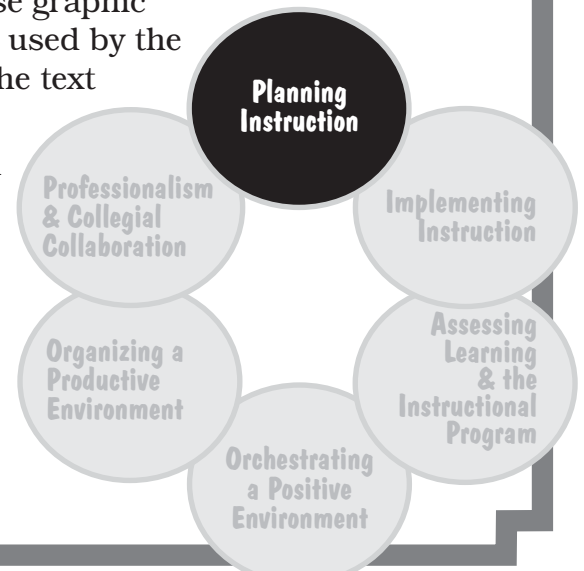


# Planning Instruction

## New Teacher Self-Assessment and Goal Setting

- \_\_\_ Use the district and state standards to plan for the year, the unit, and the lesson
- \_\_\_ Use the standards-based planning process to plan and pace for the year
- \_\_\_ Use the standards-based planning process for units and lessons by aligning assessments and learning experiences with the standards
- \_\_\_ Identify the focus of the content areas being taught
- \_\_\_ Design summative assessments prior to planning units or lessons
- \_\_\_ Design learning experiences that give students practices and rehearsals at the same level of understanding as the level at which the standards are written
- \_\_\_ Communicate how any given lesson/learning experience is directly related to the standards
- \_\_\_ State standards in lesson plans
- \_\_\_ Analyze instructional materials for match to district outcomes
- \_\_\_ Identify supplemental materials and design learning experiences to fill any gaps in standard materials
- \_\_\_ Use the task analysis process to identify the knowledge, skills, and level of understanding required by the task
- \_\_\_ Include knowledge of student readiness levels, interests, and learning styles in designing learning experiences
- \_\_\_ Build pauses for processing into the lesson design and use **10:2 Theory** and **Wait Time** as guidelines
- \_\_\_ Plan and write out the key questions to ask during a lesson
- \_\_\_ Analyze text structure and teach students to use graphic organizers to represent the thinking processes used by the author and to capture the key information in the text
- \_\_\_ Align assignments to include homework with standards and assessments and be purposeful about examining homework results for evidence of learning
- \_\_\_ Use Models of Teaching such as Bruner's Concept Attainment, Hilda Taba's Inductive Model, Aronson's Jigsaw Classroom, and the Inquiry/Problem Solving Model



# Planning Instruction

## New Teacher Self-Assessment and Goal Setting

- \_\_\_ Use the skills and competencies laid out in the SCANS Report (Secretary's Commission on Achieving the Necessary Skills) in lesson and unit design
- \_\_\_ Eliminate lessons and learning exercises that do not move students toward meeting the standards
- \_\_\_ Collaborate/consult with support staff about special needs students

### For special educators:

- \_\_\_ Use knowledge of medical conditions and medications and their possible effects on student learning and behavior to plan instruction
- \_\_\_ Use knowledge of educational disabilities and giftedness and their effects on student learning needs to individualize instruction



See Chapter II in *Instruction for All Students* and Chapter VII in *Why Didn't I Learn This in College?* for information on planning.