

Subject: Long Range Plan	Year: _____			
	Teacher: _____			
Topic	Dates	Major Objectives	Materials and Resources	Evaluation Plan

EVALUATION PLAN 1998-98	September - December	December - March	March - June
Language Arts			
Mathematics			
Social Studies			
Science			

Pre-test or Initial Assessment: How are you going to know what the students need to learn?

Post-test or Evaluation: How are you going to know that the students have learned?

Examples of Assessment/Evaluation: tests (district, criterion-referenced or teacher-made), anecdotal comments, one-to-one observation, checklists, rubrics for student assignments, portfolio, performance assessment, student self-assessment, information reading inventories, diagnostic tests, demonstrations of learning, etc.

Grade _____ Topic _____ Time _____

Specific Learner Expectations	Activities/Tasks	Resources	Assessment/ Evaluation

PLANNING YOUR YEAR

	September	October	November	December	January
Topic:					
Resources:					
Instructional Approaches:					
Special Activities:					
Evaluation:					

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PLANNING YOUR YEAR

	February	March	April	May	June
Topic:					
Resources:					
Instructional Approaches:					
Special Activities:					
Evaluation:					

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Year Plan Year ____ Grade ____	September	October	November	December	January	February	March	April	May	June
Language Arts										
Science										
Social Studies										
Math										
Health										
Option 1										
Option 2										

Year Plan for _____

	September	October	November	December	January	February	March	April	May	June
Language Arts										
Science										
Social Studies										
Math										
Health										
Option 1										
Option 2										

Year Plan for _____

	September	October	November	December	January	February	March	April	May	June

Assessment, Evaluation and Communication Plan

FORMAT	PURPOSE	PLAN	TIME

Grade: _____

Unit: _____

Time Allocation: _____

Specific Learner Expectations	Learning Activities	Resources	Evaluation

Grade: _____

Unit: _____

Time Allocation: _____

Specific Learner Expectations	Learning Activities	Resources	Evaluation

Grade _____ Topic _____ Title _____ Time Allocation _____

OBJECTIVES

LEARNING RESOURCES

DEVELOPMENTAL ACTIVITIES	EVALUATION
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Unit Title:

