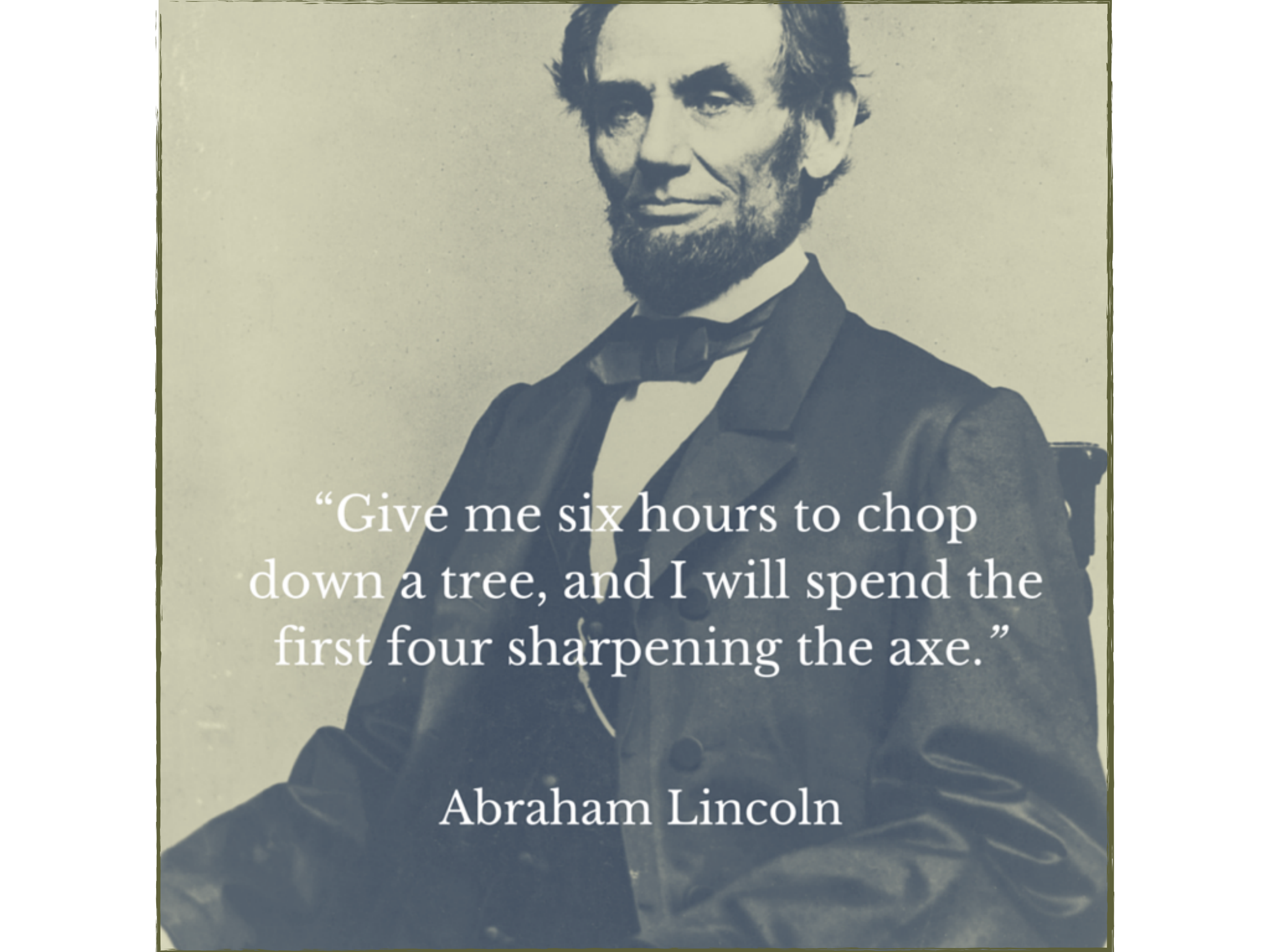


SBS Foundational Teacher Support: **Planning**

August 2016

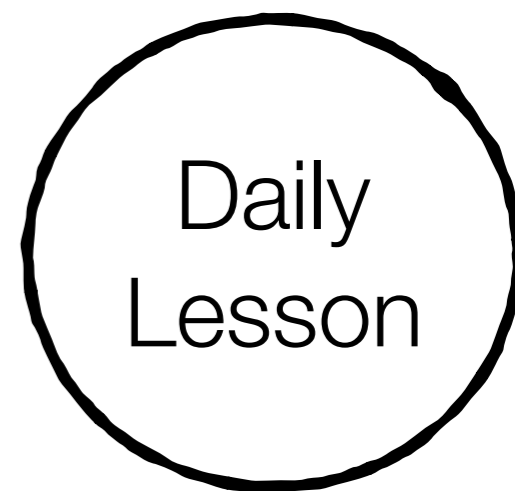
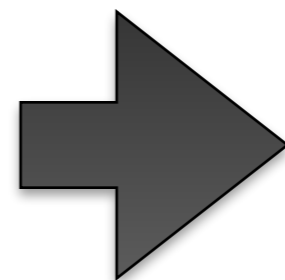
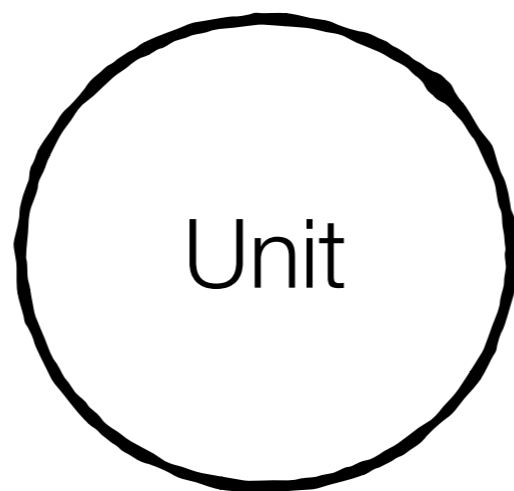
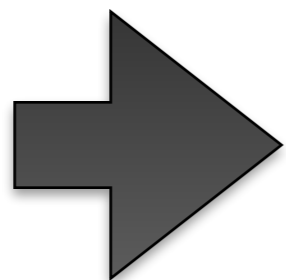
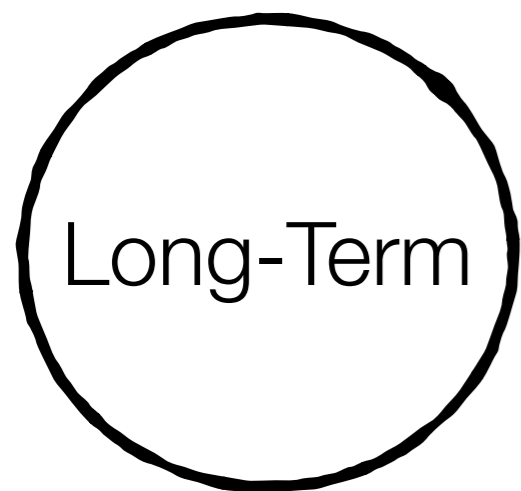


