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**Foreword by
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EDUCATION

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Foreword

DESIGNING INSTRUCTION

Powerful Lesson Planning Models is an important book, offering teachers essential guidance in the highly complex task of lesson planning. It provides four models: basic, integrated, differentiated, and problem-based. These models are progressively complex and nuanced, providing teachers with guidance as they increase their lesson planning proficiency.

As I set forth in *Enhancing Professional Practice: A Framework for Teaching*, planning is one of the four essential domains of professional practice (Danielson 1996). Further, planning is, of course, highly cerebral, requiring high-level thinking and decision-making. And in this age of content standards and the high-stakes assessments of those standards, the teacher's challenge in planning for instruction is more profound than ever.

Textbooks and other instructional materials provide teachers with learning objectives, activities, assessments, and of course, materials needed—all they need for instructional planning. Teachers have the option, if they so choose, to simply follow the directions, and “connect the dots.” In many cases, the instructional suggestions offered by the textbooks and ancillary materials are as viable as those that many teachers (particularly novices) could create on their own. However, only teachers know their own students (and therefore how to differentiate instruction to assist them), and content standards are different in different locations. Therefore, if teachers can

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acquire sophisticated planning skills, they will be able to offer a richer instructional environment for their students than if they relied solely on their text materials.

Powerful Lesson Planning Models works equally well for novice teachers and for seasoned professionals. The beginner will likely feel most comfortable with the basic model. With enough practice this model becomes perfected to the extent that it can be built upon. The models described subsequently (integrated, differentiated, and problem-based) are advanced, requiring skills rarely demonstrated by those just entering the profession. The skills and practice needed to successfully implement these models is highly advanced, reflecting a sophisticated level of planning.

Therefore, by mastering the ideas presented in *Powerful Lesson Planning Models*, teachers can advance their practice, and demonstrate skills I have identified as “proficient” and “distinguished” (Danielson 1996). And if teachers can develop these skills in collaboration with their colleagues, their professional experience will be doubly rewarding.

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Preface

Do you remember your first teaching assignment—the first day you entered your new classroom and thought about the students who would soon be there? For me it was a combination of pride and anxiety. I was proud that I had finally attained what I had prepared for over the last several years. I was also extremely anxious about the first day with my students. What would they be like? Would they like me? And most important, how could I best teach them? Sure I had been in classrooms before. I had planned and taught lessons. But this was different. This was no short-term assignment with someone to guide me along the way. I was on my own. I had signed the contract, and I was expected to be a professional.

The first few days of my teaching assignment, I was overwhelmed with information about school rules and regulations, extracurricular assignments, curriculum requirements, and schedules. A kindly colleague offered the advice to “always have something for them to do.” So I studied all the curriculum guides and teachers’ manuals (I had never seen them before!). I made sure I had enough worksheets. I decorated my classroom with bulletin boards and attractive displays. I worked from dawn to midnight for weeks to get ready for the first day. When it arrived, I was exhausted. Somehow my students and I survived that day—I’m sure I learned more than they did. What I learned was that I needed a plan. If I was going to be any good at all at this teaching thing (and I desperately wanted to be), I was the one who had to make it happen. Certainly I could make sure I always had something for them to do, but I wanted to make sure I always had something for them to learn.

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It is interesting the way competence and confidence go hand in hand. After several years, I felt more competent and at ease—but I was still very much a beginning teacher. As I came to know more about how learning happens, I tried different instructional designs. I put several objectives into the same lesson, I tailored lessons for different students, I let students take the lead not only in what they learned but how they learned. There were successes, but there were also disappointments. Not everything worked. But my teaching evolved and my students progressed.

Looking back over my early teaching years, I wish I had had more guidance. I read professional journals and learned a great deal about theory and philosophy, what to do and what not to do. But there was very little on how to actually do it. I wish there had been some models I could have used rather than trying to reinvent the wheel; it would have made teaching easier. I did not realise it then, but this is where the ideas for *Powerful Lesson Planning Models* took root.

