

How to know, do, live, teach...with creativity,  
insight and imagination

## Teacher Tools that save Time and Reduce Stress

It's a fact: Teachers need tools, materials or methods that are easy to use. These tools, materials and methods must save time for teachers and streamline the delivery of positive outcomes that their students deserve to experience.

Teachers want tools, materials and methods that produce a sense of accomplishment and give teachers their time back. Teachers need tools, materials and methods that increase students' positive learning and produce positive, measurable outcomes.

Teachers deserve to return home at the end of each workday feeling relaxed, and carrying positive thoughts. Stress does not need to be an ongoing part of teachers' (or students') school careers.

**Classroom Toolkit** is an eZine dedicated to helping teachers enjoy teaching and having fun that is built upon a sense of accomplishment.

**Classroom Toolkit** presents a common sense approach to teaching...with tell-it-like-it-is honesty. This eZine provides the kind of in-the-trenches ideas that teachers need, want, and deserve. Here are practical answers to the questions that teachers never dare ask their principals or administrators.

Check out our [Web site](#) for hot tips, and maybe you will be surprised if we change the way you think (and feel) about teaching.

**Praxis** means turning ideas into action. We focus upon common and ordinary action, but instead, integrate complex ideas to make your job easier.

We model how a master teacher views planning by documenting the depth, dynamics, and opposites that distinguish higher-order thinking from ideas about basic planning.



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You won't find information like this,  
presented like this, anywhere else.

You may share or post this eZine as long as you do  
not change (or charge) for it.

## Planning: the First Law of Enjoyable Teaching

The most important thing that a teacher can do to capture control of their time in the classroom is to plan.

This planning is not the frantic (but feeble) gathering of activities and worksheets that ensure that students have busy work tomorrow. No. This planning is a systematic mapping of a strategic curriculum, and this planning includes the tactical use of easy to use materials...materials that really bring learning to students.

The planning that teachers need is a plan for the entire school year. This entire year planning is a roadmap for what will be taught, but also is a project plan for how students will learn.

### **Work your plan, or, get worked over by the system!**

The education enterprise probably never has been stable, but the stress and pain wrought by the *No Child Left Behind* (NCLB) Law has moved some campuses and even some school district to a "howling at the full moon" level of stress that may be unprecedented in its "weirdness." (Not that interference for the "good" of students by "don't-have-a-clue politicians" is new or original: but there probably has not been such a nation-wide rising of stress levels in our schools in years past.)

Teachers in many places fear for their jobs as fearing-for-their-jobs principals launch witch hunts to purge their campuses of "low-performing" teachers.

What is clear is that teachers feel the brunt of the pain inflicted by unfunded mandates that filter down from unenlightened administrators as "do more with less" directives.

What "do more with less" actually means is, "We expect you to do whatever it takes, spend as long as it takes, and we won't give you release time or any more money."

It is not our intention to "rag" on school administrators or politicians. Their marriage to the

bureaucracy proves to be purgatory enough for any lifetime. What we want to do is show teachers how to meet (even exceed) unreasonable demands while shielding time for themselves and maintaining their sanity.

### **How do you describe the perfect teaching situation?**

Teaching delivers rewards of personal satisfaction and student gratitude to those of us who are fortunate enough to serve in our profession.

But, how do you keep the demands and requirement of a teaching job from commandeering your life? Because teaching, as wonderful an experience as it is, is not your entire life.

Love teaching or not, you need to work less...but become more productive. You do this by strategic use of your time.

Effective focus upon high payoff actions is important, no is absolutely demanded, in the current atmosphere of stress generated by high-stakes test "Phobia/Mania/Mass-Hysteria." Teaching to the test undermines both your personal satisfaction and the gratitude of your students. And, you may have twinges of conscience and restless sleep because you know that by following the teach-to-the-test directives, and saving your job...that you are doing a disservice to your students.

Our focus in this eZine is not to belabor to negative environment of many school districts, but to provide a road map for thriving and excelling despite the employment situation

Of course, knowing the terrain is important before embarking on a journey, but you don't get far by staring at the obstacles. You look instead for ways around those obstacles.

### **Get a Life**

You could work day and night, and maybe you do. But, are you and your students satisfied with your lesson delivery, your enthusiasm, and our energy level?

The question that you should ask is, "As it is defined by politics and directives, is the job that others expect me to do, doable?"

Other perspectives on this question:

"If you had twice as much time, say 100 hours a week, could you get the job that is expected of you done?"

"Is 80% of what you do responsible for less than 20% of the benefits that your students receive?"

The correct equation is that 20% of what you do should result in 80% improvement in outcomes. Then, you can dedicate another chunk of time; say 40% to achieve another 10% improvement.

So, if you are trying to get 110% student improvements by working 200% of the time that you should be working, something needs to be fixed.

The measure of not doing the job that benefits students is called "Opportunity Cost." Opportunity cost is a measure of what is lost by doing the wrong thing.

"And, if you continue at your current overworking pace, at what point does your productivity, intuition, problem-solving ability and judgment begin to suffer?"

While you cannot fix many of the issues that plague education, because these are beyond your control, you can focus upon the things that are within your control. This will make your teaching experience more positive and more healthful.

### **Sins of Commission and Omission**

The politicians and administrators convey the problem as being your problem, and you buy into this "Spin."

For example, you are instructed to work on these items so that you become more productive...

- Better time management
- Neglecting you duties and responsibilities
- Failure to focus on priorities
- Procrastination
- Failure to capitalize on opportunities
- Teaching a narrow curriculum that is not aligned to "Standards"
- Failing to make your instruction data-driven

- Not completing enough in-service and training courses

But, teachers should examine carefully to determine if they are the slackers that politicians and administrators believe that they are. Then, after finding out that they are efficient, hard working, caring professionals; they should reject these arguments and bring real issues to the table for discussion.

### **Time to Think Differently about Education in General and Teaching in Particular**

School communities reflect the changes in our society. You need to view your job in a different light For example:

- The rules of the teaching job are changing.
- The pressures of the job are changing.
- Work habit and work patterns are changing
- Your view of your job needs to be updated
- The attention and motivations of students are changing.

The use of technology makes it possible to do more, but also increases the time you need to spend on the job. And, technology is a double-edged cutting instrument, i.e., once you have it, people in charge expect you to do more, with no additional compensation.

So, you need to develop strategic plans and automate. You also need to know when to quit, since teaching can consume all your time.

And you need to tell it like it is about your job, it to no one else; at least to yourself.

Your task is to do what you know you need to do to create benefits for students, and develop an Action Plan to put those strategic activities into operation.

Your strategy is to build attitude, knowledge, and skills for your students. You need to deliver this package in a way that students see that they want it.

Your job is to sell students on the value of the product that you are delivering. To do that, you must believe in that product. Your passion and commitment must show through.

In order for students to want your product, you need to over deliver on the students' expectations. Fortunately, your students' experience with our school systems have lowered their expectations, and over delivering is easy.

The key here is to move your instructional target higher...