I. Introduction

II. Objectives

III. Content area

Integration across curriculum

IV. Student activities/processes

Student products

V. Materials & resources

VI. Tentative timeline

VII. Evaluation

Planning Form

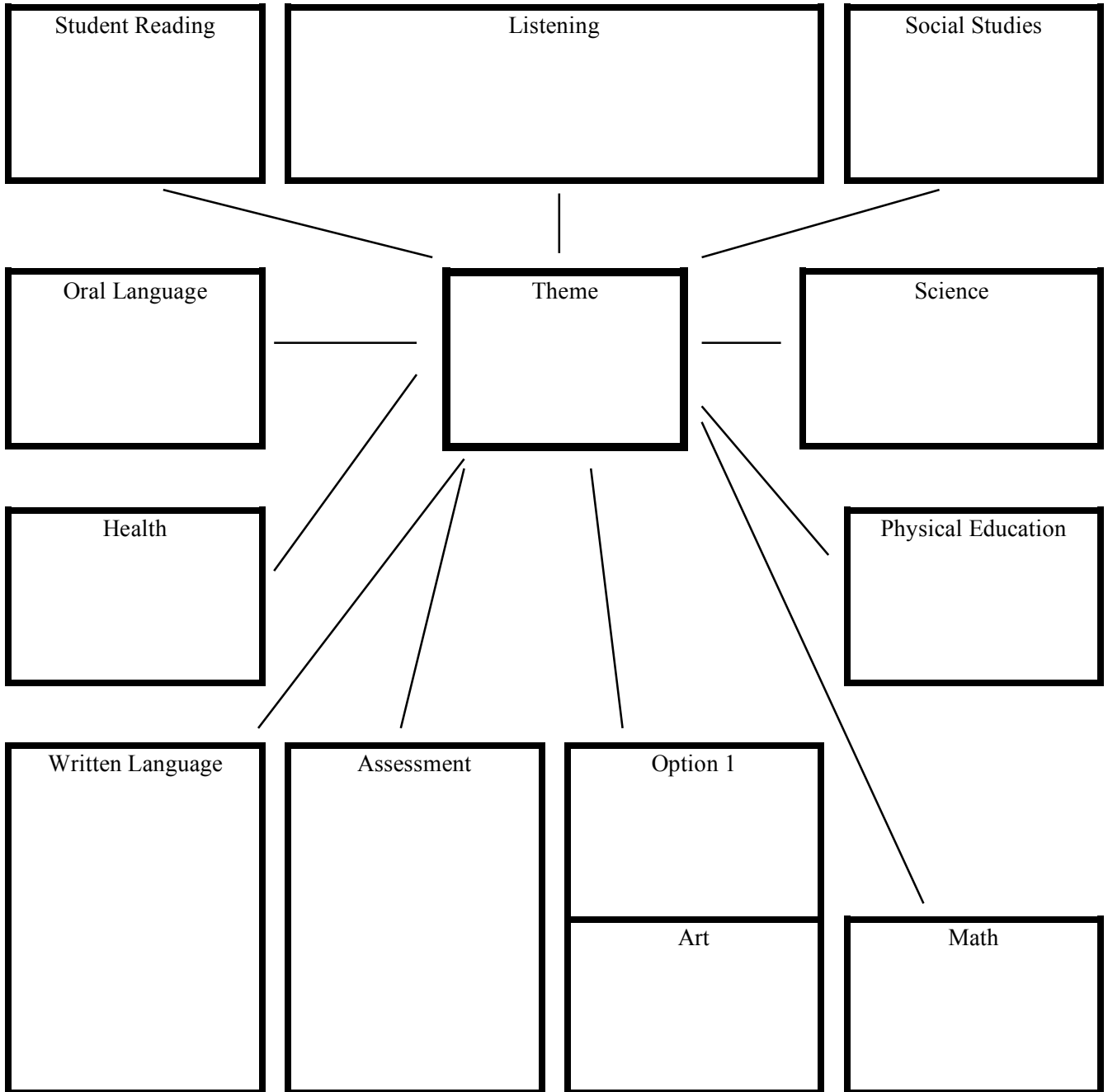
Theme: _____

Grade Level _____

Area	Content	Skills	Assessment
Language Arts			
Social Studies			
Math			
Science			
Health			
Option 1			
Option 2			
Option 3			
Option 4			

Planning Web

Use this form as a planning overview for thematic activities and assessments.



Theme Outline

Listening or Speaking	Reading	Writing
Social Studies	Theme	Science
Math	Health	Special Activities

Theme/Unit:	Grade level:	Time line:	Compiled by:
Introduction:	Math	Science	
Language Arts:			
<i>Explore</i>			
<i>Construct</i>	Health/Social Studies	Fine Arts:	
<i>Communicate</i>		<i>Art</i>	
	Other	<i>Music</i>	
	Culmination	<i>Drama</i>	
		Evaluation	

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Concepts	Skills & Attitudes

Centers	Resources

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Modification Process Example

<p>Goal(s): Objective(s): Knowledge:</p> <p>Skills:</p> <p>Attitudes:</p>	<p>Student strengths, interests and needs to be considered:</p>
<p>Basic Lesson:</p>	<p>Resources:</p>
<p>Students needing more support:</p>	<p>Organizing for instruction:</p>
<p>Students needing more challenge:</p>	
<p>Strategies selected: Why?</p>	<p>Criteria for evaluation:</p> <p>Basic:</p> <p>Support:</p> <p>Challenge:</p>

	Students Needing Support	BASIC PLAN	Students Needing Challenge
Activities			
Criteria for Evaluation			

