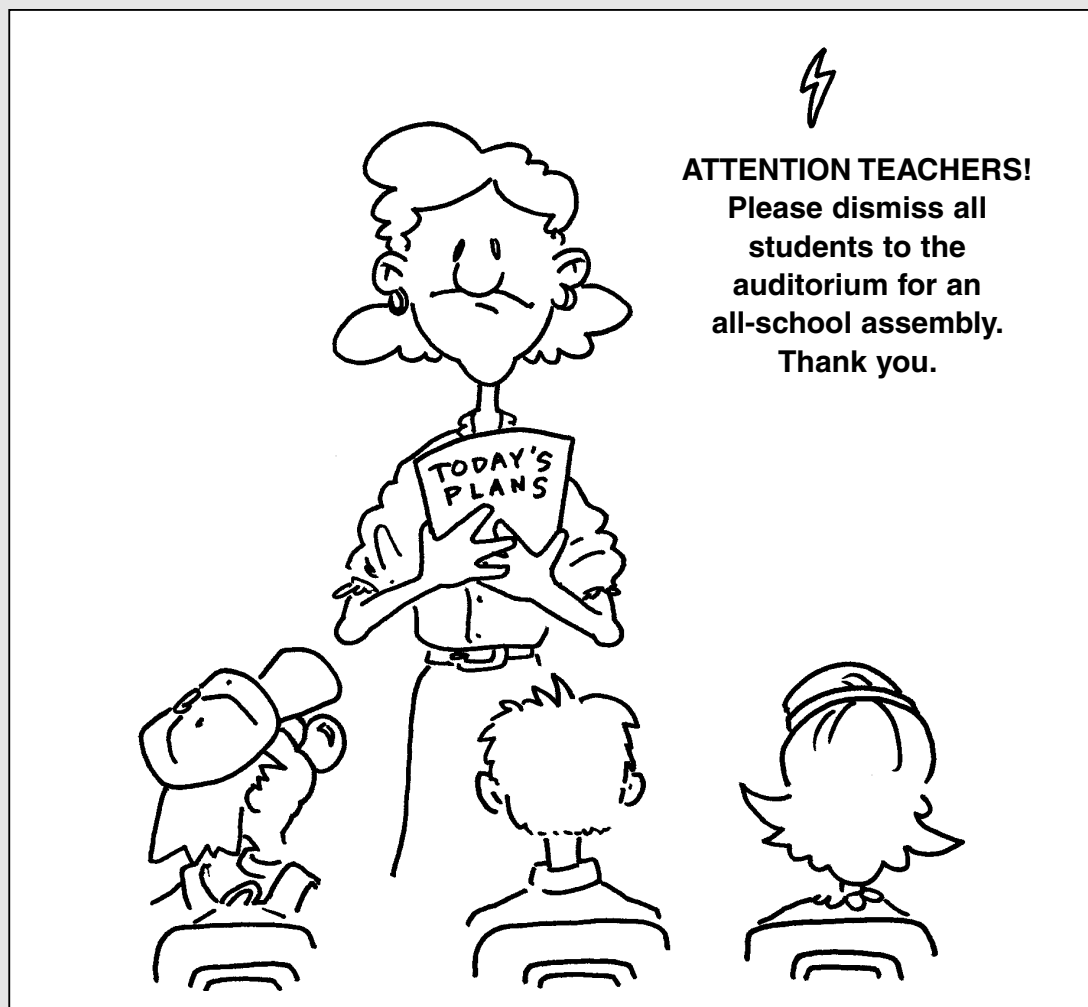


# Planning and Preparation



**ATTENTION TEACHERS!**  
Please dismiss all  
students to the  
auditorium for an  
all-school assembly.  
Thank you.

# Assessment and Reflections Log

Record your initial beliefs and goals about planning and preparation in this log before.

My beliefs about planning and preparation:

My goal(s) for planning and preparation:

How am I going to accomplish my goal(s)?

Who and what can help me?