- From recall and wrote knowledge to higher-order thinking
- From learning discrete and isolated facts to meaning
- From a belief that students just want to get by to a belief that students innately value mastery and achievement learning
- From academic standards and paper and pencil skills to real life skills

### Focus on Higher Targets

- Conduct a Reality Check
- Convince yourself, and quit trying to Convince your Students
- Solidify your Personal Focus
- Uncover/ Discover what Works
- Test your Ideas on Students and Improve your Ideas
- Develop a High Impact Delivery
- Organize around the Learning Process
- Fine Tune your Management and Delivery Strategies
- Set Targets for Success
- Develop an Action Plan
- Keep your Written Plans Short
- Make your Assessment Real-time and Constant<sup>^</sup>
  - <sup>^</sup> So you can correct course without getting too far off track.
- Use Graphs and Charts for Instant Analysis

### Getting to your Plan

Plans are important and useful, as long as you keep the plan short. If you write a long, complicated plan, you won't use it. (You won't have time to read it.)

Keep everything simple. Use charts and graphs. Your goals should be "visible at a glance plans," so that you can refer to them several times during the day. (Make

the review easy enough during the day and you won't have to do so much late-night planning.)

### Getting to your Vision

If your mind can conceive it, and your emotions can believe it, then you can achieve it.

1.) First, you have to build and refine your vision. This is often called "Possibility Thinking."

This is different than "High Expectations" which are sterile pronouncements that teachers parrot because they know that they are supposed to have high expectations.

2.) Then, you have to believe in your vision.

3.) Turn the vision into S.M.A.R.T. Goals.

<b>S</b>	Specific
<b>M</b>	Measurable
<b>A</b>	Achievable
<b>R</b>	Realistic
<b>T</b>	Time Sensitive

4.) Map out your plan, starting with the entire school year calendar.

List all your goals and targets, and collect and consolidate these targets into chunks or related groups. Then, map out chunks of time on the calendar.

- Keep prerequisite learning in mind, but don't get too attached to a linear, sequential system
- Understand that you are going to interweave goals and objectives, but you are identifying areas of focus
- Front load the plan with school district realities such as high-stakes testing schedules and benchmark test dates, but don't devote any stress to this
- As much as you can, structure this summary around your school district's grading periods (generally six weeks or nine weeks)
- A color-coded system is fine, but keep this simple and easy to follow, you need to be able to view this at a glance

One useful technique is to lay this yearly plan out in a spreadsheet:

- Use the left column for each school day, this is easy with the "auto number" feature
- Gray out non-instructional days (in-service, workdays, test days, etc.) and use a comment to identify them
- Select columns for individual subjects (elementary), or grade levels (secondary)

5.) Next, picture the goal as already happened.

Fantasy and creative imagination work wonders at incubating ideas. And, you must be willing to make mistakes if those ideas don't pan out. (Making mistakes is your biggest asset in teaching, and in many other areas of your life.)

6.) Next, Commit to your vision and goals.

Go out on a limb and tell others about what you are going to do. Talk about your progress with conviction. And, hold yourself accountable.

7.) Then, most importantly...Write out or Outline a Plan

Make a plan into a daily checklist, and if you are really committed to this procedure, a summary weekly checklist, too.

You have to write the plan down, or enter the plan as a computer file or as a handheld (PDA) file.

Think of all the little steps that are required to launch this plan and all the steps that are required to keep the plan afloat.

Make sure that these details are attached to a timeline, and make sure that you have a way to tell where you are with your implementation of this plan.

8.) Take action, and get to work, one step at a time.

This strategy takes more "Upfront" time than just chasing after tomorrow's instructional activities, but it saves a lot more time over the course of the school year.

One method, to implement if the school year is already in full swing, might be to take a personal, weekend

retreat. But, set this up as a real retreat, with relaxation exercises, soft music, meditation-contemplation-reflection segments, and journal writing time.

If the school year has not yet started, spend two or three days that you would have spent decorating your classroom in planning instead. Planning pays off; decorating doesn't save time for you all year.

9.) Praise and thank yourself for your successes

Consider that you need to treat yourself with every bit as much positive (and affirmative) praise and encouragement as you provide to your students.

You deserve just as much caring as your students deserve.

But, you have to provide most of this to yourself.

Besides, if your students lavish attention and praise on you, you figure that they are slathering you up for a better grade. And, if your supervisor were to provide the praise and recognition that you deserve...

- You would remind them of the ongoing praise if your evaluation were anything less than stellar
- You would suspect that they want you to volunteer for an extra duty
- You would hear complaints from your colleagues who (unjustly) believe that they deserve the praise and attention more than you do

To avoid all these institutional inconveniences, just quietly take care of yourself.

If you set up a simple system of tracking and checking your progress, reaching bite-sized targets, documenting little successes...you will find yourself having easily met big challenges (while making others believe that you "had it easy.")

## Your Objectives

### What does a Robust Plan Look Like?

**To stay current and to adjust to, adapt to, and implement change, you need a plan**

A plan allows you to explore ideas, thoughts concepts, and perspectives. This helps you innovate and improve.

You work in such an amazing field that you can get involved in projects that interest you (as long as these projects also interest your students.)

And, you can take risks.

You can use your imagination instead of your muscles and you can reap a legacy of positive regard and good wishes for an entire generation of students.

You can also share your ideas, and work on teams that share and develop together.

And all the ideas that you have can be converted into action plans that deliver further benefits to your students, while at the same time, hone your skills for classroom management and instructional delivery.

To do all this, you need a plan.

You need an adjustable, modular, easy to implement, and easy to track plan.

You need a plan that you can scan (to tell if you are on track or off track).

You need a plan that that is flexible and allows you to change course on a dime and still arrive at your destination.

Your plan must embody S.M.A.R.T. goals, and you need to refer to your plan all the time (at least once a day). Referring to your plan more times during the day would be better, but if you only have time for one viewing (your plan isn't being worked correctly), make this during the time that you are preparing for the next day, before you go home. Once you become skilled, you can move your planning to your conference period, and leave the campus before dark.

Your objectives need to be specific and concrete statements that describe exactly what you are going to achieve.

A project objective should be written so that it can be evaluated at the conclusion of a project to see whether it was achieved.

Objectives are based upon the outcomes that you expect to achieve.

But objectives are often confused in education.

Here is the problem.

Should your objectives be measures of what the students accomplish, or what you accomplish?

Clearly, you can complete an elegant performance according to a written plan, and meet each time line and measurable delivery point. And, the lesson could be so far off base that the students do not benefit at all.

On the other end of the spectrum, you could just happen to hit on high student interest, perhaps due to a real world event, and without a plan at all, inspired (you're on a roll), you motivate students and achieve unplanned, beneficial outcomes.

Between these extremes, you can find your pace and comfort level, and prepare for the long haul.

Your objectives must establish the link between what you will do, and what your students will achieve.

In order to use objectives to improve your teaching performance, the objectives must be weighted toward your teaching.

The analogy is that of a salesperson. The sales person cannot target goals in terms of buying outcomes of clients and customers. For example: "Twelve people will buy from me today." This strategy does not provide any guidance for what the salesperson must do to make sales.