“Give me six hours to chop
down a tree, and I will spend the
first four sharpening the axe.”

Abraham Lincoln

Our Session Agenda

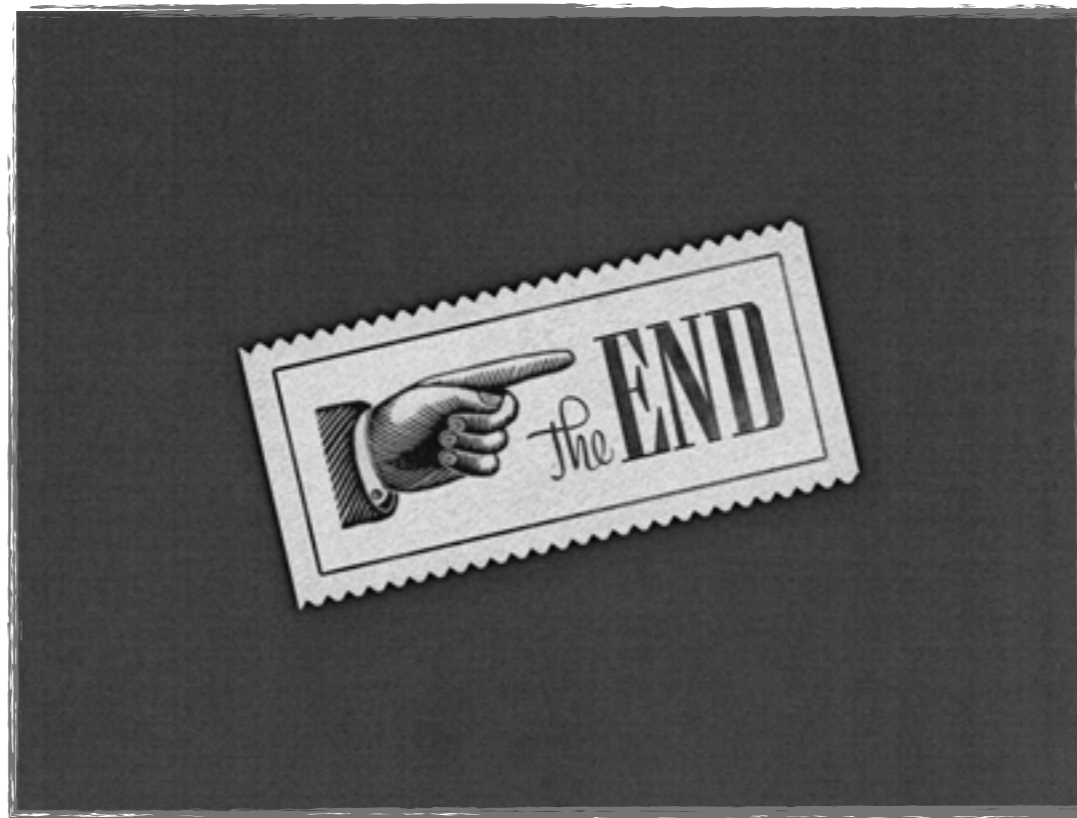
- Key Mindsets for Planning
- Meet with Teachers (*with similar content*)
- Whole Group Discussion
- Planning Work Time (*with feedback available*)