Challenges to accomplishing my goal(s):

The process or procedure for reaching my goal(s):



# Planning and Preparation

**"I can't believe school starts this soon!"**

**-First-Year Teacher**

**P**lanning and preparing for teaching includes everything you do to get organized for your role as a teacher. It is cyclical in nature and happens continuously. Because you are engaged in the learning process, you will constantly plan and prepare for teaching. Nothing is ever stagnant in the classroom. The learning process demands constant attention. It is never ending.

Teaching young people is a unique and rewarding experience. There is a significant experiential gap between learning about teaching and performing the art of teaching. As a teacher, you will find yourself sitting in the driver's seat of the classroom, where you were formerly a passenger along for the ride. You now have many young passengers along with you. Where will you take your passengers in this journey? How will you get there?

Like a road guide for a long journey, planning is vital. Planning and preparation become your personal road guide, helping you continue on your journey as you hit bumps in the road and make an occasional wrong turn. Take time to understand the job, people, rules, and organization. Make yourself aware of potential problems, and develop some strategies to deal with those situations. These preparations will make your teaching experience an exciting and challenging journey and will reduce the chance of any costly detours.

Planning and preparation begin the moment you accept your teaching position. As you start the planning process, strive to learn as much as possible about your students and the school environment. Prepare yourself emotionally, physically, and intellectually to meet the new faces in the school and to be a positive role model. Planning does not stop there. It continues after you meet and interact with your students. Good teachers do much

*The best preparation  
for good work tomorrow  
is to do good  
work today.*

—ELBERT HUBBARD

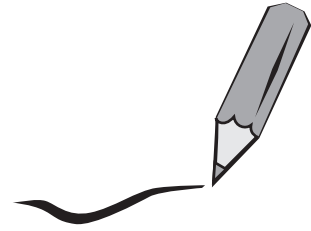
more than share their knowledge with students. Successful teaching stems from a plan to create a warm and respectful relationship between your students and yourself. Because personal relationships are time consuming, it is important for new teachers to prepare to inspire positive character traits in students in an organized way.

Plan for the future by seeking out strategies that will help you make reasonable and acceptable adaptations to the ever-evolving task of teaching in today's classroom. It is imperative for you as a new teacher to plan and prepare for managing various, fast-paced activities while maintaining control. Be prepared for change by planning strategies that will allow you to reflect critically and respond creatively to the changing forces in the classroom. According to Fullan and Hargreaves (1991), successful adaptations in the classroom involve "emotional planning," whereby teachers recognize what is important and meaningful to them in teaching and commit themselves to the implementation of those things.

The quest is a powerful metaphor for a new teaching career. Planning and preparation are important in this expedition. They allow you to focus on your destination and avoid dead ends. Planning and preparation help you to define your path on the quest toward a successful teaching career. Good luck as you set out on this new and exciting journey! You are now sitting in the driver's seat and will enjoy making the decisions as you drive along an entirely new road of teaching.



# Practical Problem



What ought to be done about planning and preparing for teaching? Teachers are faced with this question daily as they plan for their roles as educators. The answer to this practical problem will be different for each professional. Regardless of how you answer the question, it serves as a framework for this challenge. In the space provided, note what you believe should be done about planning and preparing for teaching.

**1. Reflect on your own school experiences that involved planning and preparation. Develop a response to each question:**

- **When you were a student, who do you remember as your most prepared teacher?**

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- **Why do you think he or she was so well prepared?**

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- **How did having an unprepared teacher make you feel as a student?**

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- **Did you feel as if you were a priority in the class where the teacher was not prepared? If not, how did you feel?**

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- **How did your teachers' preparation, or lack of preparation, affect your learning?**

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- **Did the prepared teacher influence you to be more prepared for class yourself?**

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- **Who do you remember as the least prepared teacher during your school experience?**

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- **Recall a story where a teacher was not prepared.**

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## Practical Problem (continued)

My reflections . . .

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2. After reflecting on the preceding questions, answer the following question:

- What should be done about planning and preparing for teaching? Identify the facts that relate to the practical problem such as the socioeconomic, political, historical, social, etc. factors that impact the problem. (Example: The school day does not provide adequate time for preparation.)