Objectives such as...

- Making five appointments with decision makers
- Sending E-mail sales offers to 48 clients
- Completing nine presentations

don't capture what is needed, either.

The salesperson must drill down into delivery skill improvement, too. For example...

- Work three facts about the needs of the client's company into the presentation
- Create rapport with the decision maker by telling stories
- Describing the value of the product or service in such a way that there is no apology for the high price

For teachers, the dual process is similar:

"Twelve students will score 100% on their chapter test this week," is nice, but a worthless objective.

And these are not any better:

- \* Make appointments with five parents
- \* Send weekly folder home with every student
- \* Cover 55 total pages per day (counting all subjects)

You must concentrate effort on high-payoff outcomes, and you must concentrate your efforts at improving your management and delivery skills.

Effective teachers may be more similar to sales people than they are to college professors.

To make your objectives useful, you must:

- \* Create objectives that are written (free of jargon) in instructional terms
- \* Use the objectives to as a framework for self-improvement and self-assessment
- \* Apply and measure progress so you can claim success

When you focus upon doing teaching right, you will do the following...

1.) Test as you go to ensure that the strategies you implement are viable

This is the mistake of "Doing wrong things right."

2.) Pay attention to the timing of your lessons, your delivery, and your reinforcement of the lessons that you teach

Not doing this creates the mistake of doing right things at the wrong time.

3.) Plan how long your lessons will take, then double the time estimate

Not doing this creates the mistake of doing right things right, but only for half the time that is required.

4.) Estimating how quickly your students will learn the material, then multiply that number by four

Not doing this creates the mistake of doing right things right, but not fully enough for the learning to stick.

5.) Estimate how much improvement you need to make in your teaching before you become effective

Not doing this creates the mistake of doing only a part of the right thing.

6.) Spend as little time as possible on paperwork and busy work

Not doing this creates the mistake of never getting to the important things.

7.) Always create a plan "B"

Not doing this creates the mistake of placing all your eggs in one basket.

8.) Be sure that your team teaching partnerships are with a teacher that is stronger than you are, and one where planning takes less time than if you do it yourself. When team teaching, make sure that both teachers are in the same room for all instruction.

Not doing this creates the mistake of watering down your effectiveness.

9.) Choosing activities for convenience, rather than for the integration of knowledge and skills

Not doing this creates the mistake of being textbook-driven or activity-driven instead of plan driven.

10.) Manage the day as a whole

Not doing this creates the mistake of compartmentalized, discrete learning. Ensure that you and your students are always checking on the big picture.

11.) Look for strengths in yourself and in your students

Not doing this creates the mistake of shooting for lesser targets, and of giving up too early.

12.) Focus upon integrating higher-order thinking and Multiple Intelligences into every part of the school day.

Not doing this creates the mistake of either focusing on knowledge and concepts, or, of adopting a "teach to the test" strategy

13.) Build honest, accurate assessments into the plan so that you know how effective your instruction is

Not doing this creates the mistake of exaggerating your effectiveness, and likely leads to labeling your students as not ready, unmotivated, or defective in some way.

14.) Keep your plan simple and doable

Not doing this creates the mistake of building a superstructure without a foundation.

15.) Clarify your long-term aims and purposes, and plan for the entire year

Not doing this creates the mistake of short-sighted planning.

16.) Develop a strategy for change if instruction is going wrong

Not doing this creates the mistake of going down with a sinking ship.

17.) Make what you do represent yourself as a person

Not doing this creates the mistake of not standing for anything.

### Summary:

- Know your goals
- Strive to do and be your best
- Choose the best strategies
- Be kind to yourself when things go wrong
- Be honest about your progress as a teacher
- Give the plan your best shot (without shooting yourself in the foot)

Your plan tells you the course that you are going to take for the year, shows how you are going to hold yourself accountable, and outlines how you are going to control instruction and self-improvement.

Write out your plan, in a form that you can scan. This helps you see connections, and helps you catch issues that you may have missed.

A written plan is also a tool for learning, since you have something to compare.

And, a written plan is more than a prediction. It is a target.

The written plan is the map that you use to chart your course for the year. Refer to it often to keep your bearings.



## What Planning Tools do I Use?

Planning tools can be anything from index cards and shoe boxes to computerized Database Management Systems.

### Keeping pace with the daily demands for delivering instruction

How would you handle your job if you had your conference period cut in half, and if you were not allowed to work overtime?

Teachers are accustomed to thinking terms of "Lesson Plans," but that is too narrow a view of what modern teachers actually do.

Modern teachers need to take the wide view that they are project managers for a year-long project, and then modern teachers need to apply project management strategies.

Strategies that cannot manage a school year project are:

- Course Syllabi ("If only they had the prerequisites" strategy)
- Follow the Textbook ("One page at a time" strategy)
- Daily Scramble for Materials ("What's for dinner?" strategy)
- State Standards/ Curriculum Frameworks ("How could the district have paid for such junk?" strategy)
- Benchmark Testing Targets ("They'll work hard to avoid the dreaded test" strategy)

But, some teachers, comfortable in their traditional ways, will object that teaching is an art, not a science.

\* True. But what if your artist's studio is a mess and you can't find the brush you need, or the particular shade of paint that you are looking for?

\* True. But the gang that patrols the run down neighborhood where your artist loft is located demands protection money, or they will run you out of town.

And, how many teachers want to spend ten or more years in poverty perfecting their art?

### Your Assumptions

Some of the easiest planning issues to deal with are the trickiest. These are your assumptions. The reason that these are easy to deal with is that you are in control of these, and you can do something about them without spending a lot of money (Unless you need therapy).

The reason that these are tricky is that you don't notice or recognize your assumptions, yet alone recognize that your assumptions are defective and leading you to put in more effort than needed to achieve less results than are possible.

We cannot delve in depth into all the assumptions that plague traditional education, but results-narrowing assumptions fall into several classes. Here are assumptions that are the antidotes:

- Learning is easy and natural. It is not "work," or "hard;" and the terms: "homework," "school work," and "do your work" "work" (i.e., function) to undermine learning in insidious ways
- Students can learn through innumerable ways, but their learning can be squelched by a few, discrete methods (also known as traditional teaching)
- All students can learn, but not necessarily your way (i.e., the way you expect, the way you insist, the way you learn, etc.)
- The quest for mastery and achievement is inborn in each student, i.e., you have to work really hard to keep them from learning
- Creativity, problem-solving, and decision-making are natural talents that subversive, aversive instruction squelches
- Students learn most from seeing and doing, and the least effective way for students to acquire knowledge is from teacher talk
- Learning is easy when attached (Chunked) to meaning and life experiences, but infrequent and sparse when isolated or memorized
- Students need to talk, express, and communicate if they are to learn
- Laughter is not only the best medicine; it is the best reinforcement for learning

## **But is a school year really a project?**

Here are the classic definitions of a project:

- Specific Start Date
- Specific End Date
- Specific Goals
- Systematic Planning
- Defined Roles and Responsibilities
- Defined Sponsors and Multiple People Involved
- Fixed Budget^

[^You might argue that you have no budget, but you do get paid, don't you? Your project's sponsors have a fixed budget. If you go over budget, you do so from out of your own pocket, don't you?]

