RETHINKING THE ROLE(S) OF INSTRUCTIONAL PLANNING AND THE NATURE(S) OF PLANS IN TEACHER EDUCATION

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WHY PLANNING?

- Teaching is complex work requiring integrated knowledge of students, subject matter, curriculum that is usable in instruction.

- Planning for instruction is one way that teachers manage this complexity: Preparing for teaching and producing scaffolds that can be used during instruction.

- Planning is one of the most ubiquitous teaching practices addressed through teacher education.
PURPOSES OF PLANNING

In teaching:
• Preparing for instruction
• Producing scaffolds for enacting instruction
• Other purposes:
  • Updating administrators
  • Supporting observation and/or evaluation
  • Documenting what is taught

In teacher education:
• Preparing for instruction
• Producing scaffolds for enacting instruction
• Learning about the process of planning
• Other purposes:
  • Exploring teaching resources
  • Becoming familiar with standards
  • Communicating with/assure others about teaching
  • Supporting observation
  • Appraising teaching
DRIVING QUESTIONS

- How can different forms of instructional plans be used to serve particular purposes in teacher education?

- What teacher education routines can support learning to plan and using plans in teaching?
Teacher education at the University of Michigan is focused on:

- High-leverage teaching practices
- Content knowledge for teaching
- Professional ethics

Planning:

- Developing habits of mind
- For engaging in teaching (sometimes from the very start)
- Adaptable for priorities in different subject matter areas
- Serving many purposes

Instructional Planning Considerations

**Consideration 1. Quality of Learning Goals**
- Are the learning goals well-specified? (Do they specify what students should know, understand, and/or be able to do as a result of engaging in the lesson?)
- Do the learning goals focus on worthwhile content? (Are the learning goals important to learning the discipline; aligned with standards; useful in school, in life, and/or on the test?)
- Does the lesson connect in a sensible sequence to other lessons within the unit, to develop a coherent storyline?

**Consideration 2. Quality of Assessments**
- Are the assessments aligned with the main learning goals (including concepts, practices, and skills)?
- Do the formative assessments enable the students and the teacher to monitor progress toward the learning goals?
- Do the assessments provide all students the opportunity to show what they know, understand, and/or are able to do as a result of engaging in the instruction?

**Consideration 3. Quality of the Instruction**
- Does the lesson provide high-quality opportunities for students to participate with, reason about, and make sense of the content?
- Do the representations of content (i.e., explanations, illustrations, and analogies) support students' understandings of the concepts, practices and skills?
- Are there opportunities for students to share their ideas throughout the lesson?
- Are there opportunities for students to make connections among learning goals, activities, tasks, and ideas, within and across lessons?

**Consideration 4. Learners in My Classroom**
- Does the lesson provide high-quality opportunities to differentiate instruction to ensure equitable access to learning for all of my students?
- Does the lesson demonstrate an awareness of and appreciation for cultural differences and social diversity, draw on diversity as a resource in instruction, and help my students make meaningful connections between the content and their own lives?
- Does the lesson make appropriate assumptions about prerequisite knowledge and skills, including knowledge of the concepts and vocabulary? Does the lesson communicate these assumptions and help me prepare my students so that they have equitable access to the learning opportunities?

**Consideration 5. Classroom Management and Norms**
- Is the timing and pacing appropriate?
- Is the distribution, use and collection of materials well-managed?
- Are participation structures for students (e.g., whole group, small group, partner, individual) appropriate to the learning goals?

Elementary Curriculum Design Group, 2013
PLANNING IN A PARTICULAR CONTEXT: SUMMER LEARNING INSTITUTE

• 4 week summer program for entering 1st and 3rd graders who did not make grade level outcomes in reading and/or mathematics

• Focus on learning for children and adults

• Highly structured opportunities to learn in, from, and for practice

• Four key instructional activities in literacy: running records, guided reading (small group, targeted reading instruction), interactive writing, interactive read alouds

• Four key practices to learn in math: establishing a learning environment, eliciting and interpreting student thinking, assessing students skills and knowledge, planning instruction
SUMMER LEARNING INSTITUTE: DAILY SCHEDULE

8:00 - 8:30    Homeroom
8:30 - 9:15    Rehearsal (1)
9:15 - 10:20   Classroom time (1)
10:20 - 10:40  Break
10:40 - 11:25  Rehearsal (2)
11:25 - 12:30  Classroom time (2)
1:00 - 3:00    Coursework

*Weekly professional development time with mentor teachers
SUMMER LEARNING INSTITUTE: KEY FEATURES

• Specified instructional activities
• Common plans and common texts
• Repeated implementation of instructional cycle
INSTRUCTIONAL CYCLE

- Feedback & Teaching Analysis
- Co-Planning
- Enactment in Classrooms
- Rehearsal
- Expert Modeling
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REHEARSAL FEATURES

- Intern enacting the activity (*interactive read aloud*)
- Teacher educator provides in the moment feedback related to content, practices, and principles of teaching
- Peers engage as “participant observers”
INSTRUCTIONAL CYCLE