My ideas . . .

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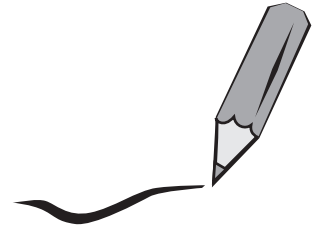
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# Valued Ends



Value ends are the desired results that should exist when the practical problem is addressed satisfactorily. Valued ends describe a desirable state of affairs.

## Teachers who are successful in planning and preparation:

- Know the subject matter and know where to find information
- Integrate and apply the subject matter into everyday life and experiences
- Incorporate new knowledge into existing knowledge
- Determine the amount of time necessary for learning to take place
- Develop plans to meet the needs of diverse students in the classroom
- Use policies, procedures, and routines in daily activities
- Are self-directed and participate in activities that encourage their own professional development

In the space provided, identify other qualities that you believe are pertinent to successful planning and preparation. Also include any expectations or goals your administration has identified related to planning and preparation.

Qualities I believe are pertinent to successful planning and preparation: \_\_\_\_\_

Administration's expectations or goals related to planning and preparation: \_\_\_\_\_

What can I realistically achieve related to planning and preparation to be demonstrated in my teaching portfolio? \_\_\_\_\_

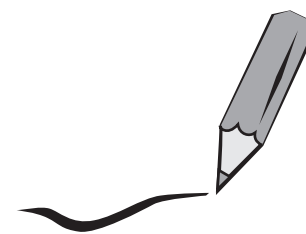






# Focus on the Issue

## Planning and Preparation



Planning and preparing for instruction has been identified as one of the most important aspects of effective teaching (Henson, 1988; Kindsvatter, Wilen, & Ishler, 1988; Reiser & Dick, 1996). Planning, according to these researchers, is necessary when setting the stage for what and how you want your students to learn. As a professional educator, you possess a unique talent and skill in your area of expertise. Unlike a job where procedures are standardized, an educator makes hundreds of decisions each day. Most times those decisions are interrelated and have consequences that call for even more decisions. It is imperative, then, that you plan as precisely as possible to set the stage for your success. Planning can increase creative instruction, invigorate student participation and response, and stimulate the evaluation process. Costa and Garmston (1994) claim that the most important decisions teachers make involve planning because all other decisions in the classroom are directly related.

**1. Imagine, if you will, how chaotic it would be to stand before your students and have no direction or focus. Think to a time when you were in a class or seminar and the instructor appeared to have no goal or purpose.**

■ **How did you feel?**

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■ **What did you think?**

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■ **What was your impression of the instructor?**

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■ **What comments did you hear expressed by your classmates regarding the instructor's ill-conceived plan or lack of a plan?**

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■ **Based on this reflection, what agreement do you want to make with yourself regarding planning and preparation?**

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*Whether an individual will be an effective teacher depends upon the nature of his private world of perceptions.*

—ARTHUR W. COMBS



**Consider including this agreement or goal in your teaching plan. See Wrap-Up at the end of the book.**

# Focus on the Issue (continued)

## Planning and Preparation

2. As a teacher, you will plan for such things as curriculum, classroom procedures, assessment, seating arrangements, etc. List as many thoughts as possible that you will need to consider when preparing to teach. Beside each item, identify what you will do to prepare for that task. It may help you to categorize your tasks into various sections, such as those listed below.

CONSIDERATIONS	WHAT I PLAN TO DO
<b>Classroom Procedures</b>	
Introduction of self	
Introduction of course	
Course expectations	
Classroom management	
Discipline procedures	
Student expectations	
Evaluation procedures	
Introduction of textbook and other resources	
Student questions	
Icebreakers or get-acquainted activities	
Student feedback (time for students to reflect and raise questions anonymously)	

*(continued on next page)*



# Focus on the Issue (continued)

Planning and Preparation

CONSIDERATIONS	WHAT I PLAN TO DO
<b>Learning Resources</b>	
Sources	
Organization of materials	
Student forms	
Storage	
Procedures for accessing resources	
<b>Supplies</b>	
Student supplies	
Teacher supplies	
Storage	
Budget	
<b>Labs</b>	
Reserving the labs	
Use of technology	
Reserving multimedia carts	