Over the years, I have played many roles in education—classroom teacher, reading specialist, administrator, college professor, and consultant. As I listen to and talk with classroom teachers, from kindergarten through high school and in graduate programs and school districts throughout the country, I am taken back to my early experiences as a classroom teacher. I listen as teachers express their concerns and frustrations as well as their joys and desires about teaching. In very candid moments, when expressions of doubt sometimes surface, teachers question their practices. Many realise that the approaches they have used for many years no longer work as well as they once did. Their students have changed—and they have changed. Many are willing to try new approaches but simply don't know how to go about it. So, for lack of information, they go on doing what they've always done. As one veteran teacher said: "This year we're supposed to integrate learning. We had a big meeting where we heard why it's a good idea. But no one told us how to do it. We're left on our own."

Not surprisingly, even experienced teachers who are familiar with basic instructional design may find it difficult to implement more complex instruc-

tional approaches. The planning procedures for different approaches involve asking different questions and making different decisions. Experienced teachers, regardless of content area or year level, need models as they plan more complex instructional designs. Models provide a focus and common language for discussion and understanding.

Learning to plan effective lessons is part of the preparatory coursework in teacher education programs. Preclinical and student teaching experiences provide opportunities for the preservice teacher to observe and discuss lesson plans with experienced practitioners. Initially, preservice and beginning teachers focus on a very basic form of lesson planning that includes defining the learning standards to be achieved, selecting the activities to facilitate learning to meet the standard, and developing an appropriate assessment of student learning. At this stage, practicing more complex planning for diverse classrooms is not the norm (Tomlinson et al. 1997). Unless basic instructional design is understood and practiced, there can be little understanding of how to plan more complex instructional designs. With proficiency in basic instructional design, the beginning teacher is ready to expand and refine his or her teaching. Without this proficiency, the beginning teacher is likely to be confused and bewildered when trying to design something more complex.

Linda Darling-Hammond (1997) tells us that in 2005, over half the teachers in American classrooms will have been hired in the preceding decade. Many students will be taught by novice teachers and others who have come to teaching through alternate paths. Individuals who have content expertise do not always have the pedagogical expertise to design effective instruction. Their effectiveness depends on their ability to analyse content information, skills, and processes in terms of how to teach. An instructional design planning guide provides a tool for these teachers to connect content to instruction.

This book is for those of you who are at the beginning of your teaching career path and for those who desire to make better classrooms for your students through thoughtful planning. It is what I would have wanted those

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many years ago when I first stepped into a classroom. This jump-start of a book makes no assumptions of prior knowledge. It covers the basics of lesson planning, integrated instruction, differentiated instruction, and problem-based learning. Specific examples of planning guides for these approaches serve as models for teachers to form and fit their own ideas into new ways of teaching.

Introduction

An instructional plan sets the stage for teaching and learning. It is the blueprint for instruction. The plan documents what and how students will learn. The purpose of *Powerful Lesson Planning Models* is to bring into focus the multitude of decisions teachers face as they plan instruction. Teachers are guided through four major instructional designs: Basic, Integrated, Differentiated, and Problem-Based.

Instructional design is a thinking process that results in a product—the instructional plan. *Powerful Lesson Planning Models* provides a series of key questions and a step-by-step process for developing instructional plans. The instructional plan emerges as the teacher contemplates key questions and makes decisions related to them. This structured step-by-step process is used as a starting point. Modifications to fit individual circumstances may be made once the process is fully understood. Descriptive information and instructional design tools—key questions, outlines, templates, and examples—are provided to facilitate the planning process.

OVERVIEW OF THE INSTRUCTIONAL DESIGN PROCESS

Powerful Lesson Planning Models provides Instructional Design Planning Guides comprised of key questions for planning each of the four instructional designs. Each Instructional Design Planning Guide includes three sections: (1) Desired Results, (2) Lesson Design, and (3) Evidence of Learning. The planning process begins with the teacher focusing on the key questions and

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making decisions related to what students will learn and how that learning will occur. This process produces the “data” the teacher uses to construct more specific learning plans. While the process of using the Instructional Design Planning Guide and completing the Instructional Design form is generally the same for each of the four models, the key questions differ and planning tools are specific to each particular model (see Figure 0.1).