- Expert Modeling
- Co-Planning
- Rehearsal
- Feedback & Teaching Analysis
- Enactment in Classrooms
PARTICULAR INSTANCES OF PLANNING

For each example of planning, we will consider:

- Nature of the plan
- Teacher Education purposes for which the plan was used (also considering the potential of other purpose for the plan)
- Teacher Education routines that were used to provide opportunities to learn about planning and to use a particular plan
EXAMPLE 1:
“BLUEPRINTS”
OVERVIEW OF THIS KIND OF PLAN

Timing: initial version of lesson plans that interns use

Purposes:
- Preparing for instruction
- Learning about the process of planning
- Providing a scaffold for enacting responsible instruction

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<tr>
<th>3 mins</th>
<th>Text Introduction</th>
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<td>3 mins</td>
<td>Prime background knowledge</td>
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<td>Frame text</td>
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<td>Establish point of focus</td>
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Think of a time when you really wanted to be friends with someone or part of a group, but you weren’t welcomed in. In fact, maybe you weren't even treated very nicely. Take a moment to think about how you felt at that time. Turn and talk (knee to knee, eye to eye) with your talk partner about how you felt.

Today we’re going to read the story My Best Friend by Mary Ann Rodman and illustrated by E.B. Lewis. In the story, there’s a 6 year old girl named Lily, and Lily is actually going to be the one telling us her story. She spends summers at the local pool where there are a lot of other kids that she plays with. In the story, she’ll tell us about how she wants to make friends with a girl named Tamika. Tamika is seven years old. Lily really wants to make friends with a girl who is 7 years old. She tries many different things to make Tamika like her, but no matter what Lily does, Tamika doesn’t treat her very nicely.

As Lily tells us her story, pay close attention to what she says and does in the story. This will help us understand how she’s feeling.

As you prime background knowledge, you are helping develop understanding that will support children in relating to how Lily feels in the story.

Attend to the cover.

Many 1st graders will find it confusing that the story is being told from Lily’s point of view, so we include that information in the text introduction.

Think of ways in which you can relate these characters to your students. Simply the fact that Lily is the same age as many of them is important and can be leveraged.

This read aloud includes some explicit strategy instruction. Name the reading strategy you will support children in using in relation to the content goal.
OVERVIEW OF THIS KIND OF PLAN

Features:
- Decomposition of practices
- Task/text specific starter language to consider using
- Management keyed to particular points in the lesson
- Background to support professional thinking
  - rationale
  - likely student thinking
  - alternative approaches
  - challenges that have surfaced for this group of interns in previous enactments

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TEACHER EDUCATION ROUTINE: REHEARSALS

Logistics:

- After seeing model interns read the blueprint and consider how they would enact instruction
- Teacher educator sets up the rehearsal (establishing goals of the particular rehearsal, reminding of norms for “teacher”, “observers”, and when applicable “students”)
- Intern(s) assume role of teacher enacting instruction with teacher educator interjecting suggestions/specific language, questions, asking for rewinds, and highlighting moments in which interns successfully enact sub-practices
- Debrief each rehearsal with the whole group and provide time to recalibrate instructional plans before going to classrooms
REHEARSALS FOR LEARNING TO PLAN AND USING PLANS

Supporting learning to plan:
• Building awareness of crucial dimensions of planning
  o Subject matter content
  o Students who need to make sense of the content
  o Chunks of a “high leverage” instructional routine
• Building norms around planning
  o Planning with attention to specifics of what one says and does
  o Planning as building on well specified materials
  o Planning as a social, not purely person, endeavor

Supporting using plans:
• Encountering the challenge of weaving thoughts, words, and actions indicated in plans within instruction
• Enacting instruction in ways that are goal oriented and content rich
EXAMPLE 2: “TEMPLATES”
OVERVIEW OF THIS KIND OF PLAN

Timing: After 4 lessons with blueprints

Purposes:
- Preparing for instruction
- Learning about the process of generating plans
- Producing scaffolds for enacting instruction

Features:
- Planning within the structure of a decomposition of practice
- Generating a version of instructional action to take
- Making connections between professional knowledge and action (notes section)
Shift in logistics:

- Interns read text and plans for instruction by considering the common text as a means to get at pre-approved instructional goals.
- Time in class to co-plan in small groups with instructor support.
- Teacher educator and intern set up each rehearsal instance (jointly establishing goals, using the rehearsal to initiate as well as respond prompts, interns assume more responsibility for the role of student and support colleagues in improving their plans.
- Debrief each rehearsal with the whole group and provide time to recalibrate instructional plans before going to classrooms.
REHEARSALS FOR LEARNING TO PLAN AND USING PLANS

Supporting learning to plan:
• Using professional knowledge and goals to generate responsible instruction
• Building norms around planning
  o Plans as potential routes of action, with responsible alternatives
  o Plans as something one adjusts based on new information

