Responsive Teaching: A Lesson Planning Tutorial

I had not planned to actually teach student to use the Ashland University Lesson Plan form, assuming that they already had a good working knowledge of it from previous courses. In a classroom discussion I learned that these students had very little knowledge of lesson planning.

I revisited my course planning organizers and documents and photographed them all, using them as a mini-tutorial on planning a semester from scratch, using the course goals, text, activities I knew I wanted to include, with an eye toward meaningful assessments of growth and documentation of that growth.

Using these photos and the actual artifacts from my course planning, I walked students through my process, presenting it as just one way of planning. I also shared how I create individual lesson plans for each day, and showed how I reflect after each class session, allowing for responsive teaching.

Later in the semester I also invited former EDFN 130 : Introduction to Teaching students [a recent graduate and a student teacher] to share lesson plans, walk students through their process, and answer questions.

During this session, student questions about discipline, managing behavior, grading, and organization showed me that I should also spend more time on classroom management. I responded by completely rewriting the last five week section of the course to allow students an opportunity to research models and determine their classroom management plan.
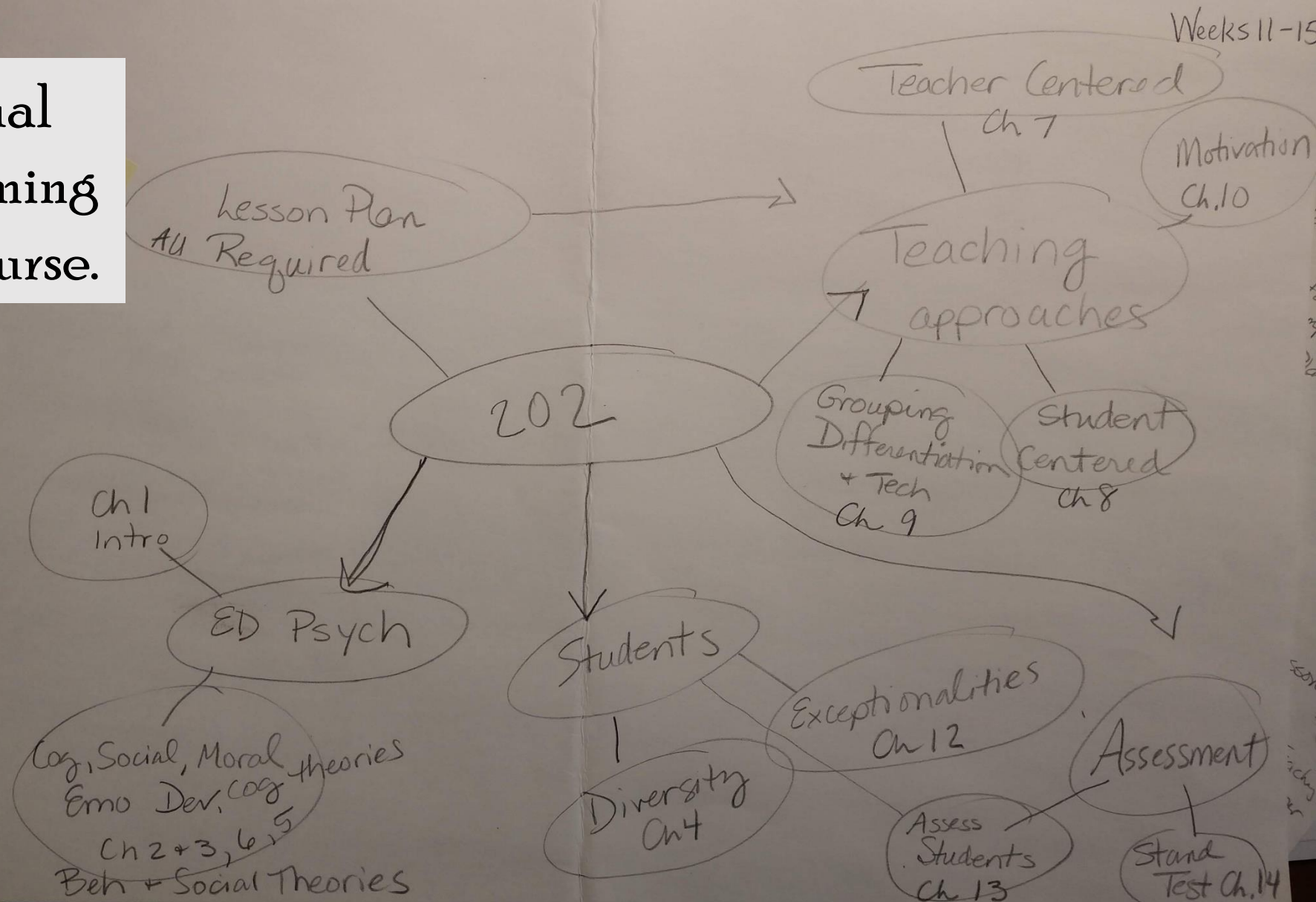
Do you see that yellow Post-it that says "MISTAKE!"? This is where I showed them how my assumption about their knowledge about the AU Lesson Plan meant I did not make time for any in-depth teaching of the plan before expecting them to use it.
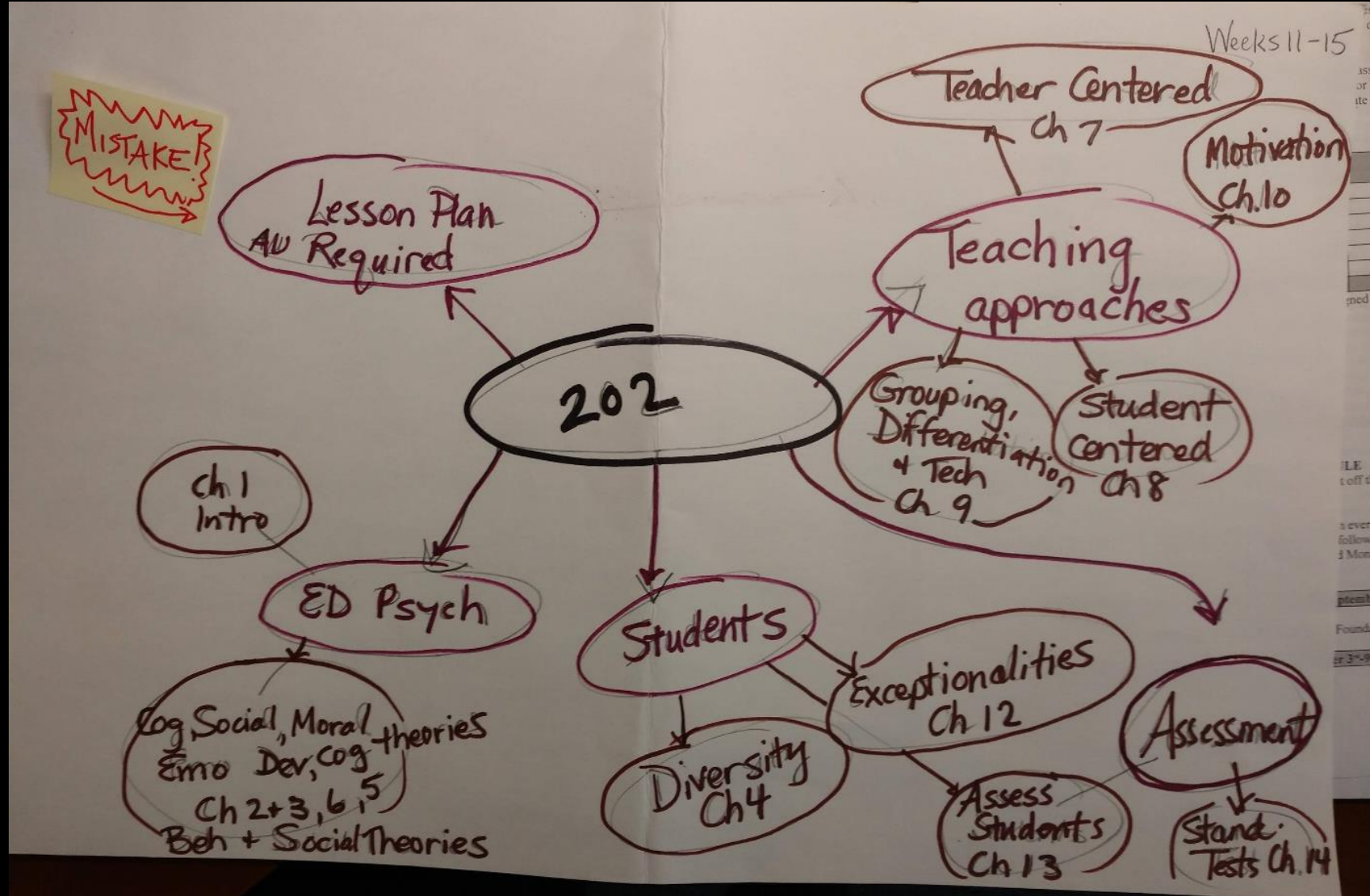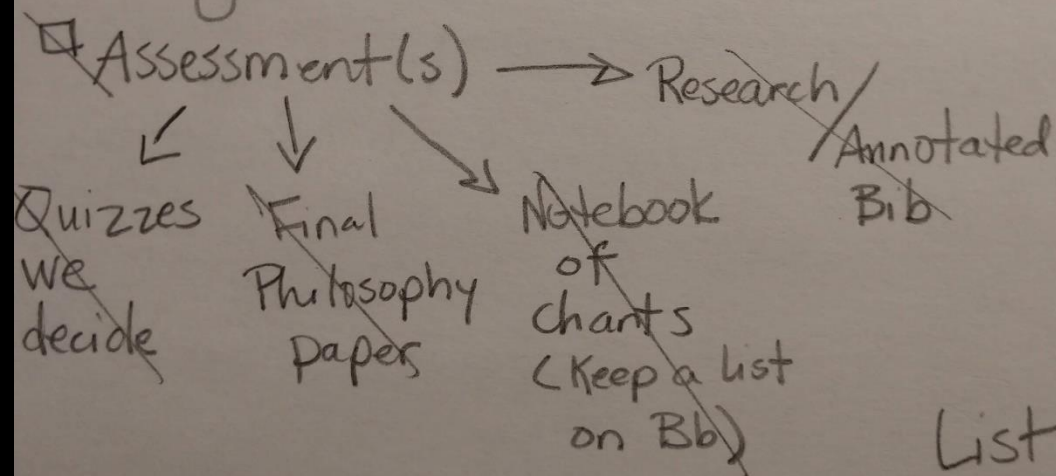
This gave me an opportunity to talk to students about the benefits of using pre-assessments to see what students know prior to planning. I also proved that even after 30 years in the profession, we can still learn from our mistakes.