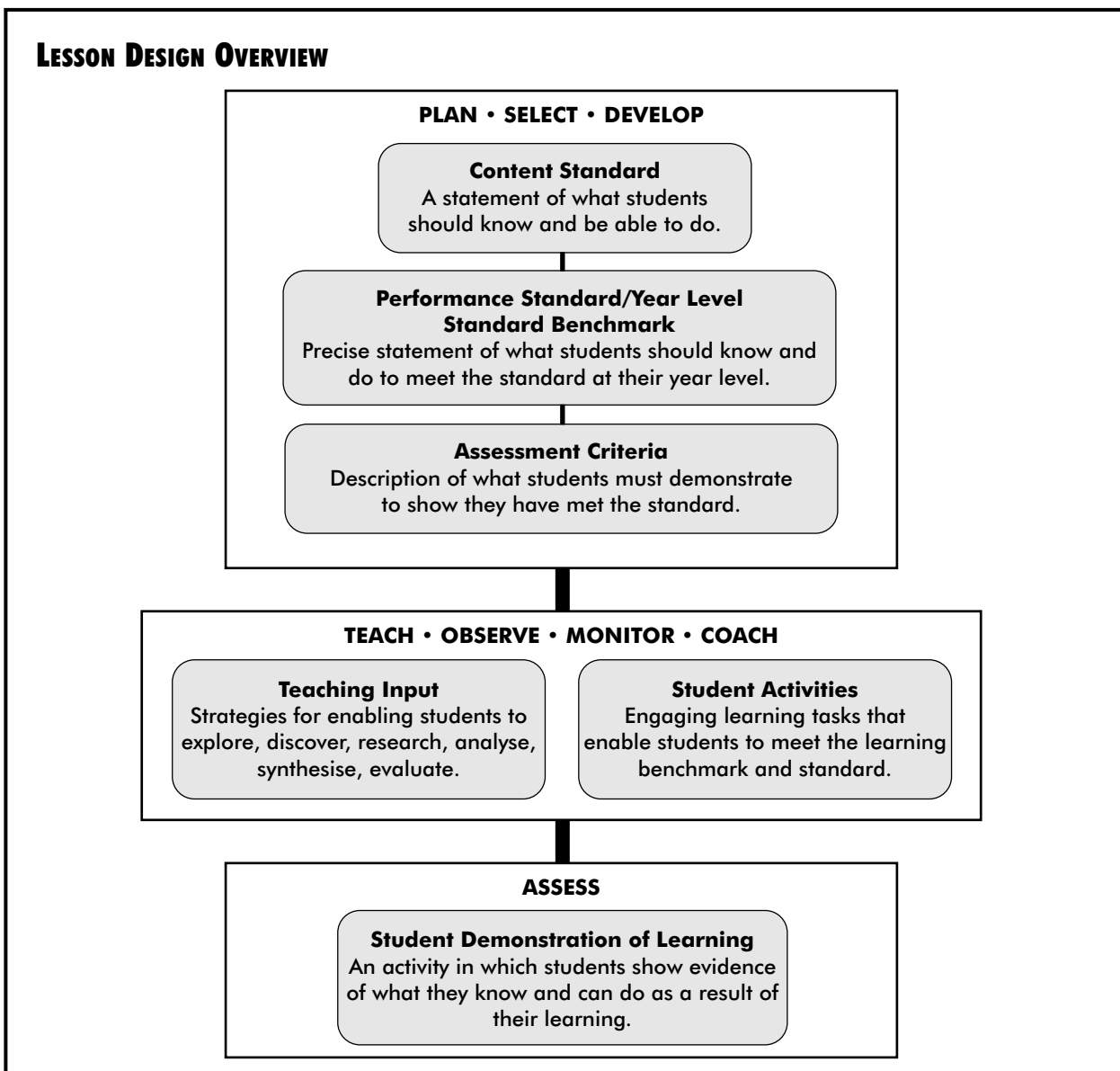


Figure 0.1

Common to all the instructional plans is the lesson plan that documents the learning standards, assessments, teaching strategies, and learning activities. When teachers practice and perfect using this Basic tool, they are able to design more complex approaches to learning.

Powerful Lesson Planning Models is divided into chapters that cover each instructional model: Basic, Integrated, Differentiated, and Problem-Based. A brief description of each chapter is provided below.

CHAPTER 1: BASIC INSTRUCTIONAL DESIGN

This chapter begins with a discussion of the importance of planning as it relates to expert teaching. The development of intuitive teaching is explained as the result of the teacher's learning, experience, practice, and reflection.