And even if the traditional way once worked, our students (and our world) keep changing. And, the demands of technology require that we reinvent the way we do things, and then reinvent again because our first strategy became obsolete. It is almost to the point that what works one time becomes ineffective the next time around.

So, if the school year limps along like goat, stinks like a goat, bleats like a goat, butts you in the backside like a goat...it probably is a goat. [Analogy: Goat = Project.]

Projects also deal with several other factors:

- Communication
- Risk
- Quality Control and Management

## **Communications Plan**

Project communication requires a communication plan. This means that you should include a process and schedule for how you are going to communicate with the project's stakeholders (people who have a stake in the success of your school year project.) These include:

- Principal or Supervisor
- Parents
- Students
- Community

You should identify these channels of communication, and place them on the yearly schedule that you create. This way you know that you will know what communication is coming up, and you won't be stuck creating it at the last minute.

Include the following;

- E-mail
- Letters
- Take Home Folders
- Grades and Progress Reports
- Thank You Notes
- Classroom Newsletters
- Web Postings
- Telephone Calls

It might help if you create a "Contact Database" to record all of this. (A database management system such as Microsoft™ Access will almost build one of these for you.) But, a simple check list is probably good enough.

## **Risk Management Plan**

Risk for your school year project means that you are fired and won't have a job next year, or, that your students score poorly on the high-stakes test (Probably these are the same thing.)

Without watering down teaching, or selling out to the !@#% politicians that keep meddling with education, you can manage these risks by having an assessment system in place.

Another name for a Risk Management Plan is an Operational Plan or a "Plan B." Teachers often need Plan "C" and Plan "D."

Having these "Just in Case things don't work out" plans is one thing, knowing when to set them in play is another.

The problem with the "Test at the end of the chapter" method is that course correction (no pun intended) comes too late.

If the chapter test comes after two weeks of instruction, and the students perform poorly, then it is too late to make corrections.

Your instruction would be like a ship that decided to check its bearings after sailing full speed for two weeks. No ship would do such a foolhardy thing, but, why do teachers use this method?

The answer is that some teachers make a number of mistakes.

1.) They avoid the hard work of real-time assessment because they think that this is too hard

(But, sailing off course into the fog of failed learning is even harder.)

2.) They think that real-time assessment takes too much time

(Having to backtrack and re-do instruction that "didn't take" takes even longer.)

3.) They think that they have to test every student to gauge their performance

(This is the equivalent of the ship checking its course from the bridge, deck, engine room, hold, and elsewhere on the ship. One or two measurements are enough.)

4.) They think that off course information means that they are doing a bad job.

(The ship's captain doesn't worry that winds and currents that push the ship off course mean that the captain is doing a bad job. This just means that the ship had to make larger corrections.)

5.) They know that if the assessment indicates that students are not learning, they have to come up with other methods of instruction

6.) They know that if the assessment indicated that students are not learning, they have to work harder

It is these last two issues that contribute most to the unhelpful behavior of "Test after two weeks and Blame the students" syndrome.

### **Quality Control and Management**

Quality Management means learning how to do a more effective (and efficient) job.

This is a central issue.

The ship that is carrying passengers doesn't consider it a good job if 99% of the passengers arrive at port. If one person goes overboard, every means is taken to retrieve that passenger.

If one student isn't learning, the teacher needs to know if this is because the class sailed without the student, if the student "fell overboard." or if the class left the student at a port of call and didn't notice that the student wasn't on board with the learning.

This quality means two things:

- You improve the skill you have at managing and delivering instruction
- Your students improve the skills that they have in leaning

Both you and your students need to put in the effort.

- Extra practice
- Quality feedback
- Different options

With some students, the fact is that you are going to have to offer individual tutoring. How you deliver this is up to you and your resources.

So, by planning the entire school year, you will understand:

- The scope of your year-long project
- Your objectives
- What you have to deliver
- The risks
- Your assumptions
- The ins, outs, nuances and quirks of your school's organization
- Factors of Student-Class make up
- Individual student issues
- What information you have to collect on an ongoing basis
- What you will have to spend out of your own pocket to provide what your students need
- Steps needed to solve problems, or, preferably, to head problems off

## **Reproducible Modules**

Another key to streamlined instructional management is the use of Reproducible Modules.

This means that you select strategic, generic activities and use them frequently in the delivery of instruction, and in the instructional management of your classroom.

The benefits of this approach are:

- You only have to train students once or twice on how to use each module
- Students become comfortable and confident in the use of the modules
- A library of modules can be developed ahead of time, for immediate use when you need them
- Modular components can be used as on the spot activities to take advantage of instructional opportunities
- Modules provide structure, that paradoxically, increases student creativity

Materials that fall into this class are:

- Graphic Organizers
- Templates
- Self-correcting Materials
- Learning Centers
- Portfolio Management System
- One-use Content that you can Capture from the Internet

## **Repeatable Strategies**

- Learning centers
- Higher-order questioning
- Student projects

## **Assessment Artifacts**

The types and styles of assessments that you undertake are not as important as your actually following through with them consistently. Assessment artifacts are anything that you use to keep track of and record your progress.

Remember, there are two types of assessment artifacts:

- 1.) Those keeping you on track
- 2.) Those tracking the progress of every one of your students

But, these tracking artifacts must be kept simple and you must be able to use the assessment methods that you choose "on the fly."

If you have to think about them, if you have to take time away from your attending to your students, if you add more than five to ten minutes to your work day...then you need a more streamlined method.

### **Another thing to remember:**

It is not necessary for you to assess every student to determine how effective your instruction is.

Depending on what you want to know, one, two or three student volunteers can be enough to determine if your instructional delivery and management skills are improving. Choose students at random, use "average" volunteers, or give every student a chance to participate.

Remember, you want to know if you need to implement Instructional Plan "B" or Plan "C" before you get to far along and then have to backtrack

## Why Planning Is Not Enough

### Planning is not Enough

It might seem strange to find, after all this emphasis upon your school year being a project, and after all the emphasis on project management methods that planning is not enough.

If planning isn't enough, then what does it take to be an effective educator?

And if planning isn't enough, then why isn't it enough?

The answers to these questions seem to cluster around several concepts, i.e., the issues in completing a school year project include:

### Complexity of the Issues

School year projects follow a complex, intricate, interwoven process; not the linear/ sequential pattern that traditional project management (such as constructing a bridge) assumes

- The problems that must be solved are intricate, tricky, and complex...moving targets
- The problems that must be solved are people-caused, people-created, group-oriented...and the solutions are people-driven
- The solutions that must be employed are multi-layered, multifaceted, and involve people
- The accurate identification of the problem can't be exactly determined until a solution is found that actually works, i.e., you won't know if you have identified the problem until you have resolved it. (Even then, maybe you were not exactly right in your problem definition, but close enough. Or, the problem could have resolved itself on its own. You might never know.)

