PLANNING FOR LEARNING

...where is your Focus?
The Theory of Two Feet
What do you do to get ready for your semester of courses?
Where is your focus?

<table>
<thead>
<tr>
<th>Teaching Focused</th>
<th>Learning Focused</th>
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Which side has more? Where do you spend your planning time?
Session Goals … participants will

- … self reflect on their own behaviors when it comes to planning for learning

- … identify four questions used to maintain a focus on learning

- … recall Bloom’s taxonomy and reflect on how to use it to clarify desired learning outcomes.

- … generate one action item to use yet this semester
Shifting your Focus

What tasks/activities are we going to do today/this semester?

What am I going to cover? When am I going to cover it?

This kind of planning addresses only the teacher’s time with students

What are the non-negotiable learning outcomes for this semester/for this lesson?

What are the observable, measurable behaviors that will indicate learning is/has occurred?

This kind of planning addresses long-term outcomes
Clarifying your Focus

- What do I want my students to learn?
- How will I know they have learned it?
- What will I do if they don’t?
- What will I do when they do?
Clarity is Critical

**Non-Negotiable**
Learning Outcomes – **Must Knows**

**Hopeful**
Learning Outcomes - **Nice to Knows**
Maintaining your Focus

- **What do I want my students to learn?**
  - By the end of the program
  - By the end of the semester
  - By the end of the ‘unit’
  - By the end of today, tomorrow

- **Start** with a clear picture of the **End**
What a teacher does to generate, facilitate and support student learning is important, but these decisions merely identify the tools or the vehicle to get the important work done … which is student learning

Planning for Learning should always be the starting point
Reflection

- What is an objective?
- How were you taught to write an objective? (Were you ever taught how to write one?)
- Why are they valuable? Do you believe they are valuable? Do your actions align with this value system?
- When is the last time you wrote one?
- Do you ever write them OR do you write them daily?
- Why? Why not?
Objectives ~ TSWBAT

- defining what students will know and be able to do at the end
- clear, specific, observable, measurable
Keeping it student & thinking centered

- **Choosing a verb that:**
  - describes the level of learning or kind of thinking that will be required
  - gives some information about the kind of performance or skill students are to master
Avoid these verbs …

- Understand
- Comprehend
- Appreciate
- Know
- Be exposed to
- Be familiar with
- Explore
- Get a sense of
- Think about
- Learn
- See
- Realize

Why?
Caution

1. Don’t just pick a verb because you like it
   - Does it help provide a clear, describable, and measurable outcome?
   - Can you visualize what students are able to do because of this new learning?

2. Do my students have the pre-requisite learning for this level of learning?
How is this relevant to you?

Reflect and Share
Teaching Philosophy

For it to be called teaching, learning must occur — to know if learning has occurred, on-going assessment is essential — for assessment to be meaningful it must be coupled with meaningful feedback.
Professional Mission

To teach, inspire, motivate, change … so those who work with children understand the depth and breadth of what is possible, and are knowledgeable, confident, and committed to do what is right for their students.
Valuable Resources

- www.ascd.org (Association for Supervision and Curriculum Development)
Thank you!

I wish you and your students a highly invigorating semester of LEARNING

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