(My) Course/Unit/Lesson Planning Process

#1. I made a list of all of the tasks I had to plan 202

☐ Outline the course
☐ Set up routine for readings
☐ Brainstorm a few specific activities
☐ (Video anchors?)
☐ Point system
☐ What goes online?
        folders

☑ Assessment(s) ———→ Research/
                              Annotated
   ↙   ↓   ↘   Bib
Quizzes Final   Notebook
we   Philosophy of
decide   Papers   charts
                     (Keep a list
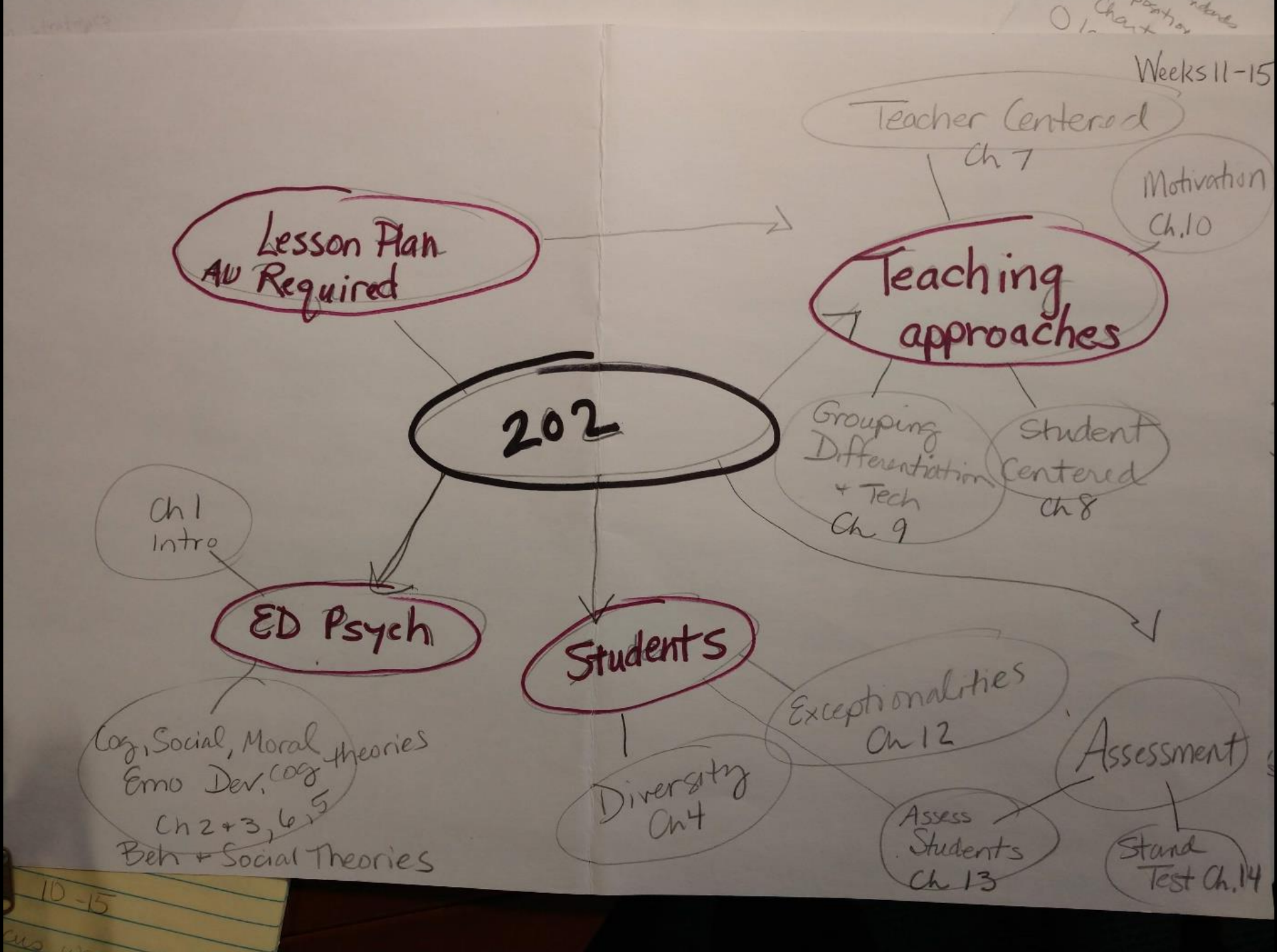   on Bb)   List