### Complexity of Learning

- Memory is difficult to quantify, such as: x number of repetitions are needed for a student to learn that 12 times 11 equals 121
- Skill acquisition is difficult to quantify, such as: x number of practice sessions are needed to

learn how to deliver a presentation about the economy

- Creativity is not constant
- Problem-solving results in multiple solutions, many that are correct
- Problems and solutions are "try and see," real world and difficult to qualify and quantify
- Cognitive development and biological timing affect learning, particularly in the early years of each student's school career

### Teaching is a Complex Integration of Art and Science

- The work of the teacher depends upon the teacher selling solutions to students and motivating students to investigate further
- Teachers' skills need to be improved, but there is little support available to help
- Setting and reaching project goals, even being successful at reaching these goals can distract teachers from seeing (and relating to) their students as people
- Project focused behavior can distract teachers from their most important resources, i.e., creativity, personality, caring for students, celebration of the unique individuality of each student
- Focusing on goals and high-stakes test practice can alienate students and decrease the trust and confidence that students place on their teachers

### Teaching involves Human Consciousness not Fabricated (as in Manufacturing) Products

Learning is a complex, dynamic and interactive process that cannot be observed independently.

Observing learning is like observing light beams, the light beams seem to know that they are being watched, and behave accordingly.

This is also true of students. Students who know that they are being watched behave differently.

This phenomenon is called the "Hawthorne Effect." This term describes the increase in motivation and increased performance that occurs when individuals (or a group of individuals) feel singled out and special. This is useful for teachers because you're

class has been singled out for the best teacher in the school, you. And, as long as you believe that your students are special and act congruently with that belief, you will motivate your students.

Other issues affecting the human side of learning include:

- Trust
- Intuition
- Creativity

Focus on students and their real lives instead of as objects of assessment

Basically, if your students like you and trust you, they will "cut you some slack," and learn in spite of your "just learning" level of teaching skill.

If you believe in "you," your students will believe in you.

### **Teaching Involves Working on Yourself**

One of the factors affecting how students learn is what you can accept about your own performance.

This is a function of belief that practitioners of Neuro Linguistic Programming (NLP) and hypnotherapists recognize, but not a function that receives enough attention in teacher training.

Here is what happens: Your belief system maintains the outer environment that you hold internally.

Therefore, if you believe (inside, in reality) that you can only teach students to a certain level of performance, that is all you will be able to do.

This is the flip side of "having high expectations."

However, no matter how well you pay lip service to this or any current jargon or concept, the parameters of your inner belief system prevail.

Another example of this is the sales person who believes that they are, say a \$100,000 per month producer. Their belief/ feedback system will work to keep sales at that level, despite the salespersons outward efforts. If sales are slower than the belief system, some extra work or initiative will pay off just in time to bring sales up to the belief level.

Or, if early month sales are on a track to markedly exceed the belief in this performance ceiling, something will happen to sabotage progress, and end of month sales will end up as expected.

This phenomenon occurs in every endeavor, i.e., sports and games, dating, promotions at work, politics...

If you want your students to learn more with your doing less work, upgrade your belief system to accommodate this desired change.

However, start with small improvements, say 10% improvement per month in student outcomes, until you believe in your (and your students') capacity for increased learning with less effort.

### **Teaching Involves Motivating and Convincing Students that Learning Counts**

- Many of the difficulties that teachers face involve helping students to unlearn the beliefs and motivational disincentives that they acquired in earlier school years
- Reversing the programming (conditioning of students' beliefs) of failure that students acquired in earlier school years
- Unlearning of bad habits
- Competing with other attention-grabbing diversions such as the Internet, video games, television, peer-group happenings, etc.
- Selling the ideals of "learning for the future" to students for whom "only now matters"

### **Basic Instructional Delivery**

There are a number of rules for delivering dynamic instruction.

Pace yourself, since you have to perform for the entire day.

Make your instruction as dynamic as you can while conserving your energy. Here are some hints:

## 1.) Know your students

Know what their issues and concerns are, and speak to these issues. Refocus instructional content so that it has specific meaning for your students. Look at the world from your students' eyes, as you plan and structure your lessons.

## 2.) Spin the material so that it is relevant for your students

If you know what your students are saying, doing, thinking...weave this information into the lesson material in relevant ways. Do this for the sake of clarity, not for the sake of just grabbing attention.

## 3.) Use analogies, fables, stories, figures of speech, and even quotes

Use everyday experience, news, movies, media and anything else that impacts your students' world to convey meaning. Information must connect with the inner maps (representational systems) of information that your students already have built before their minds can chunk the meaning into their personal concepts. (Anything less is just short-term memory "learning" that evaporates within days [or hours].)

## 4.) Interact with your students

Make your lessons "conversations" between you and your students, and when appropriate, moderate the discussion among students, too. Find ways to involve your students with questions, puzzles, polls, brain teasers, riddles, jokes.

But, always maintain "perfect politeness" so that no student ever feels put down, insulted or ridiculed during the discussion. (Don't worry if you are discussing politics or politicians; where irony, satire and criticism are well earned and well deserved. Just keep your discussion evenhanded and lambaste them all if you want to avoid trouble with the school administration, i.e., don't be one sided.)

[Note: Unless you are a tenured university professor or a Noble Laureate, don't expect any support for academic freedom or support for your First Amendment Rights from school administrators. Although "telling it like it is" or even "like you see that it is" is great teaching; unless the school superintendent

is your uncle (and maybe not even then), you will receive zero backing for making, even true, political statements. Telling it like it is builds trust with students and increases your credibility, but truth and honesty are "thin ice" method of skating through the curriculum.]

## 5.) Communicate with eye contact, a dynamic voice, appropriate gestures and facial expressions

If you are passionate about the lesson, your students will feel, sense and respond to the information by assuming that the information is important, i.e., they will pay attention.

## 6.) Build lesson activities around Multiple Intelligences, Learning styles, and multi-modality communication and learning

### 6a.) Use:

- Media
- Graphics
- Pictures
- Video
- Real objects
- Props
- Internet sites
- Etc.

### 6b.) Use:

- Learning centers
- Labs
- Field trips
- Community-based assignments
- Etc.

### 6c.) Use:

- Journals
- Portfolios
- Logs
- Etc.

### 6d.) Use:

- Projects
- Reports
- Performances
- Hands-on activities
- Etc.

#### 6e.) Use

- Collaboration (electronic or face to face)
- Group assignments
- Learning partnerships
- Etc.

#### 6f.) Use:

- Tutoring
- Mentoring
- Peer tutoring
- One-on-one help
- Etc.

Anything that is appropriate and affordable can be used to communicate during instruction. But, ensure that the media doesn't distract from you or your message. Talk because you have a clear and present reason for communicating. Don't talk just because it requires the least preparation and is the least expensive method of filling the time.

#### 7.) Dress for Success

Students behave more appropriately and focus their attention more easily when teachers are well dressed.

So dress professionally.

