

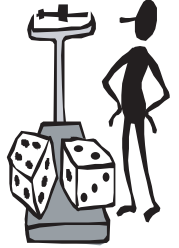
# Effective Practices

## Planning for Reaching the Standards

# Fact Sheet

Dr. Jeanne Bauwens &  
Dr. Shannon Simonelli

Classrooms that work for diverse learners: A planning process that works for all students



### Overview of the Planning Process

This straightforward process will assist in planning to reach the standards through the teaching of big ideas, not facts in isolation, while simultaneously keeping in mind the unique needs of all learners.

#### 1. Identify the Standards or big ideas – teach separately or bundle (ie: social studies/English)

- Review the content standards and identify the big ideas embedded within the standards. Big ideas are those thoughts that are at the heart of the discipline, enduring, worth learning about, have lasting value beyond the classroom, will be used throughout ones life and are transferable.
- Identify how you might “bundle” standards from multiple content areas. For instance, how might you combine/group language arts (skills and content) and science standards (skills and content) because there are too many standards to teach each in isolation.
- Narrow down to several big ideas to be explored throughout the course.

Research is very clear in stating that we must “teach less better” (Zemelman et al, 1998). Thus, by completing the first step and sub steps therein, you now have your course plan with *each big idea becoming a unit of instruction*. Just like an architect, you have clearly identified the major pieces of the new physical structure you are designing.

#### 2. Select the first big idea. This becomes the central idea for planning the unit of instruction.

#### 3. Assess the learners’ to create both a class and student by-student learning profile.

For your assessment you might utilize observation, student readiness levels, interest inventories, learning style assessments, evaluation of work products for evidence of understanding and quality of work.

#### 4. Develop the big idea into a unit plan.

- By using the assessment data, you are designing a comprehensive plan that takes into consideration the needs of all students. (Note: A learning unit planning template is described in detail on page 3 of the *Planning for Reaching the Standards* brief.)

As the curriculum architect, you will have created a unit plan that specifically relates to the needs of student profiles by tailoring your learning unit to meet the readiness, and learning styles of your students.



## 5. Schedule the overall teaching/learning time required for students to “master” the big ideas, concepts and/or the unit.

- Identify the amount of time you will devote to the teaching of this particular unit of instruction.
- Identify the major components to be learned within an established amount of time (day/week).

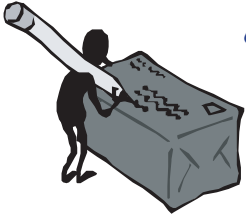
Just like an architect, you now have created your work plan and timeframe for completion.

## 6. Design a plan for daily lessons

As the curriculum architect, by completing this step you will know precisely what you want to accomplish, through what means, why, and how you intend to accomplish the target outcome(s) (described in detail on page 7 & 8 of the *Planning for Reaching the Standards* brief).

## 7. Implement your plan, making adjustments along the way to reach all students.

## 8. Assess student learning to determine if you need to re-teach any portion of the lesson.



## Resources

Universal Design for Learning Web site <http://www.cast.org/udl>

Multiple Intelligences Web sites <http://www.thomasarmstrong.com>,  
<http://www.pz.harvard.edu/PIs/HG>

Social and Emotional Learning Web site <http://www.casel.org>

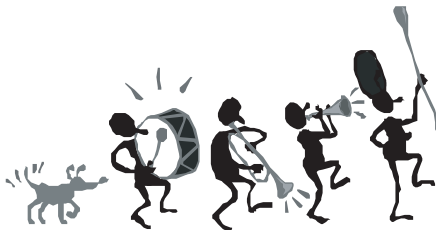
Arts in Education Web site <http://www.arts-hawaii.org>,  
<http://www.AmericansForTheArts.org>,  
<http://www.aep-arts.org>, <http://www.kennedy-center.org/education/kcaeen>

SIG Web site <http://www.sig.hawaii.edu>

## References

Wiggins, G. & McTighe, J. (1998). *Understanding by Design*. Virginia: Association for Supervision and Curriculum Development.

Zemelman, S., Daniels, H. & Hyde, A. (1998). *Best Practices: New standards for teachers and learners in America's schools* (2nd ed.). New Hampshire: Heinemann.



For more information on The Planning Process contact  
Dr. Jeanne Bauwens at (808) 358-1157.

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