(My) Course/Unit/Lesson Planning Process

#2. Getting a scope of the course

This is a large-scale picture of the WHAT (what students need/should know)

- Gather materials (syllabus with KSD, books, prior teaching)
- Look through materials – especially textbook (frame)
- What is required?
- Begin organizing ideas/concepts/topics that are alike

Weeks 11-15

Teacher Centered
Ch 7

Motivation
Ch. 10

Lesson Plan
All Required

Teaching approaches

202

Grouping
Differentiation
+ Tech
Ch. 9

Student
Centered
Ch 8

Ch 1
Intro

ED Psych

Students

Cog, Social, Moral theories
Emo Dev. cog
Ch 2 + 3, 6, 5
Beh + Social Theories

Diversity
Ch 4

Exceptionalities
Ch 12

Assessment

Assess
Students
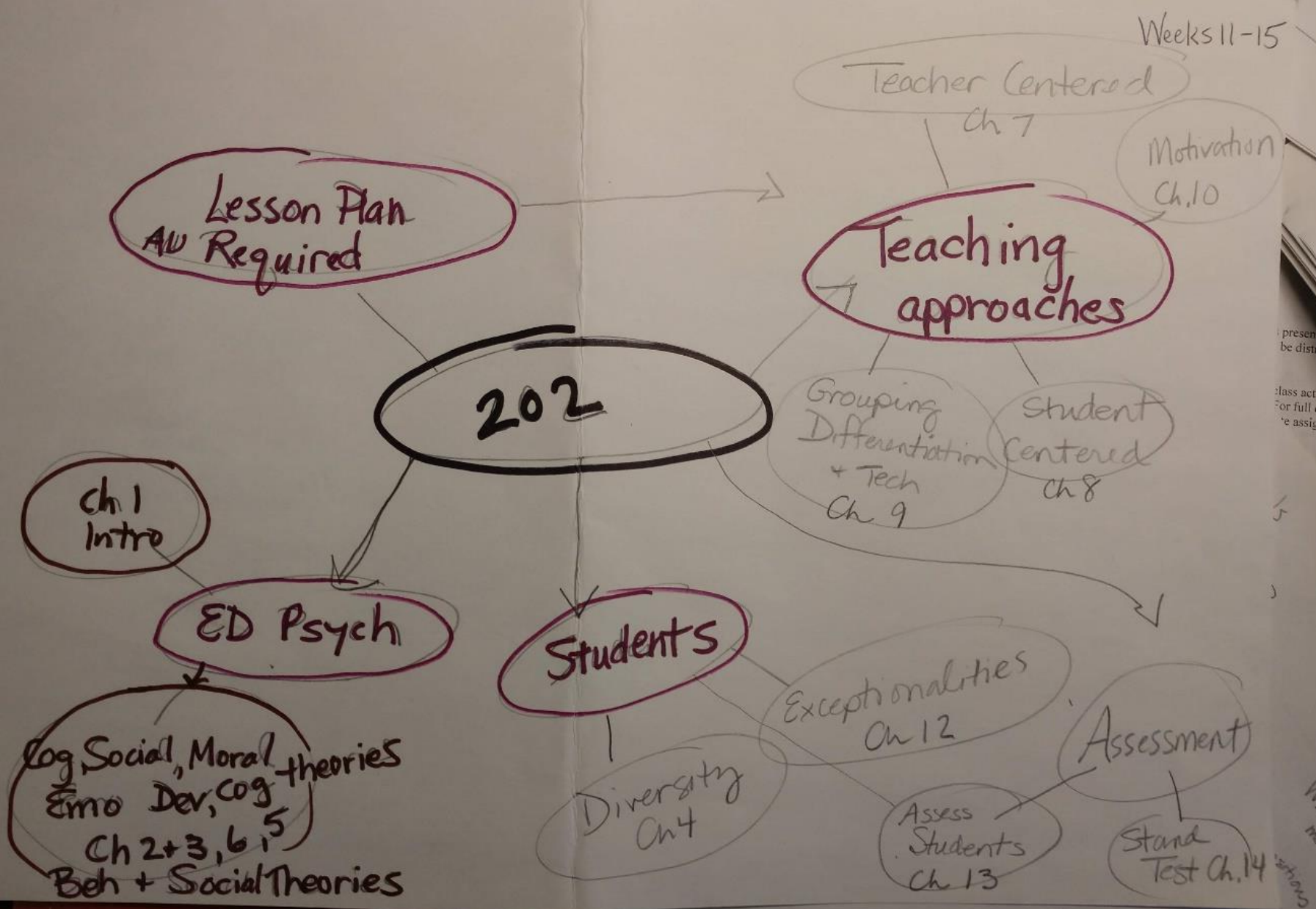Ch 13

Stand
Test Ch. 14

10 - 15

(My) Course/Unit/Lesson Planning Process

#3. Think about Content and Connections

More of the WHAT (what students need/should know)

