**Robinson Gautier**

**Dr. Duncan**

**11/30/11**

**Edus515**

**Key Terms**

1. *Planning for instruction*: Planning for instruction essentially refers to the daily day to day processes of a teacher’s day. This would be referring to the deicisions the teachers make about organizing. This is very important for teachers to spend adequate time in this to ensure that the students are getting the most out of each lesson. Not missing things because the teacher was poorly organized and scatter brained.
2. *Aims*: Aims refer to broad statements about the philosophies or intent of education. They are typically written by national or state panels. They are also written by commissions and policy groups. They are never typically written by local or district panels; this is because they tend to be on a broader more far reaching scope.
3. *Goals*: Educators need to have a way to translate the broad aims into what a school and a district are expected to accomplish in a given time period. The transition from an aim to specific predestinated achievements is known as goals. They are the benchmarks that the students are trying to meet.
4. *Performance objectives*: These are written daily for lesson plans and are stated in behavioral terms to indicate what is to be measured. When writing these objectives it is important to keep in mind the stated objectives that the lesson plan is hitting.
5. *Subject-specific course goals*: These are the specific goals and curriculum that the school district lay out for the schools. These can be broken down even more into subjects and daily lesson plans.
6. *Preplanning*: is the first stage in the planning phases when creating a lesson plan. Preplanning is when a person would be brainstorming and making a mental plan.
7. *Active Planning*: This is the second stage of the planning phases when writing a lesson plan. This is when decisions are made about the lesson plan, and are done before instruction begins. This is the time that the plans are written down and lesson is being prepared.
8. *Ongoing Planning*: This is the third phase of the planning process. This is going on during the classroom instruction. This is when a teacher will tweak or fine-tune the lesson plan or instruction on the fly. This is something that I would imagine new teachers and more experienced teachers would do a lot of.
9. *Post planning*: This is the final stage of the planning process. This is done looking back on the lesson to evaluate what went well with the lesson and the lesson plan, and conversely what did not work or needed to be tweaked to get a more successful understanding of the material by the students.
10. *Content*: This is referred to whatever it is that you are trying to teach the students. That could be a knowledge, skill, rule concept or process. When you write lesson plan for the content you need to keep in mind what age group and ability the students have to properly plan.
11. Materials: Materials are the tangible, written, physical, or visual stimuli that are used in instruction. It could be textbook, computer, workbook, videotapes or websites. Where materials differ is usually because of the resources of the school. Schools with better resources and bigger budgets are going to have more and different types of materials.
12. *Linear-Rational model*: This is the most commonly taught way of planning in teacher education, it is a sequential process based on clear goals and objectives. (a) Students formulate goals, (b) specify objectives, (c) asses student needs in correlation with their goals, (d) selection of strategies and learning activities (e) evaluation of student performance.
13. *Outcome based education*: is focusing and organizing school’s programs and efforts with clearly defined outcomes which students must demonstrate before successfully exiting a course. There is more emphasis on the product of learning instead of the process.
14. Mental image approach: This is one of the more commonly used teaching approaches. This is where teachers develop mental images about how the lesson should transpire. Teachers plan it out mentally on how they plan to teach the lesson considering routines and other factors.
15. Backward mapping: is a planning tool that you will start by asking a series of questions. 1. What are the intended learning outcomes or goals do you have for your students. 2. How will the students demonstrate achievement of those goals? By asking what your students will learn at the start of the process you will be directly related to what you want the students to be able to do. That is why they call it backward because you start with the end result and work back to the start from there.