Key Mindset #1



-
- Planning can be most useful and effective when done “backwards.” As teachers, we “begin with the end in mind.”



Key Mindset #1

- First, determine your year-long (or semester) goals for the course. (*These can be qualitative and/or quantitative.*)
- How do these goals impact the focus of each individual unit? What goals and outputs are necessary for each unit so that students can accomplish the long-term goal(s)?
- How will each day of a particular unit contribute to achieving the unit and long-term goals of the course?

Key Mindset #2

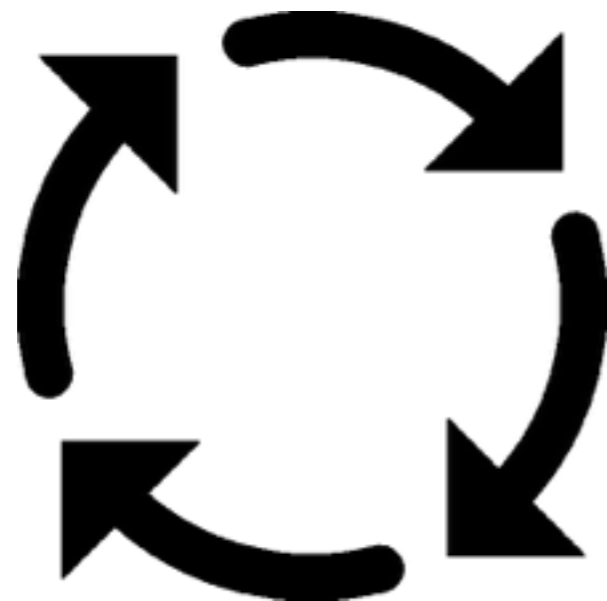


- The long-term and unit goals that we have for students drive the kind of assessments that we create.



Formative vs. Summative Assessments

Formative
Assessments



Summative
Assessments



Key Mindset #2

- The objective(s)/goal(s) for a particular learning experience should drive what kind of activities we select—not the other way around.
- Example: It might be a lot of fun for my students to dress up like the characters from *Island of the Blue Dolphins*, but if this experience is not cognitively challenging and does not relate to any of our goals, I'm just facilitating activity-driven instruction.