- Begin organizing ideas/concepts/topics that are alike
- Structure the main concepts
  - then put the chapters/specific topics
- I'm already thinking of specific activities, assessment strategies/types

202 (central node)

Lesson Plan All Required

Teaching approaches
- Teacher Centered Ch 7
- Motivation Ch. 10
- Grouping Differentiation + Tech Ch. 9
- Student Centered Ch 8

ch 1 Intro

ED Psych
- Cog Social, Moral theories
  Emo Dev, Cog theories
  Ch 2+3, 6, 5
  Beh + Social Theories

Students
- Diversity Ch 4
- Exceptionalities Ch 12
- Assess Students Ch 13
- Assessment
- Stand Test Ch. 14

presented
be distrib

class activity.
For full credit
the assignment

What matters

25 Lesson P
40 Ph

eacher

Teacher Centered Ch 7

Motivation Ch. 10

Teaching approaches

Grouping, Differentiation & Tech Ch 9

Student Centered Ch 8

Lesson Plan All Required

202

ch 1 Intro

ED Psych

Cog Social, Moral theories Emo Dev, Cog Ch 2+3, 6, 5 Beh + Social Theories

Students

Diversity Ch 4

Exceptionalities Ch 12

Assess Students Ch 13

Assessment

Stand. Tests Ch. 14
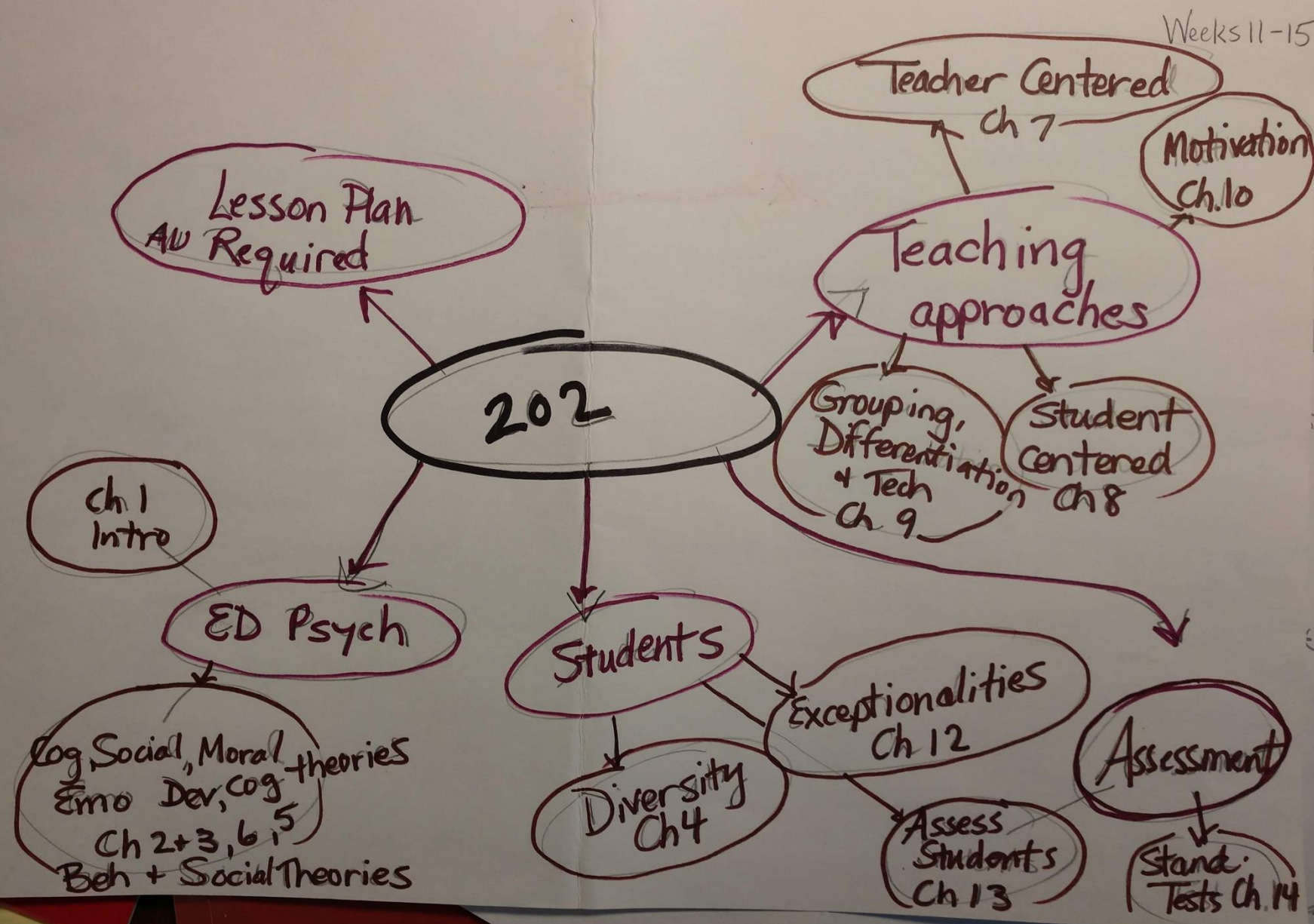
(My) Course/Unit/Lesson Planning Process

