

TEACHER ASSESSMENT ON PERFORMANCE STANDARD 2: INSTRUCTIONAL PLANNING

TKES QUICK GUIDE

WHY IS INSTRUCTIONAL PLANNING ESSENTIAL TO STUDENT ACHIEVEMENT?

Teaching begins before the teacher steps into the classroom. Prior to each lesson or unit, effective teachers identify what students need to know, understand, and do, using the curriculum standards. Effective teachers collaboratively determine how mastery of the standards will be assessed, prior to planning the lessons. Teachers then collaboratively plan content of instruction, select teaching materials, design learning activities, decide on pacing, and identify learning opportunities for students.

Effective instructional planning requires teachers to have a deep understanding of the curriculum, as well as student learning data to inform planning. There are three key questions that need to be considered when planning: (1) What should be taught?, (2) How should it be taught?, and (3) How should learning be assessed?

What should be taught? A curriculum where the standards are deeply understood and utilized by all teachers within the school is to be taught. Factual knowledge or surface level learning is no longer acceptable. Effective teachers teach the curriculum at a level of depth that allows students to apply, synthesize, and analyze their learning.

How should it be taught? Best practices outlined in an instructional framework should be the guide for lessons and units. Instructional frameworks may incorporate different components, but most include (1) clear learning objectives, (2) teaching / modeling / demonstrating, (3) guided practice, and (4) checking for understanding.

How should learning be assessed? Learning should be assessed frequently and in multiple ways, including; checks for understanding throughout the instruction; planned formative assessments; performance assessments; and summative assessments. Effective teachers are seldom surprised by their students' performance, because they have used assessments to measure and monitor student learning during instruction.

Planning is preparation for action. Without prior thought and planning, ongoing review, adjustment as the plan unfolds in practice, and reflection on what worked, what didn't, and how to improve, teachers seldom improve practice.

EFFECTIVE PLANNING BEHAVIORS:

- Construct a blueprint of how to address the curriculum during the instructional time.
- Collaborate with one or more teachers while planning, rather than planning lessons alone.
- Facilitate the planning of units in advance to make intra- and interdisciplinary connections. □
- Use student assessment data to plan what goals and objectives to address.
- Plan for the context of the lesson to help students relate, organize, and make knowledge become a part of students' long-term memory.
- Sequence material to promote student's cognitive and developmental growth.
- Use knowledge of available resources to determine what instructional materials or resources need to be acquired or developed.
- Plan instruction using a variety of instructional methods.
- Take into account students' strengths and weaknesses as well as their interest level.
- Frequently, incorporate reading and writing into the content areas.
- Use textbooks as a resource, not as the curriculum.
- Incorporates a variety of authentic literature sources to support the instruction.
- Plan differentiated instruction based on student needs identified by using assessment data.
- Predict student misconceptions and identify where students will have difficulty with the curriculum.
- Plan a blend of whole-group, small-group, and individualized instruction.
- Plan for student-centered lessons, rather than teacher-centered instruction.