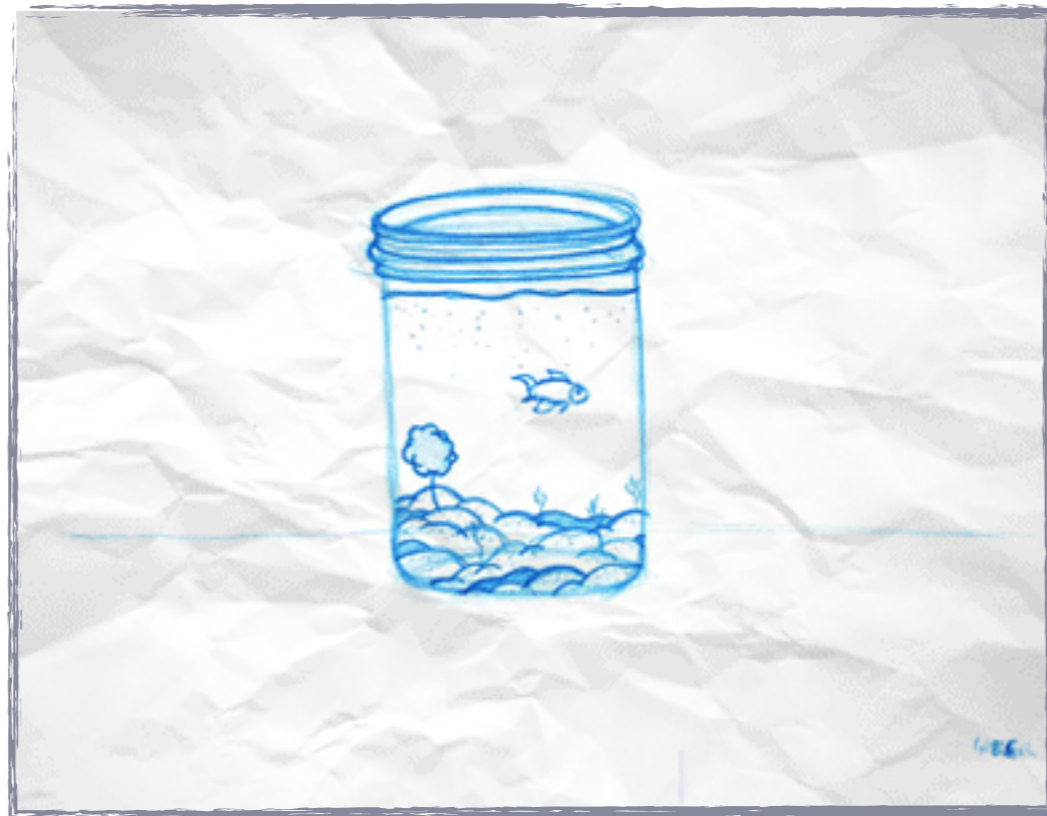
Activity-driven instruction is NOT quality instruction!



Key Mindset #3

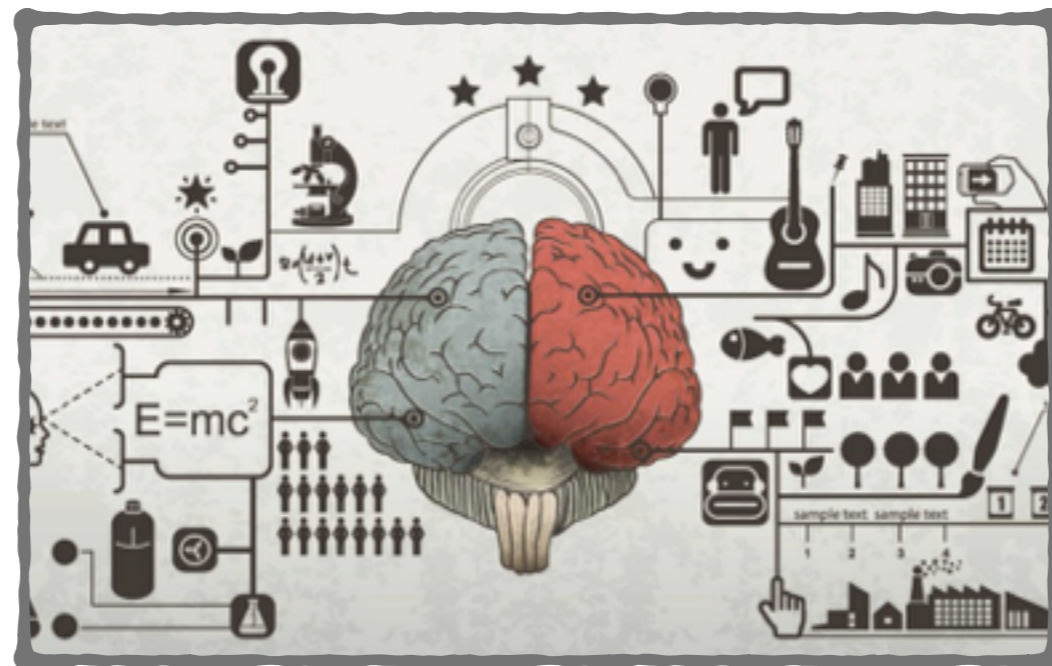


- Student engagement is not easy, and it gets harder all the time.