#4. Fit your content and concepts into a timeframe: The WHEN

- What do you imagine will need more time? Less time?

- What might they already know?

- What formative and summative assessments might work to learn the material?

- What activities might be good to introduce the topic? Explain the topic? Have them practice the topic?

- If you get overwhelmed, try to see the material in smaller "Units"

° Whhu try to teach

w do

Common

Ch. 1 Ed Psych
Research
Explain chart

Ch 13
Assessing Learning
- Objectives
- Tests
- Authentic
Portfolio
Performance
Grades

Ch 2 Cog Dev
Piaget

Ch 3 Social, Moral
Emotional
Erikson's
Kohlberg
Piaget, cont
(moral dev)

Ch 5
- Behavioral Theory
Pavlov
Skinner
- Social learn Theory
Bandura
Meichenbaum

Dispositions
(exposure)

Lesson
Plan
(exposure)

Any time
Quickwrite on
application
Philosophy

Piaget

Qcard

"Teach" ep 1

Beginning Philosophy
Statement (chart)?
Phil ①

1

Qcard

"Teach" ep 2

2

3

Qcard
Charts
- Erikson
- Kohlberg
- Piaget

4

Qcard
Charts
Behavioral
Social

Assessment
⇒ notebook of
charts
⇒ knowledge of
⇒ Application of
ideas/theories to
their beliefs Phil 2

(My) Course/Unit/Lesson Planning Process

#5. This also begins your close-up view of the WHAT (what students need/should know for each class period)

- This is where you will want to write objectives from specific standards for each concept, idea, lesson, class period, or assignment

- Objectives written here make sure that your assessments are aligned with what you want students to know and be able to do

- At this point, I also began putting in activities and assessments I thought would work well

Ch. 1 Ed Psych Research
Explain chart

Ch 13 Assessing Learning
- Objectives
- Tests
- Authentic
  Portfolio
  Performance
  Grades

Ch 2 Cog Dev
Piaget

Ch 3 Social, Moral Emotional
Erikson's
Kohlberg
Piaget, cont
(moral dev)

Ch 5
- Behavioral Theory
  Pavlov
  Skinner
- Social learn Theory
  Bandura
  Meichenbaum

Dispositions
(exposure)

Lesson Plan
(exposure)

Any time
Quickwrite on
application Philosophy

Qcard

Qcard

Piaget

Qcard
Charts
- Erikson
- Kohlberg
- Piaget

Qcard
Charts
  Behavioral
  Social

"Teach" ep 1

"Teach" ep 2

Beginning Philosophy
Statement (chart)?
Phil ①

Assessment
⇒ notebook of
    charts
⇒ knowledge of
⇒ Application of
ideas/theories to
their beliefs Phil 2

1

2

3

4

Ch 11 Effective Env
Effective Learn.
Environments

time
management
applied beh analysis

Ch 6 Cog Theories
Cognitive theories
(not sure how
to do this....)

Ch 7 Effective Lesson
DI

Lesson Plan

(in class
practice)

+ Assign

Ch 8 Student Centered
Student Centered
- Constructivist
- Coop learning

Ch 9 Grouping Diff
Grouping   Tech

Differentiation

Tech

Many Strategies
talk about
see
practice

Observe a DI lesson
+ fill in parts of
LP

Observe a SC lesson
+ fill in LP

Grouping Disc

Top 5 applied

5 applied

5 applied

5 applied

5 applied

Begin Annotated Bib
on Classroom
Management
#1 I give an article
We do together

Annotated Bib
#2

Annotated Bib
#3

Assign lesson plan

Annotated Bib
#4

Annotated Bib
Reflection +
Plan   due

Assessment

→ Annotated Bib
on Management
→ Top 5 strategies
that apply to your
context Phil 3
→ LP Assigned

