Professional Competency: Approaches to plan

Key Questions
1. What is my "approach" to planning for teaching?
2. What are the key components to consider in my planning—and how would they generate a template for lesson and unit plans?

Background Orientation:
Planning alone cannot guarantee success in teaching lessons and units. Beginning teachers need to develop many abilities in actually implementing plans in order for them to be successful. However, one's approach to planning can either help or hinder the success of one's teaching.

The goal of this task is to help foster a certain framework for thinking about and approaching your planning. The approach suggested for your experience this term strives to go beyond the mere surface steps of an activity to include (1) conscious consideration and anticipation of several key aspects of teaching, as well as (2) self-reflection and learning from the experience after the teaching episode is completed. These basic aspects of the framework should apply to all planning, regardless of the teaching approach that you are following.

These key elements include:
• The curricular goals you are targeting for students, stated in terms of students’ competencies.
• How you are integrating the curriculum through your plan.
• How the goals you have targeted are appropriate for your class of students, both for their current levels of development and next steps of development.

• What other related professionals to work with and how for achieving the goals for some students.
• How the structure of your plan has taken into account the levels, traits, abilities, and interests of your students, particularly the differences among students.
• What difficulties—in regard to learning and/or behaviour—you anticipate and how you have planned to avoid them.
• Alternative plans to switch to during your teaching in case of learning or behaviour difficulties.
• How you have built preventive management into your plan, as well as plans for management intervention if necessary.
• How you have planned to have clear evidence of students’ learning through the assessment techniques you have chosen.
• Self-reflection on your teaching.

Group Activity: produce your findings on a flip-chart
## Higher order Thinking

<table>
<thead>
<tr>
<th>Question</th>
<th>Level</th>
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<tbody>
<tr>
<td><strong>1.</strong> Which one of the following describes what takes place in the so-called PREPARATION stage of the creative process, as applied to the solution of a particular problem?</td>
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<tr>
<td>1. The problem is identified and defined.</td>
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<td>2. All available information about the problem is collected.</td>
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<td>3. An attempt is made to see if the proposed solution to the problem is acceptable.</td>
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<td>4. The person goes through some experience leading to a general idea of how the problem can be solved.</td>
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<td>5. The person sets the problem aside, and gets involved with some other unrelated activity.</td>
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<td><strong>2.</strong> In the area of physical science, which one of the following definitions describes the term &quot;polarization&quot;?</td>
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<td>1. The separation of electric charges by friction.</td>
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<td>2. The ionization of atoms by high temperatures.</td>
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<td>3. The interference of sound waves in a closed chamber.</td>
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<td>4. The excitation of electrons by high frequency light.</td>
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<td>5. The vibration of transverse waves in a single plane</td>
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<td>**3: Which one of the following values approximates best to the volume of a sphere with radius 5m?</td>
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<td>a. 2000m³</td>
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<tr>
<td>b. 1000m³</td>
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<tr>
<td>c. 500m³</td>
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<tr>
<td>d. 250m³</td>
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<td><strong>4.</strong> You are the sole owner and manager of a small enterprise employing 15 workers. One of these, Alfred, (who has been working for you for the past year and has somewhat of a history of absenteeism), arrives late for work one Wednesday morning, noticeably intoxicated. Which one of the following actions is the most appropriate in the circumstances?</td>
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<tr>
<td>1. You terminate Alfred's employment on the spot, paying him the wages still due to him.</td>
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<td>2. You parade Alfred in front of the other workers, to teach them all a lesson.</td>
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<tr>
<td>3. You give Alfred three weeks' wages in lieu of notice, and sack him.</td>
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4. You wait until Alfred is sober, discuss his problem, and give him a final written warning, should it be required.
5. You call Alfred’s wife to take him home and warn her that this must not happen again.

6. "The story is told of the famous German Organic Chemist Auguste Kékulé who was struggling with the problem of how the six carbon atoms of benzene were linked together. He was getting nowhere with the problem, and one day fell asleep in front of the fireplace while he was pondering on it. He dreamt of molecules twisting and turning around like snakes. Suddenly, one of the snakes swallowed its own tail and rolled around like a hoop. Kékulé woke up with a start, and realized that his problem could be solved if the six carbon atoms of benzene were attached to each other to form a ring. Further work showed that this was entirely correct."

The above passage illustrates a particular phase of the creative process. Which one is it?

1. preparation 2. Incubation 3. orientation 4. Illumination 5. verification

7. Judge the sentence in italics according to the criteria given below:

"The United States took part in the Gulf War against Iraq BECAUSE of the lack of civil liberties imposed on the Kurds by Saddam Hussein’s regime."

a. The assertion and the reason are both correct, and the reason is valid.
b. The assertion and the reason are both correct, but the reason is invalid.
c. The assertion is correct but the reason is incorrect.
d. The assertion is incorrect but the reason is correct.
e. Both the assertion and the reason are incorrect.

Create an MCQ of Analysis-Level:
Planning for Semester

Activity a:

- Introduction
  - Modules 1
    - Scope/aims
    - Concept Map / Content
    - Suggested Methodology
    - Proposed Assignments
    - Real Time Application
  - Module 2
  - Module 3
  - So on...
- Example term Project
- Final Remarks
- References

Activity b:

- Objectives
  - Behavioral
  - Instructional
- Expectations
- Methodology
- Content
- Reading Material
- Activity Calendar / Gantt Chart
- Assessment criteria