# Focus on the Issue (continued)

## Planning and Preparation

After considering the broad issues related to planning for teaching, you can begin to focus on the specific learning goals you expect your students to achieve. Curriculum and lesson plans look different depending on school requirements. Although each may vary in structure and degree of information, most have elements central to all lessons. Those elements include:

- **The concept, generalization, skill, or reason for the lesson**
- **Objectives or end results**
- **Procedures to accomplish objectives and end results**
- **A method or strategy for determining whether students have met expectations**
- **A self-reflection assessment to determine what you have learned and how you intend to incorporate your learning into your practice**

**Examples of questions that could guide your planning include:**

- **Am I enthusiastic about this class? (Your excitement will be contagious.)**
- **Are the seats arranged appropriately for the activities I have planned?**
- **Is the lighting appropriate for student learning?**
- **Are my name, date, and course title on the chalkboard?**
- **Do I have an icebreaker or welcome activity planned?**
- **What procedure do I have for learning names?**
- **How do I plan to gather information about student backgrounds, interests, expectations for the course, questions, and concerns?**
- **Have I outlined how students will be evaluated?**
- **How and when will I make class announcements?**
- **How do I intend to gather student feedback?**
- **Can students access resources and supplies for class?**
- **When the class is over, will the students want to come back? Will I want to come back?**

**List other questions you have related to planning:**

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# Focus on the Issue (continued)

## Planning and Preparation

Planning is a cyclic, continuous, and interactive process that occurs constantly as one teaches (Bellon, Bellon, & Blank, 1992). Ideally, you must create a plan, but you must also recognize that your plans may need to change instantly or frequently. The school day and calendar lend themselves to interruptions. The best advice is to be flexible within the parameters of your plans in order to handle the dynamics of the school day. Ultimately, the primary function of planning is to provide your students with the best environment you can for learning. Careful planning allows for the possibility of making adjustments depending on the needs of your students.

Because education revolves around student learning, it is imperative to include students in the process of planning and preparing. What better way to determine if students are learning and understanding than to solicit their support or help during the planning stages (Manderville & Rivers, 1991)? Consider these questions to involve students in planning:

- **What have you planned for student learning? List several policies, procedures, or activities that you have developed.**

My plans . . .

Policies, procedures, or activities . . .

# Focus on the Issue (continued)

## Planning and Preparation

- Have you invited your students to evaluate what you have planned and give you ideas about what worked or did not work? What ideas did they provide? How did you change your ideas, plans, or procedures to accompany your learners' perspectives? Use the following chart to record your responses. You might also invite students to brainstorm activities and procedures that they would like to try or that they have been involved with in other classes or groups. Try to incorporate their suggestions into your planning. The important component of this exercise is that you reflect on your planning and make appropriate changes to enhance student learning. You'll see in the process that your teaching may need to be altered to accomplish your goal. You are on your way to becoming a master teacher!

What I Planned	How My Students Responded to My Plans, Procedures, and Activities	How I Changed My Plans, Procedures, and Activities



Consider using this evidence in your teaching portfolio.



# Students Speak Out

It is often said that the teacher learns as much as the students. Students can provide valuable insight in terms of helping you to determine whether you are an effective educator. Using the sentence stems outlined in bold type, the following statements about planning and preparation were solicited from students throughout the country:

“ **I learned** more when my social studies teacher was prepared for class. When teachers aren't ready for class, I think kids take advantage of situations and cause more problems, because we know we can get away with it if the teacher is not prepared. (Britni G., ninth grade social studies) ”

“ **I didn't like** being asked to find the answer to a question I raised in class. It makes me mad. It's like I'm being punished for asking a question that the teacher can't answer. Instead of telling me the answer or helping me find it, he made me do it for the next class. (John E., twelfth grade physics) ”

“ **I like** it when my government teacher dresses up and pretends to be different people we are studying in class. She is always prepared for us and it makes me want to go to class. (Lauren G., tenth grade government) ”