A basic planning structure for teaching specific learning standards is described in chapter one. While learning standards may differ somewhat from state to state, the design process presented in this chapter may be used in any standards-led system. The planning process is made clear through the use of planning templates, models, illustrations, and graphics.

This Basic instructional design model is intended for use by preservice and novice teachers to gain experience in lesson planning. The tools used to develop a Basic lesson plan are summarised below.

1. The Basic Instructional Design Planning Guide with suggested planning resources, notes, and comments. This is meant to assist the teacher in responding to the guiding questions and completing the Basic Instructional Design Plan.
2. The Basic Instructional Design Plan blank form to be completed by the teacher as a planning worksheet.
3. An example of a completed Basic Instructional Design Plan.
4. Lesson Plan Form.

CHAPTER 2: INTEGRATED INSTRUCTIONAL DESIGN

Integrating learning standards from various content areas in meaningful ways for students is the focus of chapter two. It begins with the rationale and research that support integrated learning. The Integrated Instructional Design Planning Guide is provided to facilitate the planning process. The tools used to develop an Integrated Instructional Design Plan are summarised below.

1. The Integrated Instructional Design Planning Guide with suggested planning resources, notes, and comments. This is meant to assist the teacher in responding to the guiding questions and completing the Integrated Instructional Design Plan.
2. The Integrated Instructional Design Plan blank form to be completed by the teacher as a planning worksheet.
3. An example of a completed Integrated Instructional Design Plan.
4. Curriculum Calendar Map.
5. Integrated Instructional Planner—Part 1, Part 2.

The Integrated Instructional Design Plan includes the development of a Curriculum Calendar Map—an overview of the topics/concepts studied in each of the curriculum areas. These topics are translated into learning standards on the Integrated Instructional Planner Part 1 under a major learning theme or “big idea.” A teaching overview plan based on the learning standards is developed using the Integrated Instructional Planner Part 2. Specific lesson plans for classroom implementation are developed from this overview.

The instructional design produced in this manner may incorporate many learning standards across the curriculum or focus on a limited number. Planning templates and models are provided throughout the chapter along with illustrations and graphics to make the planning process manageable and user friendly.

CHAPTER 3: DIFFERENTIATED INSTRUCTIONAL DESIGN

Explaining how to accommodate and provide successful learning experiences for students of varying levels of abilities, backgrounds, and learning preferences is the purpose of chapter three. The theory, research, and best practices information associated with differentiation are discussed. This chapter enables teachers to understand why it is important to differentiate instruction and how to go about doing so.

The differentiated instructional design model differentiates learning activities but holds learning standards constant. The basis for differentiation is determined according to student needs and task demands. The tools used to develop a differentiated instructional design are summarised below.

1. The Differentiated Instructional Design Planning Guide with suggested planning resources, notes, and comments. This is meant to assist the teacher in responding to the guiding questions and completing the Differentiated Instructional Design Plan.
2. The Differentiated Instructional Design Plan blank form to be completed by the teacher as a planning worksheet.
3. An example of a completed Differentiated Instructional Design Plan.
4. Differentiated Instructional Design Matrix.

The Differentiated Instructional Design Plan form is used as a planning document. The information produced from this form is used to develop a matrix showing the criteria for student differentiation in relation to the learning standards to be taught. Corresponding instructional activities are then developed for each cell in the matrix. Separate mini-lessons may be developed from this matrix depending on the needs of the students.

CHAPTER 4: PROBLEM-BASED LEARNING INSTRUCTIONAL DESIGN

Problem-based learning is organised around a real-life problem where students take the lead in determining how to go about solving the problem and working through to a resolution. The teacher is a facilitator in the process—offering resources, coaching, monitoring, and conducting mini-lessons. Chapter 4 is an introductory, straightforward explanation of problem-based learning—how it originated, how to develop problem statements, and how to incorporate standards and assessment into problem-based activities. A discussion of the teacher’s role in problem-based learning is provided to illustrate the planning perspective required in this approach. The importance and use of technology resources are discussed and sample Web sites are provided.

Problem-based learning appears complex, but teachers may use a variety of planning strategies to make this approach manageable. The thinking process questions provided in chapter four help teachers sort out and see the total picture, even if the details must be filled in later. It is recommended that this instructional design be undertaken after the teacher has had some experience with integrated and differentiated instructional designs.