6

7

8
3

9

Statement (chart)
Phil 1

2

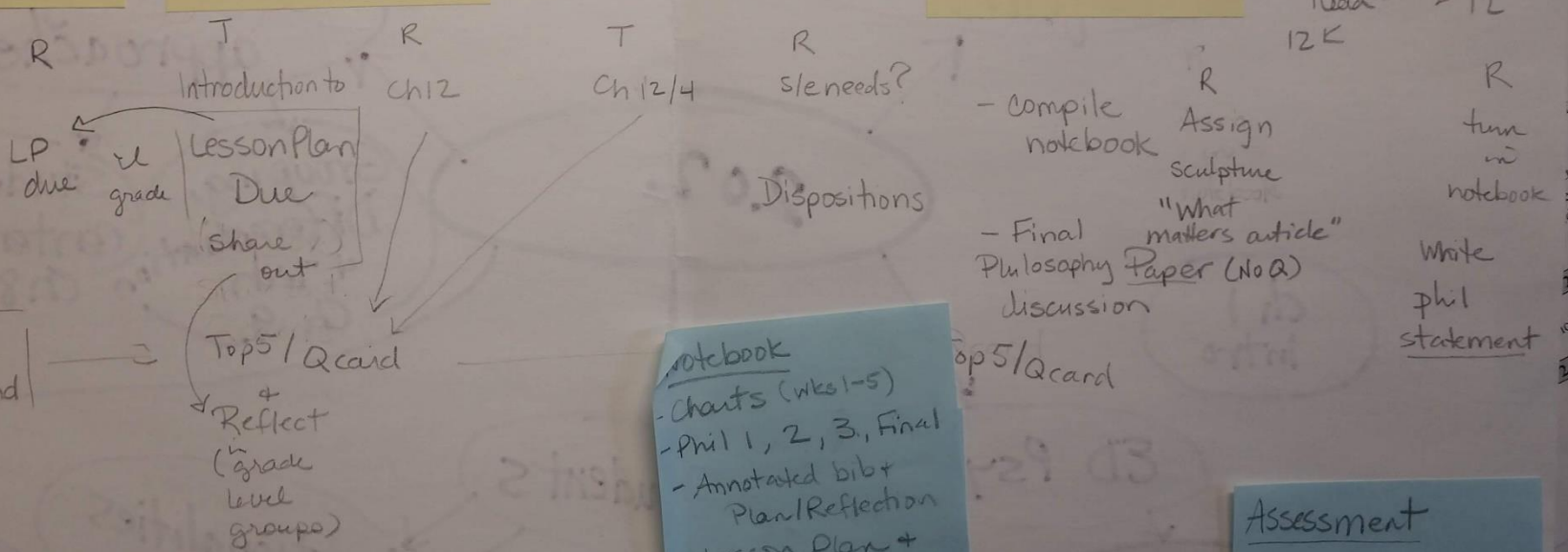**Ch 10 Motivation**
Motivation

Ch. 12 & 4
Exceptional   Diversity
SpEd   Culture
R+I   Sie status
Inclusion   Ethnic
Disabilities Race
(Gifted)   Lang
              Gender
              Intell

Ch 14
Standardized test
+ Accountability

Philosophies

Sculptures
Read ──▷ 12
12 K

R
Introduction to
LP   Lesson Plan
due &   Due
  grade   (share out)

T
Ch 12

R
Ch 12/4

R
S/e needs?
Dispositions

- compile notebook

- Final Philosophy discussion

R
Assign Sculpture
"What matters article"
Paper (No Q)

R
turn in notebook

Write phil statement

They decide!
Top 5 / Q card

Top 5 / Q card
& Reflect
(in grade level groups)

notebook
- Charts (wks 1-5)
- Phil 1, 2, 3, Final
- Annotated bib + Plan/Reflection
- Lesson Plan + reflection
- Dispositions self assess

Top 5/Q card

Assessment
[Final Phil statement
[Phil Paper final
- Notebook turn in (thurs WK 15)

11   12   13   14

(My) Course/Unit/Lesson Planning Process

#6. Now it's time to make sure that the standards/expectations (WHAT) fit the assessments (and vice versa)

- Create assessments (how you will know they know what you want them to know) and rubrics

- How will you prepare students for these assessments?

Points

Attendance/Participation = 150
15 × 2 = 30 days × 5 pts

← Q Cards + 5 applied   Top   45   195
    14 chapters × 3 = 42 + 1 freebie

← Phil Papers   100
    1, 2, 3, final   295
    20 20 20   40

↓ Notebook
copies   wk 5   → 50
         wk 15   ↗ 80
    Annotated Bib   50   595
book ←
hen copy for wk 10   475
        notebook
pbox   Lesson Plan   25
copy
to share

                              500

(My) Course/Unit/Lesson Planning Process

#7. Give structure to the entire plan – HOW

• Organize routines (Q Card, daily welcome)

• Organize grading and how students will submit work (Blackbord)

- Coop learning

Tech

Dropboxes + Materials

1 - 5

✓* ODE Standards
O Dispositions
✓* Chart (Phil)
O Lesson Plan Template
✓ Framework chart