“ **I want** to be as organized as my math teacher. He knows where everything is. We get our papers back on time, too, and I like that. (Elizabeth E., tenth grade math) ”

“ **I never want to** sit through another class where my teacher pretends she is ready for class. I hate it when my English teacher spends the first 20 minutes talking about stuff she read in the newspaper or saw on TV. I think she's wasting time. If I am supposed to turn in my homework on time, then I think she should do her preparing stuff on time too. (Roberto R., twelfth grade English) ”





# The Teachers' Lounge



Every veteran teacher in your school will be able to shed insight into most any situation you present to them. When asked about planning and preparation, teachers throughout the country responded to the highlighted sentence stems in the following ways:

I LEARNED THAT BEING PREPARED IS DIRECTLY RELATED TO MY CLASSROOM MANAGEMENT. WHEN I HAVE STUDENTS ENGAGED IN THE LEARNING PROCESS, THEY ARE LESS LIKELY TO ACT UP IN CLASS.  
(C. Norris, California)

I LIKE PLANNING AND DEVELOPING A VARIETY OF ACTIVITIES FOR STUDENTS THAT FOCUS ON SEVERAL OF THE MULTIPLE INTELLIGENCES. THAT WAY STUDENTS WILL LOOK FORWARD TO PARTICIPATING IN THE ACTIVITY, BECAUSE THEY KNOW IT WILL BE SOMETHING THEY WANT TO DO.  
(J. Prusa, Minnesota)

I DON'T LIKE THE AMOUNT OF TIME I HAVE TO PLAN DURING THE YEAR. I DO LIKE THE AMOUNT OF TIME OUR DISTRICT GIVES US TO PLAN AT THE BEGINNING AND END OF THE SCHOOL YEAR. IT HELPS ME CONSIDERABLY. I WISH THE GENERAL PUBLIC WOULD KNOW THE TIME IT TAKES TO READ IN A VARIETY OF AREAS TO BE KNOWLEDGEABLE ENOUGH TO BE A GOOD TEACHER.  
(D. Erceg, New Hampshire)

I REMEMBER OBSERVING A CLASSROOM WHERE THE INSTRUCTOR HAD STUDENTS ENGAGED IN A VARIETY OF DIFFERENT PROJECTS THAT HE CLAIMED MET INDIVIDUAL NEEDS AND PREFERENCES. I WAS AMAZED AT HOW EACH STUDENT WAS INVOLVED IN HIS OR HER LEARNING. NO ONE WANTED TO LEAVE WHEN THE CLASS WAS OVER. I HOPE I CAN ENGAGE STUDENTS THE SAME WAY. (F. Dietz, North Dakota)

I WANT TO GET A STUDENT AIDE TO HELP ME PUT EACH OF MY LESSONS ON A POWERPOINT PRESENTATION. THAT WAY I CAN CHANGE THEM IN THE FUTURE WITHOUT SPENDING A LOT OF TIME MAKING NEW OVERHEAD TRANSPARENCIES AND VISUALS. IT MAKES IT EASIER TO GIVE THE NOTES TO A STUDENT WHO MISSES CLASS. (L. Rodriguez, Texas)

STUDENTS ARE USED TO BEING ENTERTAINED. IT'S SAD, BUT THEY WANT TO COME TO CLASS AND HAVE YOU KEEP THEIR ATTENTION FOR THE ENTIRE TIME. IF YOU DON'T, THEY TUNE YOU OUT. I HAVE FOUND THAT PLANNING IS CENTRAL TO MY SUCCESS AS A TEACHER. (E. Ireland, Washington)

NO ONE TOLD ME THAT SOME PUBLISHING COMPANIES HAVE TEACHER RESOURCE MATERIALS THAT ARE ALREADY DEVELOPED THAT CAN HELP ME AS I PREPARE. (L. Dunn, Maryland)

MY WORST NIGHTMARE IS PREPARING THE LESSON OF MY LIFE AND HAVING AN UNEXPECTED FIRE DRILL OR ASSEMBLY RIGHT IN THE MIDDLE OF IT!  
(J. Stone, Oklahoma)



