### **Timelines and Plan Books**

**Definition:** The process of developing a task, series of tasks, or unit of instruction based on analysis of students' learning needs that includes:

- 1) identifying the learning intentions and success criteria for proficiency based on the Utah core standards
- 2) determining the design approach aligned to the learning intentions
- 3) building the lesson plan including the strategies and curricular tools best suited to support student learning

## **Components:**

- → Use timelines to prioritize the standards and guide the big ideas taught during the year within allotted timeframes
- → Maintain a well structured plan book that is visible and referenced throughout the day
- → Enter content in your plan book that is visible and referenced throughout the day
- → Post learning intentions and refer back to them
- → Plan the full class time to teach content
- → Identify and teach behavior expectations to make each part of the lesson run smoothly
- → Plan a hook, gradual release, and a closure
- → Plan for student engagement
- → Plan what the teacher and students should be writing, doing, and asking during the lesson (visible learning)
- → Plan for differentiation
- → Use language and **vocabulary** described in the standards and assessment
- → Plan the **questions** and **depth of rigor** to be presented during the lesson
- → Set out all materials, supplies, and copies needed to present the lesson before students enter the room

## Steps:



When all four parts are checked, you are planned and prepared to deliver the content to the students.

## **Timelines and Plan Books**

# 1) TIMELINES



The timeline is the "funnel" that *prioritizes and guides* the **CONTENT** in your plan book.

# 2) STRUCTURE



The structure makes adding **CONTENT** efficient.

# 3) CONTENT



The content is the "compass" that *prioritizes* and guides your **PREPARATION.** 

## 4) PREPARATION



The questions are an internal interview that you have with yourself to *plan* each lesson. You should know the answer to each question.

#### **TIMELINES**

Use timelines to summarize the big ideas to be taught throughout the course and how many days each topic should take to teach.

- Determine the total teaching days available using your district/school calendar.
  - Granite School District Calendars
- Identify the big ideas/units for each subject you teach and the state/district recommended time frames.
  - You will need the <u>Curriculum Maps</u> and/or <u>Utah Core Standards</u>.
- Compare how the recommendations fit with the actual time available specific to your school and make adjustments.
  - If available, use previous timelines for each course/subject you teach and refine them with your PLC.

Repeat for every subject you teach.

**Example Timeline Template** 

### **PLAN BOOK STRUCTURE**

Use an electronic plan book structure that includes each of the steps below.

- 1. Create a structure that is easy to:
  - edit
  - copy & delete
  - move activities from one day to another
- 2. Include the date, time of day, and duration for each subject.
- 3. An area to keep track of to-do tasks and/or materials to prepare.

**Repeat** for every subject you teach.

### **PLAN BOOK CONTENT**

Enter content using your timelines. The plan book holds the overview of each lesson. It should be visible and referenced throughout each day.

- 1. Schedule the **last day** of the unit AND the **unit assessment**.
- 2. Divide the content from the unit into **individual days**.
- 3. For each individual day enter the:
  - Objective for the unit
  - Topic for the specific lesson
  - Learning intention for the specific lesson
  - Curriculum or resources used for the lesson
  - Key vocabulary
  - Student task(s) for the lesson

**Repeat** for every subject you teach.

## LESSON PREPARATION

Lesson Design + Classroom Culture = Student Engagement

- What learning theory will I use? <u>Explicit</u> or <u>Inquiry</u>
- Who are my students and what do they already know? (student data/background)
- What procedures do I need?
- What purposeful groupings will I use?
- How will I make student learning visible?
  (speak, write, physical response consistent with the objective)
  - What will the teacher be doing? What will the students be doing?
- What materials, resources, and technology need to be prepared?
- What vocabulary must students use in this lesson?
- How will I share the learning intention(s) and success criteria?
- What data will I use to determine, to what extent, each student meets the learning intention(s) of the lesson?
- How will I simultaneously model?
- How will I use gradual release?
- What can I scaffold to support students?
- What parts of the lesson should I differentiate?
- How will I monitor learning (gather data) during the lesson?
- How will I check for understanding?
- What types of feedback will I provide?
- How will I close the lesson?
- How will I reteach/enrich?

Example <u>Plan Book Template</u> includes both a weekly view and course view

Example Plan Book Scoring Guide includes both Structure and Content