

Lesson Plans One Step at a Time

Promising Practices 6

Suggestions for Program Improvement for Ohio ABLE Practitioners

Curriculum/Instruction

Program Puzzler

As a program administrator you have communicated to your teachers the need to do lesson planning. You find that not all teachers are comfortable with lesson planning and don't understand the need for it. Other teachers understand the need but complain that they don't have the time to do it. As a program administrator, how can you assist your teachers to plan for classroom instruction?

Peer Perspective

Class Management and Structure

- Eliminate an “open door” policy in your program. Planning can be difficult when the number of students, the level of students, and the content areas the students are studying are all different. So, the more that you can control the classroom environment, the easier it is to create lessons.
- Develop lessons for whole group work and add customization by level needs. Know what works in your classroom – individual versus group dynamic.

Steps in the Planning Process

- Become familiar with Ohio's content standards and lesson plan requirements.
- Review sample templates for formatting lessons. Decide what you like and what you would modify from the samples. Then, develop a simple and direct format that works for you.
- Review lessons from other sources (e.g., websites). Adapt those you like to your classroom setting and teaching style.
 - Visit Eureka! AGORA (Assemblage of Great Online Resources for Adults) on the Ohio Literacy Resource Center's website to get teaching ideas and sample lessons. Eureka! AGORA is available at: <http://literacy.kent.edu/eureka/index2.html>
- Develop several lesson plans to fit the individual students' needs.



Timely Tips

Start to develop lessons by first asking students what they want to learn in class. This helps you to establish themes and allows students to direct their own learning.

Partner with other teachers to develop lessons that complement one another.

Establish and maintain a bank of lessons within your program. This becomes a standard set of teaching ideas for all to use.

Review the ABLE Professional Development (PD) catalog to identify trainings focusing on lesson planning.

Added Insights

Lesson plans are not “one size fits all.” Programs and teachers have flexibility in designing lessons that meet student needs. Remember a lesson plan is a teaching plan. It is not a student’s learning plan; rather, it is a guide for teachers to help them organize what they are going to do, when they are going to do it, and why they are going to do it. Also, remember that not all lessons will work. The key is to reflect afterward on what worked, why, and how you might change your plan if you present that lesson again.

According to research a program’s curriculum design should be organized, focused on higher-level thinking and learner-centered. A program’s curriculum development process should include periodic reviews to make sure it is meeting student needs; the curriculum should be constantly monitored and modified as needed.

– Refer to the “Curriculum and Instruction” section of

The Ohio Performance Accountability System (OPAS) Manual (August 2009) on the Ohio Board of Regents (OBR) ABLE website (http://uso.edu/network/workforce/able/reference/accountability/OPAS_Manual.pdf) for specific information about lesson planning and the instructional process.

- Create mechanisms for teachers to share new instructional activities and materials. Ask teachers to document lesson plans of new instruction. Set up resource boxes or file cabinet space for teachers to store teacher- and student-developed materials that support new instructional approaches in reading, adult multiple intelligences, and meaning-making instruction so that other teachers can see and use these activities. (*Program Administrator’s Sourcebook*, National Center for the Study of Adult Learning and Literacy, 2005)

Literature mentioned in the Added Insights of this document is drawn from reviews, reports, and papers housed on the National Center for the Study of Adult Learning and Literacy (NCSALL) website. Refer to <http://www.ncsall.net/index.php?id=15> for more information. In addition, the reference below, also found at the NCSALL site, is more directly cited in this document.

Taylor, J., Smith, C., & Bingman, B. (December 2005). *Program Administrators’ Sourcebook: A Resource on NCSALL’s Research for Adult Education Program Administrators*. Cambridge, MA.
<http://www.ncsall.net/fileadmin/resources/teach/PASourcebook.pdf>

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