# Teacher Tips

Master teachers have established a repertoire of skills that they draw upon when teaching. Some teachers shared these tips related to planning and preparation:

*M/3* I usually start my semester by putting students in small groups and asking them to act like a machine. Examples would be a popcorn popper, ice machine, soda machine, etc. It gets the students talking and interacting and helps to break the ice. (C. Martin, Ohio)

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*M/3* Put plain paper on a bulletin board or a wall and ask all the students to write a short sentence or word graffiti to tell what they already know about the subject you are teaching. Refer to the sheet as you teach your new unit for reinforcement and to present new concepts. (T. Holmes, Washington, D.C.)

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*M/3* Take digital camera photographs of students holding a sheet where they have drawn their names using crayons or markers. Put the photographs on your computer and use them as a screen saver. (K. Grey, Virginia)

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*M/3* I keep a folder of lesson plan ideas that I know will work in the event that I am absent and the substitute teacher is not finding success with my lesson plan for that day. This way he or she has a “tried-and-true” lesson plan that will work. (C. Brooke, Idaho)

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*M/3* Create a welcome packet to hand out to students on the first day. This packet should contain a welcome letter from you, a student information sheet, a letter for the parents, a course syllabus (high school), and one or more handouts that outline classroom and homework procedures. Anything special that you want your students to have should also be in the packet. (Z. Thomas, Delaware)

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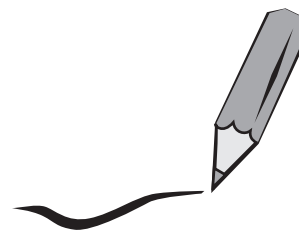
*M/3* I pass a calendar around the class at the beginning of the semester and ask everyone to record important dates and events for us to be aware of. It is a great way for me to see what students see as important, and I learn a lot about them as individuals. (E. Ray, Vermont)

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*M/3* I send a letter to each of my students before school begins asking what their expectations are of my class. I include a self-addressed stamped envelope for them to respond. I let them tell me who they are, but their doing so is optional. I get the responses and include their ideas into my course. Students seem to like this. (B. Baughman, Arizona)



# A Mentor Moment



Ideally, you have been assigned a mentor to help you during your beginning years of teaching. If you have not been assigned a mentor, ask a teacher whom you respect if he or she will serve as your mentor. Mentors provide honest feedback in a nonthreatening and nonjudgmental way. Mentors also support you and offer worthwhile ideas that you might incorporate regularly. Even master teachers have mentors! Mentor teachers can help you in the area of planning and preparation by sharing their expertise and experiences, as this mentor teacher does:

**One thing that all successful teachers have in common is good planning. This is directly related to every other aspect of your teaching and especially classroom management! I think lesson plans should be spelled out very carefully rather than loosely sketched out so that you have a good idea of what you are doing from one moment to the next. You don't want to keep your students in limbo as you are deciding what to do. This will cause students to be disruptive and they will lose interest. Trust me: no matter what anyone tells you about planning, make sure you have things spelled out as detailed as you can. You will not regret it. Good luck! (P. Gregory, Wyoming)**

Although teaching can be exceptionally rewarding, it helps to have another professional assist you with your daily questions about teaching. Following is a list of questions you might ask your mentor regarding planning and preparation, as well as a table you can use to identify questions you would like to discuss with your mentor. Document your mentor's responses and your thoughts about how to incorporate what you have learned into your practice.

## Questions you might ask your mentor:

- How do I know how long to spend on a particular topic?
- Do I have a state coordinator or supervisor? What is that person's role?
- Is there any funding for my program?
- Where do I get ideas for lessons that can accommodate a semester-long project?
- How much time should I spend on preparing for my classes?
- Should I plan more than a week in advance?
- How can I learn about the school district's policies?
- Should I use curriculum plans (if they are available) from the previous teacher?
- How can I accommodate small or large class sizes in my planning?
- How far in advance should I purchase supplies for my class?

