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Instructional Planning for Effective Teaching

By James H. Stronge and Xianxuan Xu

Study Guide

This study guide is a companion to the book *Instructional Planning for Effective Teaching* by James H. Stronge and Xianxuan Xu. *Instructional Planning for Effective Teaching* provides a teacher toolkit that comprises strategic instruments and methods for effective instructional planning.

This guide is arranged by chapter, enabling readers to either work their way through the entire book or focus on the specific topics addressed in a particular chapter. It can be used by individuals, small groups, or an entire team to identify key points, raise questions for consideration, assess conditions in a particular school or district, and suggest steps that might be taken to promote a healthy school culture.

We thank you for your interest in this book, and we hope this guide is a useful tool in your efforts to create a healthy culture in your school or district.

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Chapter 1

Tactical Planning for Building Better Unit and Lesson Plans

1. What elements should effective short-term planning for the classroom include?
2. Through what two dimensions do effective teachers conceive of a lesson?
3. List the three steps that can help translate teachable ideas into a coherent lesson plan.
4. In your own words, define *opportunity to learn*.
5. What components should educators be mindful of as they attempt to design well-structured unit plans?

Chapter 2

Setting Learning Objectives

1. What do learning objectives describe? What key functions do learning objectives serve?
2. Why is instructional planning incomplete without taking knowledge, skills, and attitudes into account?
3. What attributes may attitude objectives contain?
4. How can the terms *goals* and *objectives* be established as two distinctly different ideas?

Chapter 3

Organizing Learning Activities

1. Briefly describe the advantages of macro-level planning and micro-level planning in instruction.
2. According to Jacob Kounin, when do teachers disrupt a lesson's flow?
3. What questions should teachers ask as they decide on the scope and depth of a curriculum and the sequence of learning?
4. For what purposes can teachers use the two kinds of advance organizers defined by David Ausubel?
5. When should teachers teach from a transmission view of sequencing, and when should they adopt a constructivist view?

Chapter 4

Selecting Meaningful and Purposeful Learning Materials

1. Why should educators avoid making textbooks the dominant instructional planning tool in their classrooms?
2. What three facets of designing, adapting, and adopting instructional materials carry vital importance?
3. How can teachers define *authentic learning* and *relevance*?
4. What nine principles should authentic learning experiences include in order to positively impact materials development?
5. Briefly describe the guidelines that teachers should follow as they decide which online materials are valuable and which ones are not.

Chapter 5

Using Student Learning Data for Planning

1. What does the practicality of a lesson depend on?
2. Based on Glenda Haynie’s examinations, what are some planning practices that effective teachers use, and what practices do less effective teachers apply?
3. How do researchers draw a distinction between assessment *of* learning and assessment *for* learning?
4. What do effective teachers intend when they set student learning goals?

Chapter 6

Designing Engaging Opening and Closing Activities

1. Why is it important that teachers plan opening and closing activities for lessons? What can these activities help students to do?
2. What implications does the primacy-recency effect have for instructional design?
3. Briefly describe the guidelines that Muhammad Akhlaq et al. provide for crafting lesson openings.
4. According to Alan McLean, what four factors can teachers use to motivate students' learning?
5. List the two main purposes that effective lesson closure serves.

Chapter 7

Strategic Planning for Teachers

1. What must teachers do the same as all design professionals?
2. In your own words, what is curriculum mapping? What can curriculum mapping help teachers to accomplish?
3. What questions can teachers ask to start their strategic planning process?
4. For what purposes can the curriculum mapping model and the backward design model be useful for planning strategically?

Chapter 8

Planning Differentiated Instruction for Gifted and High-Ability Learners

1. What is the curvilinear relationship between boredom and ability? How does this correlation relate to students?
2. According to Jessica Hockett, what five principles illustrate *advanced* and *challenging* learning?
3. When planning instruction for gifted and high-ability learners, what recommended issues should educators contemplate?
4. Define *advanced curriculum units*.

Chapter 9

Planning Differentiated Instruction for Struggling Learners

1. Effective instruction for struggling learners has what three characteristics?
2. What qualities characterize guided practice?
3. On what premise is differentiated instruction based?
4. How do self-efficacious learners participate in their learning differently than students do when they are not confident in their learning?
5. For what three main reasons has differentiated instruction failed to become common classroom practice?

Chapter 10

Planning for Cross-Disciplinary Instruction

1. For what compelling reasons might teachers think about including cross-disciplinary instruction among their teaching methods?
2. What does *reconstrual instruction* refer to?
3. What four steps do Heidi Hayes Jacobs and James Borland say can lead to an effective interdisciplinary curriculum?
4. According to James Beane, what does cross-disciplinary instruction begin with, and what four characteristics define multidisciplinary integration?

Chapter 11

Planning for Technology-Integrated Learning

1. What is the best way to boost student learning in a technology-enhanced lesson?
2. According to John Hattie, what traits help make computer-assisted instruction more effective?
3. What does Gregory Waddoups's analysis identify as eleven themes for using technology to improve student learning? What four principles for integrating technology were created as a result of these themes?
4. Briefly describe the seven steps that capture the planning process for instruction that integrates technology.
5. How can portfolios be powerful, valuable learning tools?

Chapter 12

Team Planning

1. Besides time spent interacting with students in class, what does instruction involve?
2. Why is collaborative planning indispensable for interdisciplinary instruction?
3. According to Steven Mertens, Nancy Flowers, Vincent Anfara, and Micki Caskey, what principles should common planning time embrace?
4. Briefly describe the five steps that the lesson study model typically includes.