The tools used to develop a Problem-Based Instructional Design are summarised below.

1. The Problem-Based Learning Instructional Design Planning Guide with suggested planning resources, notes, and comments. This is meant to assist the teacher in responding to the guiding questions and completing the Problem-Based Instructional Design Plan.
2. The Problem-Based Instructional Design Plan blank form to be completed by the teacher as a planning worksheet.
3. An example of a completed Problem-Based Instructional Design Plan.
4. Problem-Based Learning Standards Overview.
5. Problem-Based Learning Assessment Planner.

HOW TO USE THIS BOOK

Preservice and novice teachers will find it helpful to become thoroughly familiar with Basic lesson design as presented in chapter one. A firm grounding in the Basics helps to ensure success in using more complex models. After teachers become confident in planning Basic instruction, they may mentally review or modify the Basic Instructional Design Planning Guide. It is probably not necessary to write out responses to the key questions once the planning process is well known.

Even experienced teachers benefit from having a structure to guide instructional planning. However, the planning process for these teachers is somewhat different, in that their background knowledge enables them to take some shortcuts and make some modifications. Flexibility is built into the planning templates to accommodate a wide range of teaching experience. Experienced teachers may wish to review the Instructional Design Planning Guide to refresh information they already have and tap into their prior knowledge related to instructional planning.

Teachers who have used a single content approach to planning and teaching and are ready to try integrated, differentiated, or problem-based instructional designs benefit from going through the entire thinking process using the Instructional Design Planning Guides. This facilitates in-depth understanding and makes subsequent planning more efficient. It is hoped that *Powerful Lesson Planning Models* will help teachers to revitalise current practices, expand their repertoire of approaches, and improve learning for students.



Basic Instructional Design

It is not difficult to recognise classrooms that are alive with purposeful activity and exude a feeling that “there’s important work going on here”. Students are engaged in their work. They understand the direction and importance of their activity. The teacher is a facilitator—coaching, questioning, and providing resources for students at opportune times. There is an atmosphere of authenticity that resembles real life. Independence is balanced with interdependence as a means to learning. Some of the time, students learn with others in small groups, some of the time they work independently, and other times they are part of whole class activity. Such a classroom does not just happen. It is the result of careful and precise planning by the teacher.

—————
*The difference is in
the details . . .*
—————

By the same token, it is not difficult to recognise classrooms where learning has little direction or focus. Students are off task and lack a sense of purpose. They appear to be disinterested and bored with activities that hold little challenge. They neither understand the purpose of their work nor believe in its importance. Though the teacher may have good intentions, he or she has not created the foundation necessary for effective learning. There is little evidence of careful and precise planning for instruction.

A critical difference between these classrooms is the underlying plan that details what students will learn and how they will learn it. A well-functioning classroom is based on a well-designed plan. According to Costa and Garmston (1994, 90), “Planning may well include the most important decisions teachers make because it is the phase upon which all other decisions rest”. Good planning sets the stage for good teaching, which in turn fosters optimal learning. Teachers who know how to plan know precisely what they want to accomplish—or more exactly, what they want their students to accomplish. Poor planning results in no one, including the teacher, having a clear understanding of what is to be accomplished. Effective instruction starts with an organised instructional plan.

FROM HERE TO INTUITIVE TEACHING

Some teachers appear to be intuitive. They facilitate student learning with ease and agility. They are confident, insightful, and expert. They not only know the standards that constitute accomplished teaching but also are able to translate the standards into practice. Becoming an exceptional teacher is a learning process that some believe never ends. The teacher is in a continual state of learning, building, and refining teaching practices. This complex nature of exceptional teaching is illustrated in Figure 1.1. The outermost layer represents expert teaching actions and behaviours. It is where ease and competence are exhibited—where actions appear to be intuitive. It is easy to observe the effortless actions of teaching in the intuitive layer, but there is