## A Mentor Moment (continued)

Questions for My Mentor	Responses from My Mentor	How to Incorporate Mentor's Ideas into My Practice

## A Mentor Moment (continued)

Now that you have had time to focus on your questions about planning and preparation with a mentor, think about what you have learned about yourself related to planning.

- Think about some of the decisions you have already made related to planning. Did you overplan? Underplan?

My decisions . . .

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- Why do you plan and prepare as you do? Develop a rationale for your planning and preparation procedures.

My rationale . . .

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## A Mentor Moment (continued)

- Return to this challenge at a later date and review your rationale (see the preceding item). How has your rationale changed? (You should see growth in your rationale and practice. Include this exercise as part of your yearly personal professional goals. It helps to see growth and development as you critically reflect on your practice.)

How my rationale has changed . . .

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- Identify a situation in which your students' reaction to something you planned or prepared for them wasn't what you thought it would be. How could you turn that situation into a positive experience for them and for you?

My ideas . . .

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## A Mentor Moment (continued)

- Is there any way you might communicate to your students the reflection you have done on this particular incident, practice, or policy? Can you share it with your students so that you may model the process of critical reflection? How might you present this to the students?

My reflections . . .

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- Assuming you were able to share your thinking process with the students, what were their responses?

Student responses . . .

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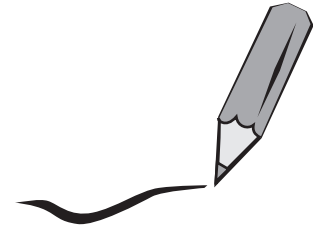
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This process is central to the ability to critically reflect on teaching practice. It shows growth and development and can be used as evidence in your teaching portfolio.



# Shared Strategies



Following are some activities and strategies that you might include in your daily practice. You can use these strategies as well as build upon them to create your own.

## Strategies for Lesson Stages

Use the following chart to identify strategies to try during the opening, body, and closing of a lesson. Share your ideas with your colleagues or mentor. What worked for you? What didn't work? Continue to add to your list throughout the year. By the end of the year, you will be able to see how much you have learned.

My strategies . . .

Open	
Body	
Close	



# Shared Strategies (continued)

## Standards and Benchmarks

Central to all planning is consideration of standards and benchmarks for your subject. Think about the following questions when you are planning and preparing to teach. Use this list as a model for one of your lesson plans.

- **What learning standards/benchmarks will be achieved?**
- **What is the specific learning standard?**
- **What assessment activities will enable students to demonstrate they have met the learning standard?**
- **What performance expectations are there for students to show the extent of learning that has occurred?**
- **How will students' difficulties be recognized along the way?**
- **What assessment materials are available and what materials need to be developed?**
- **How will assessment results be communicated to students and parents?**

From Skowron, J., *Powerful Lesson Planning Models: The Art of 1000 Decisions* (p. 38). © 2001 by SkyLight Professional Development. Reprinted with permission.

## Designing Lessons

The following questions will help you operationalize your planning. By addressing these questions, you will be better equipped to implement your ideas for crafting a successful lesson. Use this as a model for developing a lesson.

- **What learning standard/benchmarks will be achieved?**
- **What is a motivating opening for the lesson?**
- **What strategies or activities will be used to teach the standards?**
- **What materials are needed to support and enhance learning?**
- **What is the appropriate use of technology?**
- **How will students be grouped for this activity?**
- **What opportunities will students have to reflect on their learning?**
- **How will student progress be monitored?**
- **What forms of additional practice may be necessary?**
- **How long will the lesson take?**
- **Are there any foreseeable pitfalls in this lesson?**
- **What alternatives are there if the lesson doesn't work out?**

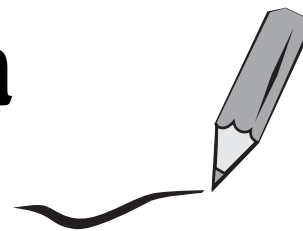
From Skowron, J., *Powerful Lesson Planning Models: The Art of 1000 Decisions* (p. 38). © 2001 by SkyLight Professional Development. Reprinted with permission.

