Program Planning Guide

LESSON PLAN PROCESS
Lessons will be developed using the backward design process. In planning a lesson, it is essential that TCs consider the needs of their students. What prior knowledge do they have? How can the lesson link to their prior knowledge? What special needs do the student's have? How will the lesson accommodate those needs in the lesson?   How will the students be grouped for learning?   How can management issues be addressed during the lesson?

LESSON PLAN FORMATS
Teacher Candidates can experiment with using a variety of lesson templates to summarize lessons. They should take into account their personal teaching style and the needs of the host classroom. Lessons must reflect a range of teaching strategies and student learning activities. A variety of lesson plan templates will be available in the seminar moodle.

Formal lesson plans must be submitted to the MT before classes begin in the morning. It is essential that the lesson plan format is easy to follow and that formal lesson plans include the following information:

✱ <u>Learning Expectations</u>: Quote directly from the curriculum document. One or at most two expectations is sufficient for most lessons. Later in the school year if the lesson is integrated, an expectation from another subject could also be included.

✱ <u>Learning Goals</u>**:** Describe what the students are expected to learn. Specific expectations can sometime be learning goals. However the expectations should be expressed in grade appropriate language and/or broken down into smaller increments

✱ <u>Success Criteria</u>: Describe what successful attainment of a learning goal looks like. Observable behaviours should be described in student friendly language.

✱ <u>Accommodations/Modifications</u>: How will the TC accommodate students' special needs? In ED2 TCs will be responsible for indicating general accommodations only. With the support of the MT, ED3 TCs can address accommodations in more specific terms.

An accommodation **does not** change the curriculum expectations. Accommodations can include changes in:
-the environment   -how the material is taught
-how the material is assessed

For instance the TC may provide more time, provide alternate tasks and provide resources such as computers or tape recorders.

Modifications **do** change the curriculum expectations. This type of change is the responsibility of the Mentor Teacher. He/she will determine the number and the grade level or complexity of expectations for identified special need students. The MT may also suggest an alternative expectation for the student.

✱ <u>Instructional Sequence</u>
·*Introduction/Motivation*: (5 -10 min) How will the students be engaged in the lesson? How will prior knowledge be activated? How will a need or purpose be created and a relevant context for learning be provided? The introduction might be through a story, exercise, game, song, interesting question etc. It should be related to the lesson and help students recall previous knowledge.

・*Input*: This part of the lesson should provide an opportunity for students to develop a concept/skill or to investigate a problem or idea. How will the instruction link directly to the expectation(s) that have been selected? How will the new skill/concept be demonstrated? What questions will be posed? How will opportunities to investigate, clarify ideas, solve problems, communicate and reflect be organized? Students may be working independently or in groups.

・*Closing*: This part of the lesson is critical. Students share their results and the TC, as the facilitator, help them notice relationships and draw conclusions. Did the students achieve the learning expectation? How will feedback be provided to the students?

* Description of Student Activities or Tasks: How will the students reach the learning expectation? What task will you assign to develop/practise the concept or skills? This description may be contained as part of the instructional sequence.

* Assessment/Evaluation: In a first placement, TCs will develop a general understanding that assessment and evaluation is a critical part of the instructional sequence. By the winter term the TCs can begin to address assessment/evaluation in their lesson plans.

  TCs in a second placement should include information about assessment/evaluation in their formal lesson plans. They should clearly identify what they will be assessing. This should relate directly to the expectation that was selected for the lesson. They should indicate how they will monitor that the students achieved the expectation. The TCs should also include a reference to the criteria will be used to determine each student's progress or achievement in evaluating major concepts, critical skills or culminating tasks.

* Materials/Resources: List items needed for this lesson, including handouts or printed resources. Attach copy of essential handouts or printed materials required to the lesson plan. It is not necessary to include items such as pencils, erasers or paper (except specialty paper).

Following the implementation of the lesson the MT will provide feedback regarding the lesson design and the instructional experience.

DAILY PLANS
Daily plans are organized to include a summary of the teaching day – with appropriate detail to allow an occasional teacher to be able to independently implement the daily plan. TCs may be able to begin developing daily plans as they move to teaching two or more lesson each day. This decision will be determined in consultation with the MT who will assess the TCs readiness to develop daily plans. Formal lessons plans should continue to be developed for critical lessons that address major understandings introduce new concepts or focus on new subject areas.

UNIT PLANS
TCs can confer with their MT to identify mini units of study which they can plan and implement on successive teaching days. Mini- units generally focus on one subject area or subject strand and involve just 3-5 lessons. Unit organizers are available from your Course Director or Seminar Leader.