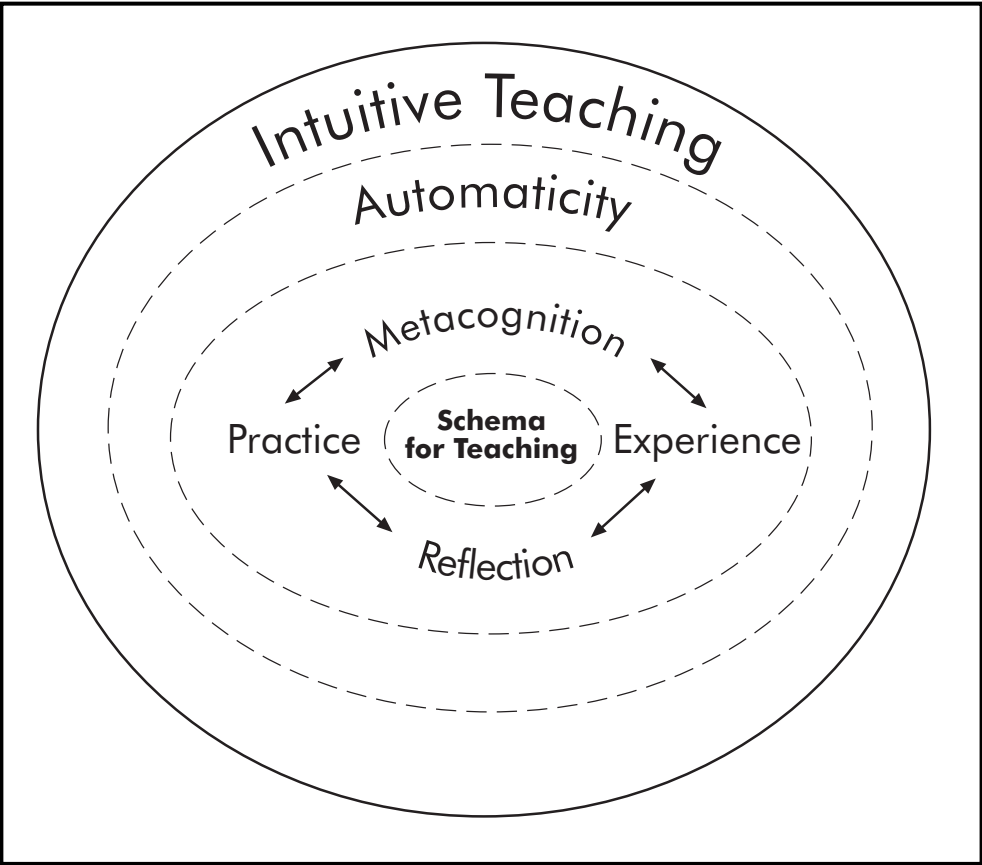


Figure 1.1



Basic Instructional Design

Automaticity is a behaviour that develops through a multitude of repetitions.

much more than meets the eye. Other layers, hidden from view, are powerful determiners of the outer layer.

At the core of the illustration in Figure 1.1 is the teacher's mental schema for teaching. It is an amalgam of all the information, concepts, skills, processes, attitudes, values, and beliefs the teacher holds regarding teaching. The second layer shows the interaction of metacognition, reflection, practice, and experience. This interaction impacts and changes the schema. The third layer is automaticity. Automaticity is a behaviour that develops through a multitude of repetitions, knowing how to do something and then engaging in repetitive practice. Such behaviours may be mental or physical (Samuels 1994). Learning to drive a car is an example of automaticity. The inexperienced driver consciously refers to mental notes regarding the physical act of turning the steering wheel and coordinating this with accelerator pedal pressure, all the while visually judging distance to remain in the appropriate lane and not impact the vehicle directly ahead. The experienced driver, on the other hand, turns the vehicle with effortless ease—with no apparent conscious thought given to the task. Driving the car has become automatic.

The outermost layer is intuitive teaching—the quick, effortless, competent action (automaticity) observed in exceptional teachers. Developing this outer layer is a complex process that happens over time and is unique to every individual.

Now, imagine the two-dimensional image in Figure 1.1 as a three-dimensional sphere made of clear plastic. Imagine the layers within the sphere separated by permeable membranes through which thoughts, ideas, learning, attitudes, beliefs, skills, and knowledge flow freely. Imagine that only the outermost layer of the sphere is observable to others. Those who observe the sphere see only the expert in action. Those who understand the complexity of teaching understand the knowledge, skills, processes, and multitude of experiences that shape the outermost layer.