Supporting using plans:
• Considering what individuals need as supports to enact instruction that is goal oriented and content rich
EXAMPLE 3:
“PLANS IN CURRICULUM MATERIALS”
OVERVIEW OF THIS KIND OF PLAN

Timing: After templates have been used for five lessons

Purposes:
- Preparing for instruction
- Producing scaffolds for enacting instruction
- Learning about the process of planning

Features:
- New elements of instruction to attend to
- “2-page” layout of information
- More sequencing of action and fewer traces of decomposition of practice
TEACHER EDUCATION ROUTINE: POST-LESSON CONFERENCE

Logistics:

• Teacher educator acquaints interns with the content and layout of the materials

• Interns read the curriculum materials and consider how they would enact instruction to focus on specified goals

• Rehearsals support deeper appreciation of the task and teaching in the materials

• Intern teaches as the teacher educator observes

• Debrief the observed teaching attending to content, students, and instructional practices with an eye toward enhancing plans to better scaffold subsequent work
OBSERVATION FOR LEARNING TO PLAN AND USING PLANS

Supporting learning to plan:
• Using professional knowledge and goals to analyze materials and surface/construct responsible instruction
• Building norms around planning
  o Plans are often not generated from scratch, but often are grounded in curriculum materials
  o Plans in curriculum materials are not fully formed – they still require planning

Supporting using plans:
• Strategizing ways of making the plans in curriculum materials usable when enacting teaching
• Reflecting on instruction to discern what is needed in plans that will support goal-oriented and content-rich instruction
EXAMPLE 4:
“NOTES FOR ENACTMENT”
OVERVIEW OF THIS KIND OF PLAN

Timing: While using blueprints, templates, and curriculum plans

Purposes:
- Producing scaffolds for enacting instruction
- Planning to learn from engagement in instruction

Features:
- Strategically re-incorporates decomposition of practice
- Explicit orientation to planning to learn for future instruction
LEARNING FROM USING THIS KIND OF “PLAN”

Interns consider the following questions:

- What content are you including in your notes? Why?
- How have you organized or written your notes so that they are easy to use in the moment?
- How has developing notes been helpful or challenging?
TEACHER EDUCATION ROUTINE: POST-LESSON DIALOG USING RECORDS OF PRACTICE

Shift in logistics (after the lesson is taught):

- Intern posts video, plan, photos of post-its
- Intern embeds comments in video in places where plan was particularly supportive or lacking
- Teacher educator responds to intern comments and posts additional insights (encouraging intern to respond)
USING EDTOENA TO SUPPORT POST-LESSON DIALOG

DESCRIPTION

Problem:
Gina has 24 feet of fence.
She wants to make the largest rectangular area possible for her rabbit to play in.
What length should she make each side of the rabbit pen?
Show all your work and explain how you found the largest area.
Answer: All four sides should be 6 feet

End-of-discussion-check:
Problem: Fred has 12 meters of rope.
He wants to make the largest rectangular area possible to rope off his garden.
What length should he make each side of the garden?
Show all your work and explain how you found the largest area.
Answer: All four sides should be 3 meters

GRADE 3

SUBJECT
Math

UPLOAD DATE December 04, 2013

FILES AND LINKS
- Discussion 4 (Long).doc
- Discussion 4 Problems.docx
- Discussion 4 Analysis (Long).doc

Edthena- https://app.edthena.com
OBSERVATION FOR LEARNING TO PLAN AND USING PLANS

Supporting learning to plan:

- Harnessing knowledge of one’s own needs, as well as professional knowledge and goals to annotate or compress plans
- Building norms around planning
  - Planning to learn from instruction

Supporting using plans:

- Practicing using scaffolding to enhance particular areas of practice
- Testing the usability of different ways of writing, organizing, and other features (like color) of notes
- Reflecting on instruction to discern what is needed in plans that will support goal oriented and content rich
IDEAS TO CONSIDER

- Focus on planning as a teaching practice and plans for preparation and as scaffolds for enactment (*appreciating the impact of using plans for other purposes*)
- Explore forms of plans that can serve particular purposes, in particular contexts, at particular points in time
- Foster learning to plan and using plans through new TE routines and new ways of using familiar TE routines
- Attend to the utility of plans during teaching
- Find ways of supporting individuals to generate plans that scaffold their particular needs
NEXT STEPS

• Explore forms of plans that can serve particular purposes, in particular contexts, at particular points in time
  • Doing this while instilling a sense of core aspects of planning that transcend particular plan types

• Foster learning to plan and using plans through new TE routines and new ways of using familiar TE routines
  • Learning about patterns in what new teachers take up from rehearsals and observation conferences

• Find ways of supporting individuals generate plans that scaffold their particular needs
  • Cataloguing and analyzing the scaffolds that interns find generative
CREDITS

Image on slide 10:

Image on slide 14:
"Flip Video Tripod" by Flickr user jeffisageek
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Image on slides 26 & 30: