daily lesson plan are drawn from the broader aims of the unit plan but are achieved over a well-defined time period.

What will students be able to do during this lesson?
Under what conditions will students' performance be accomplished?
What is the degree or criterion on the basis of which satisfactory attainment of the objectives will be judged?
How will students demonstrate that they have learned and understood the objectives of the lesson?

Prerequisites

Prerequisites can be useful when considering the readiness state of your students. Prerequisites allow you, and other teachers replicating your lesson plan, to factor in necessary prep activities to make sure that students can meet the lesson objectives.

1. What must students already be able to do before this lesson?
2. What concepts have to be mastered in advance to accomplish the lesson objectives?

Materials

This section has two functions. It helps other teachers quickly determine:

- a) How much preparation time, resources, and management will be involved in carrying out this plan.
- b) What materials, books, equipment, and resources they will need to have ready. A complete list of materials, including full citations of textbooks or story books used, worksheets, and any other special considerations are the most useful.

What materials will be needed?

What textbooks or story books are needed? (include full bibliographic citations)

What needs to be prepared in advance? (typical for science classes and cooking or baking activities)

Lesson Description

This section provides an opportunity for the author of the lesson to share some thoughts, experience, and advice with other teachers. It also provides a general overview of the lesson in terms of topic focus, activities, and purpose.

What is unique about this lesson?

How did your students like it?

What level of learning is covered by this lesson plan? (Think of Bloom's Taxonomy: knowledge, comprehension, application, analysis, synthesis, or evaluation).

Lesson Procedure

This section provides a detailed, step-by-step description of how to replicate the lesson and achieve lesson plan objectives. This is usually intended for the teacher and provides suggestions on how to proceed with implementation of the lesson plan. It also focuses on what the teacher should have students do during the lesson. This section is basically divided into several components: an introduction, a main activity, and closure.

- **Introduction**

How will you introduce the ideas and objectives of this lesson?

How will you get students' attention and motivate them in order to hold their attention?

How can you tie lesson objectives with student interests and past classroom activities?

What will be expected of students?

- **Main Activity**

What is the focus of the lesson?

How would you describe the flow of the lesson to another teacher who will replicate it?

What does the teacher do to facilitate learning and manage the various activities?

What are some good and bad examples to illustrate what you are presenting to students?

How can this material be presented to ensure each student will benefit from the learning experience?

- **Rule of Thumb # 1:**

Take into consideration what students are learning (a new skill, a rule or formula, a concept/fact/idea, an attitude, or a value).

Choose one of the following techniques to plan the lesson content based on what your objectives are:

Demonstration==> list in detail and sequence of the steps to be performed

Explanation ==> outline the information to be explained

Discussion ==> list of key questions to guide the discussion

- **Closure/Conclusion**

What will you use to draw the ideas together for students at the end?
How will you provide feedback to students to correct their misunderstandings and reinforce their learning?

- **Follow-up Lessons/Activities**

What activities might you suggest for enrichment and remediation?
What lessons might follow as a result of this lesson?

Assessment / Evaluation

This section focuses on ensuring that your students have arrived at their intended destination. You will need to gather some evidence that they did. This usually is done by gathering students' work and assessing this work using some kind of grading rubric that is based on lesson objectives. You could also replicate some of the activities practiced as part of the lesson, without providing the same level of guidance as during the lesson. You could always quiz students on various concepts and problems as well.

How will you evaluate the objectives that were identified?
Have students practiced what you are asking them to do for evaluation?

Rule of Thumb # 2:

Be sure to provide students with the opportunity to practice what you will be assessing them on. You should never introduce new material during this activity. Also, avoid asking higher level thinking questions if students have not engaged in such practice during the lesson. For example, if you expect students to apply knowledge and skills, they should first be provided with the opportunity to practice application.

General Rule of Thumb:

Your plan should be detailed and complete enough so that another teacher knowledgeable in your subject matter could deliver the lesson without needing to contact you for further clarifications. Please do not forget to edit and spell check your work before submission to the

Material from this section is from the [Educator's Reference Desk Collection](#). This guide was written by Manal El-Tigi, Ph.D. Department of Instructional Design, Development, and Evaluation – Syracuse University. She was one of the principal editors and reviewers of the AskERIC Lesson Plan Collection from 1996 – 2000.

WHO CAN HELP?

PEOPLE

- i. Educational Leader
- ii. Mentor Teacher
- iii. Lead Teacher
- iv. Experienced Teacher

WEBSITES

- i. [The Fundamental Five](#)
- ii. [The GatewaySM Collections List](#)
- iii. [PBS TeacherSource](#)
- iv. [Discovery Channel School](#)
- v. [Best of Education World](#)
- vi. [Education World - Lesson Planning Center](#)
- vii. [Education World - National Standards](#)
- viii. [Florida Standards](#)

PREPARING FOR A SUBSTITUTE-COMPONENT 2

DEFINITION:

Preparing for a substitute should be done early in the school year. The teacher should create a folder that contains: seating charts, classroom rules, procedures, schedules, and detailed lesson plans. The substitute folder should contain several days of “emergency lesson plans” for those times when you are too sick to get out of bed. Keep the sub folder in plain view near your desk and update information on schedules and students frequently.

TARGET AUDIENCE:

K-12 Teachers

HOW?

Make sure you contact the people who are responsible for hiring a substitute as quickly as possible so that they can hire the most competent sub for you.

If you think your students will take advantage of the situation, you should discuss your expectations for student behavior, maintaining the daily routine and academic responsibility.

You should plan more work for your students than you would expect them to do if you were there, and always have extra activities for students to do if they finish early.

Sample Forms for Substitute Folder

Time	Monday	Tuesday	Wednesday	Thursday	Friday

	Procedure	Location
Daily Lesson Plans		
Attendance Information		
Lunch		
Hall Passes		
Bus Duty		
Restroom		
Notes:		

Period	Helpers/Monitors	Teachers available for assistance	Location/Extension
1			
2			
3			
4			
5			
6			
7			

WHO CAN HELP?

PEOPLE

- i. School Bookkeeper
- ii. Mentor Teacher
- iii. Teachers in the same hall or location

WEBSITES

- iv. [Nine Ways to Prepare a Substitute](#)
- v. [Preparing Your Class for a Substitute](#)
- vi. [Substitute Teacher Contract](#)

Teacher Name _____

Date(s) _____

Room Number _____

Teacher Checklist for Substitutes (High School)

1. Can students work together on the assignment? Yes No NA
2. Can students share answers on the assignment? Yes No NA
3. Can students write on handouts and/or worksheets? Yes No NA
4. Are there enough handouts/worksheets for all classes? Yes No NA
5. Should students turn in classwork/worksheets by the end of the period? Yes No
6. Should students complete classwork/worksheets for homework? Yes No
7. I teach periods: 1 2 3 4 5 6 7
8. I eat lunch during the 1st 2nd 3rd lunch shift.
9. If the sub has questions or needs help with lesson material during the day, they should contact:

Name _____ Phone Ext. _____ Room _____

10. If the sub needs help with discipline during the day, they should contact:

Name _____ Phone Ext. _____ Room _____

Location of: _____ Lesson plans
 attached

_____ Attendance Sheets
 attached

_____ Assignments/worksheets
 attached

Notes:

THINKING MAPS-COMPONENT 3

DEFINITION:

Thinking Maps - are a common visual language for students in all subject areas. Thinking Maps use basic mental operations involved in perceiving, processing and evaluating information. They describe, classify, and sequence.

TARGET AUDIENCE:

Pre K-12th Grade Teachers

HOW?

Thinking Maps were developed as a language for learning 1988 by Dr. David Hyerle.

Thinking maps use a language that the brain already uses; to organize and express information visually in an exciting and motivating way.

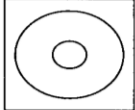
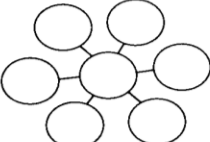
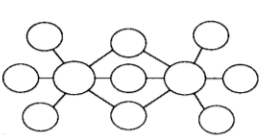

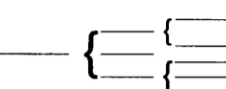
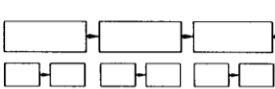
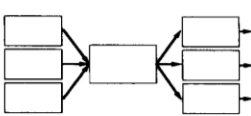
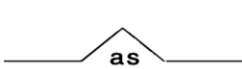
WHO CAN HELP?

WEBSITES

- i. www.ThinkingMaps.com
- ii. www.nhcs.k12.nc.us/htree/Curriculum/ThinkingMaps.html
- iii. www.mapthemind.com

BOOKS

- i. Student Successes With Thinking Maps by Davis Hyerle
- ii. Visual Tools for Construction Knowledge by Davis Hyerle

Questions from Texts, Teachers and Tests	Thinking Processes	Thinking Maps as Tools
How are you defining this thing or idea? What is the context? What is your frame of reference?	DEFINING IN CONTEXT	Circle Map 
How are you describing this thing? Which adjectives would best describe this thing?	DESCRIBING QUALITIES	Bubble Map 
What are the similar and different qualities of these things? Which qualities do you value most? Why?	COMPARING and CONTRASTING	Double Bubble Map 
What are the main ideas, supporting ideas, and details in this information?	CLASSIFYING	Tree Map 
What are the component parts and subparts of this whole physical object?	PART-WHOLE	Brace Map 
What happened? What is the sequence of events? What are the substages?	SEQUENCING	Flow Map 
What are the causes and effects of this event? What might happen next?	CAUSE and EFFECT	Multi-Flow Map 
What is the analogy being used? What is the guiding metaphor?	SEEING ANALOGIES	Bridge Map 

TIME MANAGEMENT-COMPONENT 4

DEFINITION:

Time management is the process of managing and implementing a strategy that assists in making one's life more efficient and productive.

TARGET AUDIENCE:

Pre-K-12 Teachers

HOW?

How your students will spend their school days is an issue that will affect your career for years to come. How your students spend their time in school is of great importance to everyone concerned. How your students spend their school time is something that **YOU** do control.

Tips for effective classroom time management:

1. Reduce distractions
2. Raise student awareness
3. Establish routines
4. Monitor constantly
5. Be very organized
6. Have a backup plan
7. Take a door-to-door approach –engage in learning from the time they enter your classroom until they leave
8. Use small blocks of time
9. Teach to an objective
10. Give enough work
11. Create a sense of community
12. Reward your students when they are successful.
13. Use frequent non-verbal signals
14. Talk with students when a problem is beginning to develop

WHO CAN HELP?

PEOPLE:

Mentor Teacher
New Teacher Induction Program

BOOK:

First Year Teacher's Survival Kit by Julia G. Thompson