Lesson Plan Format

Subject: _____

Lesson plan made by: _____ Grade: _____ School: _____ Date: _____

Lesson objective(s):

Organization decisions to achieve the above objectives:

	Time	Learning Activities	Teacher Activities	Materials Needed
Introduction				
Sequence of activities in main body of lesson				
Conclusion				

LESSON PLAN

Objectives:

Teacher:

Student:

Materials:

Method:

Assessment/Evaluation:

Topic _____

Date _____

Lesson Planner

Social Studies

Lesson Objectives	
Knowledge Objectives:	
Skill Objectives:	
Attitude Objectives:	
Learning Activities / Instructional Approach	
Introduction:	
Development:	
Closure:	
Resources:	Assessment Strategies / Tools

Lesson Plan

Objectives:

Motivation:

Materials:

Method:

Closure:

Evaluation:

Instructional Skills: Observation Guide For Lesson Design

Observe for and record specific examples of what the teacher did and/or said to demonstrate the elements of lesson design.

Principles of lesson design:	What the teacher did or said:
SET/FOCUS <ul style="list-style-type: none"> • What set did the teacher use? • Did it link new to old, actively involve students, provide a focus? 	
PURPOSE <ul style="list-style-type: none"> • Were students made aware of objective and purpose? How? • Did the teacher lead students to value the learning? 	
INPUT <ul style="list-style-type: none"> • What input did the teacher provide? • Was input relevant to the objective? 	
MODELING <ul style="list-style-type: none"> • Did the teacher model (show, label, demonstrate) a new skill, process or concept? • Did the teacher focus students on essential learning? 	
MONITOR FOR UNDERSTANDING <ul style="list-style-type: none"> • What strategy did the teacher use to check for understanding? • Did teaching process from easy to difficult, simple to complex? • Did student involvement progress from low to high risk, public to private? 	
GUIDED PRACTICE <ul style="list-style-type: none"> • Was the teacher providing guided practice relevant to the objective? • How did the teacher provide knowledge of results, encouragement, assistance? • Were students' misconceptions clarified? 	
INDEPENDENT PRACTICE <ul style="list-style-type: none"> • Were students engaged in an activity which allowed them to practice and apply the new learning (skill, concept and process) independently? • Did the teacher provide input, modelling and checking for understanding before moving to guided or independent practice? 	
CLOSURE/SUMMATION <ul style="list-style-type: none"> • How did the teacher provide for closure? (Student summarizes independent learning, teacher asks for an overt response in the form of a question/activity by which closure occurs). 	

Questions To Help You Analyze A Lesson

Standards

- Students knew what was expected of them in terms of behaviour. yes no
- The teacher created an atmosphere for learning. yes no
- All materials and equipment necessary for the lesson were ready for use. yes no
- Attendance and/or record keeping was done effectively. yes no
- The lesson has been well-planned and written in advance. yes no

Teaching

- Adequate explanation of the lesson occurred before students were given practice exercises. yes no
- Strategies the teacher used:
- | | | | | |
|------------------------------------|-------------------------------------------|--------------------------------|------------------------------|-----------------------------|
| <input type="checkbox"/> lecture | <input type="checkbox"/> group discussion | <input type="checkbox"/> other | <input type="checkbox"/> yes | <input type="checkbox"/> no |
| <input type="checkbox"/> inquiry | <input type="checkbox"/> role playing | | | |
| <input type="checkbox"/> questions | <input type="checkbox"/> student input | | | |
- The teacher modeled the learning and its application. yes no
- The teacher checked regularly for understanding yes no

Practice

- The students practiced the learning through some form of overt behaviour. yes no
- The practice directly related to the learning. yes no
- The teacher monitored each student's practice of the learning. yes no
- The teacher provided assistance when necessary. yes no

Closure

- The teacher had students identify what was learned. yes no
- The students left with an understanding of what was learned. yes no

Follow-Up (Unguided Practice)

- The teacher plans to have students use their new learning in the near future. yes no