We are not talking about snagging a \$450 suit on the ragged furniture of your classroom (when the tape that you put on it to protect your clothing and to keep students from needing to go to the school dispensary/ infirmary/ nursing station to have a sliver removed) fell off. Wear clean, ironed, conservatively-styled clothing.

If you want to test this, dress up for a day, and see for yourself.

#### **Teaching needs to be Collaborative**

- Teachers work in isolation, but this solution is not effective or efficient
- Teachers that work in isolation continue to re-invent what their colleagues invented last week, yesterday...or will invent tomorrow
- Depend on students to be your most valuable and informed "consultants." Your students know what is required to teach them better than anyone else

#### **Goals can be Distracting or Deceiving**

Once a plan is in place and assessment toward reaching instructional targets is operating smoothly, it is easy to forget the passion you had for improving in the first place.

Once you are saving time and taking back time for yourself, it is easy to let that time slide into non-productive time wasters. You may need to cut corners and slack off on peak performing, i.e., delivering all of the best that you can be to find the time for important things.

Focusing on goals can cause stress, distress (even burnout) if you end up chasing assessment numbers once you implement your plan.

Goals are important, but reaching goals cannot become your central mission in teaching.

Goals cannot be used to wipe out the intangible values and personal benefits of teaching, or to diminish the person-to-person communication between your students and their teacher.

#### **Too much Focus upon Goals Undermines Instruction**

The problems with objective goals is that the rational, logical, sequential nature of goal setting gets confounded by the holistic, non-sequential, emotional, creative aspects of learning.

Setting goals in the area of human consciousness and learning involves the process of focused energy, intention, clear vision, will, and trust in your creative abilities.

If you only focus upon goals such as the bleak, lackluster, stultifying, lifeless milestones of high-stakes test performance; you sap both your students' energy and your own passion. Contrast the excitement of the school's team in the state championship game with the dread of the state test.

Your passion mobilizes your students' energy. Can you ever be excited about the state test?

The way to tell if you are on the right track is to measure the energy of your footsteps.



\* Are your steps reflecting a stress-filled workday, or a day that abounds with energy and excitement?

\* Are your ideas coming quickly and easily, or are you struggling to come up with some new and exciting way that is only "sugar to make the bad tasting high-stakes medicine go down?"

\* Are your days easy and relaxed, or are you trying to hard to force the learning process. Note that learning is a growth process. But, what happens when you try to force plants and animals to grow faster than their biological code programs them to grow?

### **Undivided Focus upon Goals Squeezes out Serendipity**

Too much concentration on setting objectives and reaching goals often causes teachers to ignore their intuition and creative ideas. This happens because, "We are on track to meet our goals, aren't we?" And goals predominate, don't they?"

Well, "No!"

Have goals, have a plan for the year, and use these to keep you on track. But, make room for intuition, serendipity, creative insights, and the marvelous untapped abilities of your students.

Your goals and plans keep you from wandering in a desert looking for that fabled oasis. Your goals and plans are like setting up your base camp at the oasis. Your intuition, creativity, self-esteem, belief in yourself, passion and luck are like trips into the desert where you uncover artifacts, treasures, secrets.

To carry the desert analogy further: Keeping on schedule may mean that you explore one area at a time, and move on. But if a sandstorm keeps you in your tent today, tomorrow you may see the statue that was exposed by the storm and discover the location of the buried and lost ancient city.

Explorations the day before the sandstorm produce no positive results; while exploring the day after the sandstorm, serendipity, delivers fame and fortune for the explorers.

## Putting it All Together

### **Pulling it Together**

Creating a master plan is important, but pulling your ideas together and forming an Action Plan is more important.

There are a number of steps required to move from a master plan to an action plan

Here are some of the steps:

- \* Review and update the master plan at least once a week, preferably once a day
  - If your master plan is in a "scannable" format, this should take only 30 minutes a week, or less than 10 minutes a day
- \* Schedule or reschedule your important activities
- \* Estimate whether you are on track to reach your goals/ targets
- \* Decide how close you are to your original budget
- \* Look for any signs that your plans are in trouble
  - If so, decide how to minimize the risk
- \* Make sure that any critical steps are scheduled

### **More than Understanding the Plan**

Copying someone else's plan is a start, but no matter how wonderful and complete that plan is, it is not enough unless you internalize the plan.

Internalizing the plan is crucial because this allows higher-order problem-solving and decision-making, and results in choices and actions, that seem to the outside observer, to be intuitive or "lucky breaks."

Really, these are educated choices made because you integrated understanding, comprehension, analysis and judgment into your internal mental processing.

In practical terms, this means that you follow the plan, the formula, the map...as best as you can, until, at some point, your internal mental processing chunks the information into its own unique collection of creative,

intuitive processes. When this happens, the plan is truly your own.

At this point, the "training wheels" are off, and you are freewheeling, steering, doing tricks. But, at first, following the plan is the equivalent of your training wheels.

But, even at this point, you still need a written plan that you use as a roadmap. Otherwise, you make the same error as having no plan, i.e., you get lost in activities.

### **Confidence in the Plan**

Your plan is only useful if you believe that it will work, and if you have confidence in it.

You can always adjust the plan later, but, a lack of confidence in the plan may really be resistance to doing it.

Do you really want to change and follow your plan?

Examine your attitudes and beliefs, inspect your values and your ideals, and sleuth out your motivations and disinterests.

- o Are you 100% sure that you want to follow this plan?
- o Why do you want to follow it?
- o What do you gain by following this plan?
- o What do you lose by following this plan?
- o What do you gain by not following this plan?
- o What do you lose by not following this plan?

You can proceed with confidence once you are clear about your intentions.

But, don't assume that all parts of you accept the plan just because one part of you accepts it.

Your greatest ally, and your greatest obstacles to action are your own attitudes, beliefs and assumptions. Make sure that these work for you.

## Taking Action

### Action = Checklist Plus?

Taking action requires a checklist or some sort of tracking device.

But, a checklist and a schedule, though mandatory, are “necessary but insufficient.”

And, while some people can keep these checklists/ schedules in their mind, and always know where they are in a project’s web...most of us need to write these checklists/ schedules on paper, or record them on a computer. The computer can be either full-bodied model like a desktop or laptop, or hand-held model like a Pocket PC™ or Palm™.

Modern Cellular Telephones also have handheld computer operating systems that can be used to track

But, ask any supervisor or trainer and they will tell you that the biggest obstacle to their supervisees’ or trainees’ making improvements is taking action. Folks just don’t follow through and implement.

Let’s say that the training provides 12 pearls of wisdom, thought gems, idea gold that is “just great.”

What maybe over 90% of the beneficiaries of these treasures (the trainees) do is, if they are lucky; implement one technique, maybe two tops.

It is like someone giving the would-be-artist the designs for lovely paintings, and the artist places these in a sketch book and forgets about them.

Or, someone gives the startup business person the “secrets” for their marketing niche and a startup grant; and they put the money in the bank and struggle to “learn the hard way.”

## The Missing Elements of Action

The normal model of action is...

$$A + B = C$$

That is: Action plus Behavior equals Consequence.