### **An Amusing Story**

*Our school requires students in the hometown to complete cards that provide basic information that we use to update our records. One of the questions asks the number we should call for an emergency. I knew it was going to be a long year when I read one of the responses:*  
*"Dial 911."*



# Personal Reflection Journal



This challenge encouraged you to examine your practice in planning and preparing for teaching. Identify a situation related to planning and preparation that needs your attention. Follow the steps below to arrive at a desirable solution. Depending on the nature of your situation, you may use this exercise as a benchmark in your development. If so, include this piece in your professional portfolio.

My thoughts . . .

Identify the situation:



Describe the situation:



Whose advice did you seek in finding a creative solution to the situation?

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What did this person (or these persons) tell you to do?

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# Personal Reflection Journal (continued)

How did you deal with the situation?

Would you do the same thing if presented with a similar situation?

If yes, why?

If no, why?

What new knowledge or ideas come to mind as you incorporate what you have learned through this experience?

If you were to establish a goal to enhance your personal professional development in this area, what might that be?

How does what you learned compare to other areas of your teaching?

# Personal Reflection Journal (continued)

Planning is central to all instruction. The preparation you have done for the term, semester, and year will pay off. Think about aspects of your role as an educator. In the space provided, outline how you can connect what you have learned about planning and preparation to other areas of your teaching.

Upon reflection, what have you learned that will enhance your development as an educator?

How will you integrate your new knowledge into your practice?

What does it mean to be a critical reflective practitioner when planning and preparing for teaching? Develop a clear and concise response that you can include in your professional development portfolio.



Consider including this in your professional teaching portfolio.



# Standards

Every school differs in its acceptance of teaching standards. However, it is generally agreed that teachers need to possess a level of competence in order to find success. Because of their generic nature, the Interstate New Teacher Assessment and Support Consortium (INTASC) standards have been identified as a framework for you to use to reflect on your practice as an educator. The INTASC standards that address planning and preparation are as follows:

- **PRINCIPLE #1: The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.**
- **PRINCIPLE #2: The teacher understands how children learn and develop, and can provide learning opportunities that support their intellectual, social, and personal development.**
- **PRINCIPLE #3: The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.**
- **PRINCIPLE #6: The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.**
- **PRINCIPLE #7: The teacher plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals.**
- **PRINCIPLE #8: The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner.**
- **PRINCIPLE #9: The teacher is a reflective practitioner who continually evaluates the effects of his or her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.**

From Interstate New Teacher Assessment and Support Consortium, *Model Standards for Beginning Teacher Licensing, Assessment, and Development: A Resource for State Dialogue*. © 1992 by Council of Chief State School Officers, Washington, DC. Retrieved November 3, 2004, from <http://www.ccsso.org/content/pdfs/corestrd.pdf>. Used with permission.

Perhaps your school, district, or national organization has established standards pertinent to your professional development in this area. Review them, and the INTASC principles, to determine which one(s) you have met as a result of working through this challenge. It is not necessary to provide evidence for each standard in each challenge. However, by the time you complete this book, you should have evidence of how you can meet each principle or standard necessary for your portfolio. Document your evidence in the Wrap-Up section of the book.

# Reflections Log

Fill out the following log to reflect on your learnings. It might be helpful to refer to the Assessment and Reflections Log at the beginning of the challenge to assess your growth.

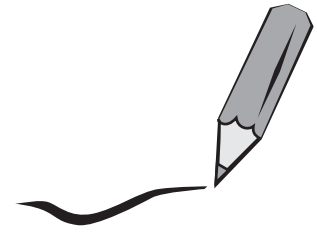
What did I learn about planning and preparation?

Was I able to accomplish my goals?

How did I overcome the challenges in accomplishing my goals?



# Congratulations, You Made It!



Identify something you are proud of relative to your classroom planning and preparation that you can incorporate in your professional portfolio. What evidence do you have to show your success? Use the following chart to record your responses.

**Situation:**

**How I handled it:**

**Evidence to be included in my portfolio:**



Consider including this in your professional teaching portfolio.