6 - 10

Annotated bib
example

Lesson Plan Template

∧

Misc

11 - 15

LP Temp
What
matters

Dispositions

DBox

20 Phil Chart 1 ⅓
20 Phil Chart 2 2/10

50 Ann Bib due 3/24
20 Phil Chart 3

25 Lesson Plan 3/31

40 Phil of Teaching
final paper
4/26

Syll
Cal
APA folder

serve a DI lesson
& fill in points of
observe a

activities

Folders

Weeks 1-5

Weeks 6-10

Weeks 11-15

Syllabus

Calendar

List / Wiki of
Notebook Items?

ch /
Annotated
Bib

Qwi

on Bb)   List/Wiki of
                  Notebook Items?

grade **Online**   DBox

✓ Attendance   ✗

✓ Q Cards

  Phil Papers   ✓✓✓
✓ 1, 2, 3, final

✓ Notebook

✓ Annotated Bib ✓

✓ Lesson Plan ✓

        ✗ Dispositions ? ✗ hard cop
                          but po

Bring to each class

- book
- hard copy
    of work
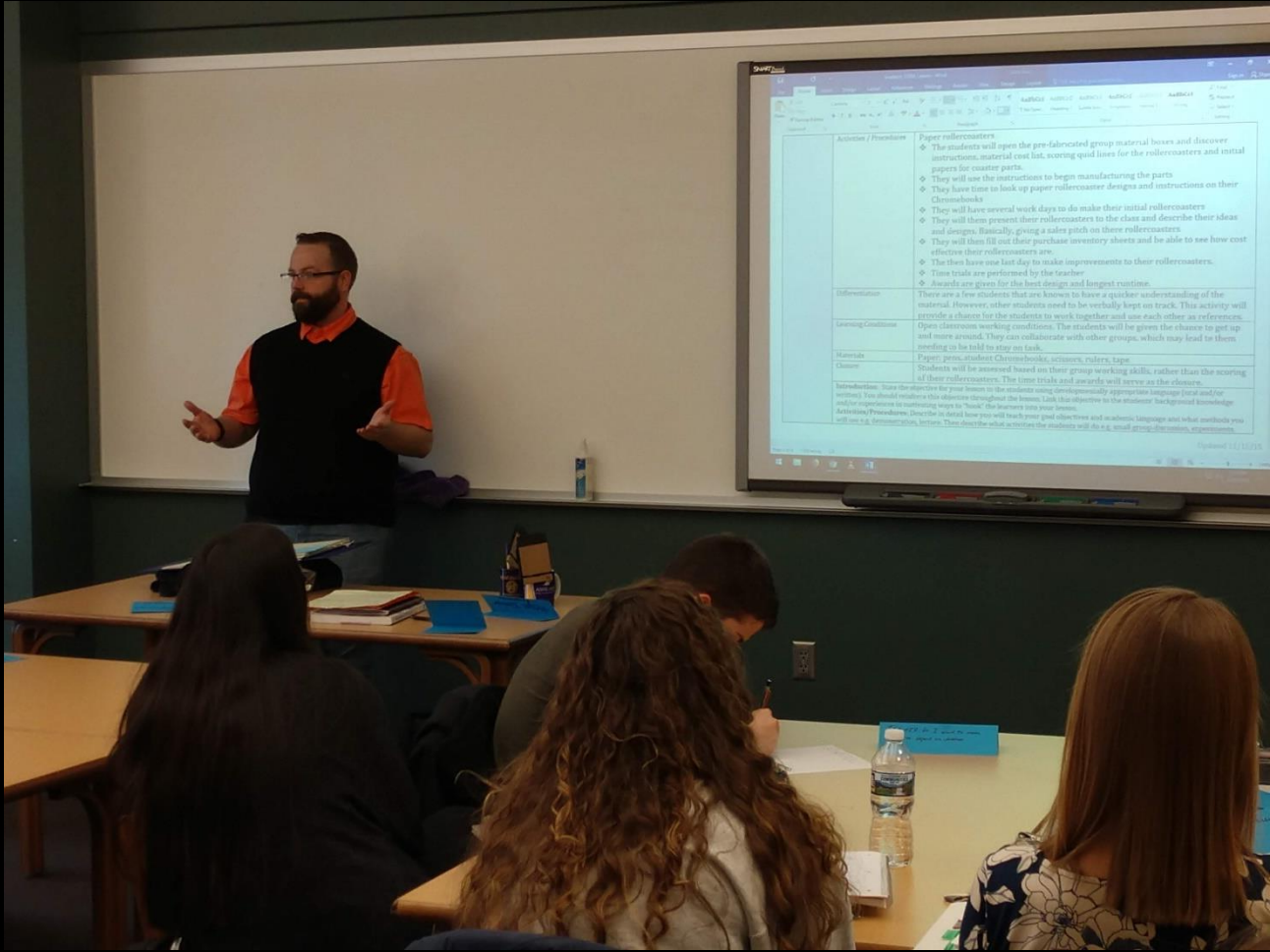- tech to access
    work
- writing stuff

Need

notebook/binder

small 3 ring
    1inch

Paper/pen or penc

Former EDFN 130 students

...sharing lesson plans and planning tips