Or...

$$K + A = S$$

Knowledge plus Action equals Success.

Unfortunately, the formulas are neat, but these simplified models don’t work.

Here is a model that shows what you are up against when you want to put ideas into action, i.e., changing or improving.

$$V + I + R + U + P + B + A + H + M + F + V_a + E + L = LC$$

V = Vision

I = Intention

R = Resistance

U = Unconscious Processes

P = Payoffs

B = Beliefs

A = Assumptions

H = Habits

M = Meaning

F = Feelings

V<sub>a</sub> = Values

E = External Support

L = Luck

LC = Learning Curve or Change

And, these are only some of the factors affecting your action planning.

## MultiModal Goals

The MultiModal Behavioral Counseling Model should have caught on in education, but it didn't. Now it will, at least for you.

There are probably several reasons for this failure of education to adopt a groundbreaking method; but a similar theory, Multiple Intelligences, did gain a foothold in education.

The MultiModal Model is both an analysis and a communications tool. Because of these capacities, the MultiModal Model is also useful for planning. This model is also useful for strategic implementation of your action plan.

This model also is the prime tool for demonstrating and documenting that people who talk to each other almost never really understand what the other person is saying. Implementing the model to unravel the hidden dynamics of face-to-face communications takes a lot of time because there are so many intertwined factors.

But, the MultiModal Model is usable during a counseling session to discover that the presenting problem that the counseling client reveals is not the real problem.

And, it is necessary to know what the real problem is before a real solution can be developed.

The MultiModal process is so time consuming is because the method explores many aspects of the communicated message. These aspects are the **“BASIC IFFS.”**

The **“BASIC IFFS”** is an acronym for the major dynamic mechanisms of the communication. These are:

B = Behavior (Actions/ Performances)

A = Affect (Feelings/ Emotions)

S = Sensation (Body Signals)

I = Imagery (Mental Pictures)

C = Cognitions (Thoughts)

I = Interpersonal Relationships

F = Functioning (Body Processes/ Dreams/ Diet and Exercise/ Use of Vitamins/ Stimulants<sup>1</sup>/ Depressants<sup>2</sup>)

S = Suggestion/ Self-talk

S = Self-Worth (Spiritual Search for Personal Meaning/ Values and Ideals,)

Stimulants<sup>1</sup> = Caffeine, Nicotine

Depressants<sup>2</sup> = Alcohol

Here is what happens when you explore one idea using this MultiModal Model.

[It is useful to record the answers on paper because the relationships are complex, and because what the person is not able to say (missing categories) is also very important information.]

This model is an important tool for improving your teaching instructional skills, because the improvements that you need could be in one or more of these areas.

The exploration and discovery of your internal goals is important to your achieving your external goals.

You need to ensure that all parts of yourself agree with your goals, otherwise one or more parts of yourself will sabotage your success.

One of the most significant factors affecting your action plan is the dynamic interplay of your real motivations and desires.

Managing these internal components of yourself is much like managing a classroom. You have to win over the student leaders and demonstrate that you are there for you students. If you try to dominate and force your way upon the class members, you are in for a stressful and turbulent year.

Your job using the MultiModal Model is to uncover and discover your real motivations. Then, determine how you can care for, satisfy and support each of these driving forces in your life.

## **Creative Imagination**

The Creative Imagination technique is the next step to planning with the MultiModal Model, and the method that you can use to bridge between your internal motivations and your action plan.

Creative Imagination is the visualization (Multiple Intelligences) process of empowering your goals.

The Creative Imagination process is the process of vividly imagining your goal as already happening. You do this while completely relaxed, and you do this with as many senses as you can use.

Creative Imagination is easy, free, and you don't need any software, hardware or equipment to use the technique.

But, the technique is so powerful that you cannot afford not to use it in conjunction with your planning and teaching.

To use the Creative Imagination technique, you just relax as much as possible, and if you start to feel stress or tension, you relax some more.

You also might use the technique on little items at first so that you can build your confidence in the process.

One session is enough, but you might not believe that one trial learning is sufficient to solidify your goals until you see, feel, and experience... the technique for yourself.

The more vividly, the more that you can make the imagining multi-sensory; the more powerful the technique will prove to be.

## **Creative Imagination using the MultiModal Model**

The MultiModal Model is the perfect checklist of components to making an imagery/ visualization complete.

When, you imagine the desired condition as though it already happened... imagine your intentions as already

fulfilled, you enhance the images, feelings, sensations and thoughts in your imagination by checking off all the areas of the MultiModal Model.

All you have to do is remember the "BASIC IFSS" and see, hear, feel, sense and vividly think about a situation where your goal has already been reached.

If you don't remember all the "BASIC IFSS", that is OK. You can review later, and add another the next time that you practice the Creative Imagination technique.

The biggest challenge that you face in reaching your goals is that your beliefs, attitudes, and behaviors interfere with the action plans necessary for success.

Your ideas and habits are the biggest obstacles that you need to overcome. And, you probably don't want to hear about your teaching shortcomings in specific detail. (If your professional self-concept was firm and solid, you would.)

You probably don't want to accept that your teaching is not perfect, and that you need to improve your habits and skills. (If your professional self-concept was firm, and if you could believe that you could reach your goals, you would.)

What is important is that you make you "already having attained your goal" as vivid as possible.

## **Future Pacing**

Creative Imagination helps you release your ideas and your energy.

You can bring about the conditions that you target with by just practicing this "multimedia" mental picturing.

But, there is one more step that is required to master the transition from goals to action plans. The folks who practice Neuro Linguistic Programming call this step, "Future Pacing."

What is "Future Pacing" and why is it important?

## The Future Pacing Technique

Future Pacing is the mental process of checking to find out if the goals that you have identified are really your goals.

More exactly, you want to find out if all parts of yourself accept, believe in, and want these goals.

If there are important parts of yourself (and all parts are important) that would lose something by your attaining your goal, then these parts will sabotage your reaching that goal.

Or, if there are parts of yourself that fear your failure (or your success) by achieving your goals; these parts of yourself will contribute to the failure to meet your goals.

Or, you will reach the goal, and you will find that the attainment is hollow and unsatisfying. Or you could attain the goal but the situation will not bring that happiness that the success should have created.

Teaching to the high-stakes test is such an example.

Let's say that your goal is that all students excel on the state-mandated test. You focus upon the test's objectives, and you coach the entire class, drive them to practice relentlessly...

The celebration (when the test scores arrive) yield five minutes of congratulations (maybe ten minutes if you really hype the news). Probably the news that there will be a class party overshadows the news about the certified test scores.

But, as soon as year is over, you notice that something is missing.

You notice that the hugs, the little notes, the drawings, the "want to spend time with you" relationships with your students were somehow shelved and forgotten...strangely missing.

Students stopped sharing themselves and their problems with you. You were 100% focused on the test and the students learned that you didn't have time for them as individuals.

This is the sort of scenario that "Future Pacing" the goal's attainment would uncover.

