

- How do you plan for instruction? What do you include in an instructional plan?
- How much time do you spend planning?
- What influences your instructional plans?
- What do faculty members need to learn about instructional planning?



Student Teachers' Instructional Plans and Planning

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Introduction

- Importance of instructional planning (Young, Reiser, & Dick, 1998)
- Cornerstone in teacher preparation coursework
- Lesson plans allow teachers to convey quality of instruction (Little, Goe, & Bell, 2009)



Introduction

- Yet, many teachers fail to plan or if they do plan, rarely use systematic planning models (Clark & Dunn, 1991; Driscoll, Klein, & Sherman, 1994; Kennedy, 1994)
- Use of short or brief plans containing little detail (Reiser, 1994; Reiser & Mory, 1991; Kagan & Tippins, 1992)
- Preservice teachers were excited at using planning strategies but fail to do so during student teaching (Reiser, 1994)



Introduction

- Student teaching interns and novice teachers (N= 31) spent 10 hours per week planning
- Mental Process
 - Thinking about what they wanted to accomplish vs writing formal lesson plans
 - “Many intern and novice teachers commented they did not need as detailed lesson plan and doing so was a waste of time.” (p. 68)

(Ball, Knobloch, & Hoop, 2007)

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Introduction

Table 1

Instructional Planning Models Taught to Preservice Teachers (n = 31)

Instructional planning model	<i>f</i>	%
Allen 4-step: preparation, presentation, application, evaluation	16	51.6
Madeline Hunter direct instructional model	15	48.4
Problem-solving model	6	19.4
5 E's: engage, explore, explain, extend, evaluate	6	19.4
Brain-based model	3	9.7
SIM: strategic instructional model	3	9.7
PAVER-Doc	2	6.5
Self-developed	2	6.5
Praxis III	1	3.2
7-Element Approach: centralized teaching & learning method	1	3.2
State department of education model	1	3.2
No model	1	3.2

(Greiman & Bedtke, 2008, p. 52)

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Introduction

Table 2
Instructional Plan Components Utilized in Agricultural Education (n = 14)

Instructional plan component	<i>n</i>	%
Title of course, unit, and/or lesson	14	100
Student learning objectives	14	100
Content material	14	100
Evaluation	14	100
Teaching materials	13	92.9
Interest approach	13	92.9
Application	13	92.9
Summary	13	92.9
Instructional strategy	12	85.7
Situation	10	71.4
References	10	71.4
Estimated time required	7	50.0
Standards: national, state, local, academic	6	42.9
Purpose or broad goal	5	35.7
Key terms	3	21.4
Reflection	1	7.1

(Greiman & Bedtke, 2008, p. 53)

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Objectives

- To identify the instructional planning practices of the 2012 agricultural education student teachers.
- To identify the instructional planning practices of the 2012 cooperating teachers.
- To identify recommended topics for inclusion in an instructional planning unit for preservice teachers.



Methods/Procedures

- Descriptive census study
- Student teachers attending mid-semester seminar (N = 27)
- Survey instrument adapted from earlier instruments and prior research by Brown (1988), Greiman and Bedtke (2008), Sánchez and Valcárcel, Searcy and Maroney (1996), Young, Reiser, and Dick (1998)



Preparation of Instructional Plans

	N	%
Daily Lesson Plans	9	33.3
Weekly Lesson Plans	4	14.9
Unit Plans	0	0
Whole Course	1	3.7
Other – Daily Lesson Plans & Weekly Lesson Plans	11	40.7
Other – Daily Lesson Plans & Content Plans	1	3.7
Other – Daily Lesson Plans & Unit Plans	1	3.7



Hours Per Week Spent on Instructional Planning

	N	%
Less than 1 hour	0	0
1 – 5 hours	8	29.6
6 – 10 hours	10	37.0
11 – 15 hours	2	7.4
16 – 20 hours	6	22.2
More than 20 hours	1	3.7



Components Most Commonly Included in Instructional Plans

	N	%
Content Material/Subject Matter	24	88.9
Summary/Closure	22	81.5
Estimated Time Required	22	81.5
Title of course, unit, and/or lesson	21	77.8
Interest Approach/Anticipatory Set	21	77.8
Instructional Objectives	18	66.7
Instructional Strategy/Teaching Methods	17	63.0



Components Least Commonly Included in Instructional Plans

	N	%
Standards: National, State, Local, Academic	3	11.1
Modifications for English Language Learners	3	11.1
Situation	3	11.1
Purpose or Broad Goal	4	14.8
Application	5	18.5
References	6	22.2
Teacher Reflection	6	22.2
Evaluation	7	25.9



Use of Professional/Web-Based Curriculum Materials

	N	%
Very Frequently	3	11.1
Frequently	12	44.4
Sometimes	7	25.9
Rarely	3	11.1
Never	2	7.4



Use of Professional/Web-Based Curriculum Materials

	N	%
State-developed Curriculum	25	92.6
NAAE Communities of Practice	15	55.6
Georgia Agricultural Education Site	12	44.4
Textbooks	5	18.5
Agriculture in the Classroom	4	14.8
Curriculum for Agricultural Science Education (CASE)	4	14.8
Glen Rose FFA Site	4	14.8
Other	3	11.1
LifeKnowledge Curriculum	2	7.4
Center for Agricultural and Environmental Research and Training (CAERT)	1	3.7

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Most Influential Factors in Instructional Planning

	Mean
State Objectives	4.5
Curriculum Guides or Materials	4.4
Student Ability Levels	4.4
Resources Available	4.3
Student Educational Needs	4.2

Note. 1 = never, 2 = rarely, 3 = sometimes, 4 = often, 5 = very often.



Least Influential Factors in Instructional Planning

	Mean
Teacher Preparation Courses (COE)	2.46
Textbook Content	2.48
National Objectives	2.52
Other Teachers	2.56
School and Administration Goals	3.04

Note. 1 = never, 2 = rarely, 3 = sometimes, 4 = often, 5 = very often.



Use of Standard Lesson Plan Format by Cooperating Teachers

	N	%
Yes, There is a Required Format	5	18.52
There is a Format that is Recommended, but Not Required	1	3.70
No, There is Not a Required Format	21	77.78



Preparation of Instructional Plans by Cooperating Teachers

	N	%
Daily Lesson Plans	5	18.52
Weekly Lesson Plans	7	25.93
Unit Plans	0	0
Whole Course	2	7.41
Other – None	11	40.74
Other – Post Its	1	3.70
Other – Previously Written	1	3.70



Submission of Instructional Plans by Cooperating Teachers

	N	%
Yes	8	29.63
No	19	70.37

Frequency of instructional plan submission:

- Only if observed
- Only occasionally
- Weekly (x2)
- Pacing guide
- Once at beginning of semester



Topics to Include in an Instructional Planning Unit

1. Developing Activities (N = 10)
2. Writing Lesson and Unit Plans (N = 7)
3. Classroom Management (N = 5)
4. Time Management (N = 5)
5. Activities for Modified/IEP Students (N = 4)
6. Daily Planning (N = 4)
7. Variability (N = 3)
8. Finding Resources (N = 3)



Recommendations/Implications

- How does instructional planning influence teaching practice?
- Do written lesson plans reflect the results of this study?
- What are administrators' perceptions of/recommendations for instructional planning?



Conclusions/Recommendations/Implications

- How do cooperating teachers influence the planning practices of student teachers?
- What are the planning practices of these student teachers are they complete the 1st & 2nd semesters of their first year?



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Thank You!

Comments/Questions?

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