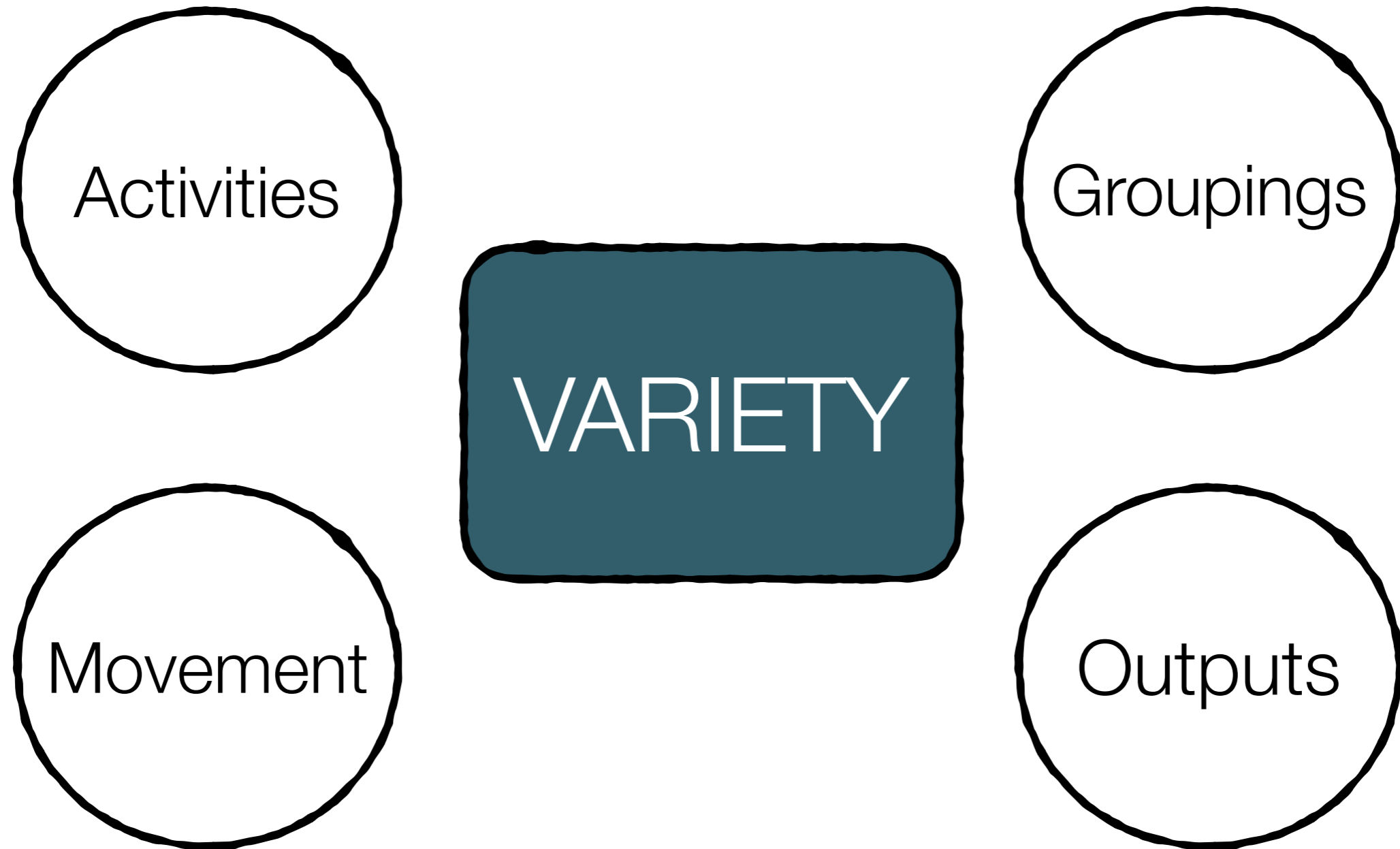


Key Mindset #3

- The general attention span for a specific activity (in terms of the number of minutes) is the student's age plus one.
- Example: a typical fifth grader will be focused for about 11 minutes of an activity before his/her mind starts to wander.



Key Mindset #3



Consider different ways to...

- Open class/hook students/review previous content
- Allow movement
- Use supplies or hands-on materials
- Format handouts, presentations, and documents
- Provide instructions
- Group students/allow them to collaborate

Consider different ways to...

- Prepare for discussion
- Process discussion
- Respond to a discussion
- Have students show their work/prove what they know
- Incorporate media/technology
- Conduct research
- Create projects/products
- Have students present their conclusions

Whole Group Discussion:
What questions do we still have?