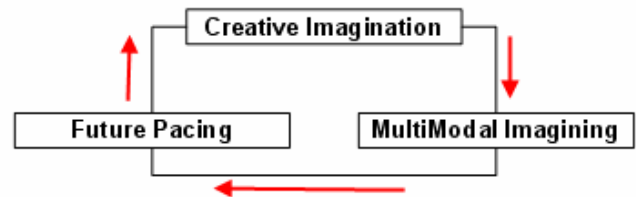
All the Future Pacing technique requires is that...

- After you imagine and experience the goals as having already been attained (the MultiModal Creative Imagination Technique)
- You think of times in the future and check to determine if everything is working out correctly

This checking is done, say by imagining what might happen one month into the future. If things seem to be working out, then check three months in the future, six months, and a year.

If at any point there is even a hint that something is amiss, return to the Creative Imagination goal process and determine what should be changed.

It is likely that you will make many such iterations will be necessary as this diagram hints.



As the Creative Imagination Technique and the Future Pacing Check are integrated into your goal setting and action planning, you develop a more authentic project plan.

Then, visualize, act, feel, believe, and think. "as if" you have already met your goals.

Your action plan becomes creative and dynamic...

- As long as you remain relaxed
- As long as the various parts of yourself are congruent about achieving the goal
- As long as the goals are feasible

## Practical Holistic Planning

This approach takes time to master, but implementing a more useful planning and project management methods will pay off for you.

The reason that developing skills for improving your instruction take time is that you have to master the basic improvements so that you can execute your instruction the same way that a star athlete does.

Having a superior plan is one thing, being able to teach at the high level of awareness and energy that is required to improve your teaching performance is another thing.

You basically have to “over learn” the skills that are required so that you have flexible use of them during the delivery of instruction.

Creative Imagination techniques speed this habit learning process, but do not eliminate the need for practice. Refining your skills takes time.

**Note: We are talking about building skills over a period of months and years; we are not talking about adding time to your school day.**

To meet your goals, you need to become more efficient and you need to become more effective. But your practice is “on-the-job” practice; not after hours extra training.

You need to improve your skills, but you need to be satisfied with how your skills are developing. You need to be self-supportive about your progress, not critical that you have not reached a state of perfect presentation of your teaching lessons.

Your job is to treat yourself with as much kindness and patience as you treat your students.

And, if the stresses of the job have caused you to treat your students with anything other than respect, caring, kindness and trust; either eliminate the stresses and bring your teaching goals in line with your ideals; or use the Creative Imagination/ Future Pacing/ Holistic Planning Process to determine that you would be happier and better suited for employment in another field.

## Mandatory (Going through the Motions) Forms: Lesson Plans

The format of your lesson plans doesn't matter.

But, the lesson plans may be examined by your supervisor, and the plans may have to be used by a substitute if you are away from your classroom.

It is also too much of a hassle to keep a separate plan for yourself and another for everyone else.

So, choose a model that is right for you.

### Appendices

The Appendices contain three sample lesson plans...

[Appendix A.](#)) A traditional lesson plan format

[Appendix B.](#)) A quick-scan type of plan format

[Appendix C.](#)) The "Everything but the Kitchen Sink" plan

### Automate

If you have a format that you have to match, match that format as well as you can, and perform a mail merge of your plans.

If you can keep these in a binder, do.

If you have to turn in a specific book, such as a wire-bound plan book, see if you can just glue in your pages.

Do whatever it takes to complete your supervisor's requirement, but maximize the automation.

If you keep your plans on the computer, check to see if you can just E-mail your plans to your supervisor. That way, your plan book won't be out of your control.

### Online Lesson Plans

On the face of it, online lesson plans, represent a great way to share your plans. And, you can have these available at home and at work.

However, you don't have access to a computer all day, and your goal should be to limit the amount of work that you must do at home.

What is most useful is a printed week in review, so that you can tell students where the lessons are going, and so that you can remind students of where the lessons have been.

A lay flat plan book, binder or other format is most useful.

Entering notes for yourself as you go is your choice, and your decision depends upon whether your plan book is a legal document that is owned by the state or your district, or whether the plan is your copyrighted material.

In most cases, your employer can make the case that your lesson plans are "work for hire," and that as your employer, it owns the copyright for those plans.

This lesson plan mapping tool is so important, that if you didn't have a computerized backup, you would be reluctant to turn it in to your supervisor for review.

Also, consider creating a mind map of your plans using Mind Mapping software. A mind map is a complex graphic organizer.

Software tools are available to create this map, but a hand drawn map is just as good...more time consuming to create and update...but the drawing uses one or two of your other of your intelligences and quickens the internal integration of your plan.

You just have to reframe the thought of wasting time by recopying to the thought that the recopying process speeds the integrating of your learning.



# Overview of the Whole System (In its Entirety), i.e., All of it! 😊

## Summary

Your school year will be successful if you put together a blend of action, skill improvements and strategic knowledge.

## Hallmarks of a Great School Year Project

- Quality up-front planning
- Specific and detailed project plan
- Manageable timeframe
- Multimodal Analysis
- Creative Imagination Practice
- Usable Action Plans or Working Documents
- Well managed risks
- Well managed communication
- Sufficient resources
- Management of problems with students and other people

## Hallmarks of Success with Students

- Listen to your students, learn from listening
- Understand your students, know what motivates them, know what is in their lives
- Build relationships with students, most often it is your relationship that impacts your lessons, not the rational and cognitive components that you think as so important
- Do your research
- Communicate with conviction and confidence
- Keep your word, never break it. Your students' trust is yours to lose
- Show students the personal benefits of learning, connect learning to benefits in their lives. Help students visualize the benefits
- Answer the students' questions
- Question all / every/ one of your assumptions, particularly ones that limit learning

## Your Personal Action Plan

Learn the paradox, that by giving more of yourself, you end up with more time for yourself.

But, put in the upfront time to make your plan happen. Then, work from your master plan.

Practice at being the best teacher that you can be.

Get others to work with you on developing materials. Your partners can be online, and don't need to work in the same building as you do.

Start every day with a motivational message, repeat the message without preaching. Live that message that day yourself.

- Trust your creativity and intuition
- Dress and behave professionally. Students behave better when you dress better
- Be persistent (stick with it)
- Enjoy yourself, and enjoy your students
- Trust yourself, and focus upon positive self-talk. Ignore discouraging words, and stay away from negative talk and negative people

## Staying on Track

Once you have developed your strategic master plan and action plan, you need to stay on track.

Set the key areas, and test to see if these actually are key.

Build the format of the plan in a way that you can scan it and know where you are.

You have to keep selling your ideas to your students, maybe even your colleagues.

Develop a short description of your plan that you can share with parents and administrators, if they ask. Try to summarize in less than one minute.

Follow through with ongoing assessment. Make sure that your mechanisms for monitoring progress are easy to do, and don't add time to your workday

Remember: Good teaching takes more than planning.

**Picture, feel and imagine success in a multimodal way, now, and stimulate your internal creative abilities to reach those targets. You will.**

# Appendix A

## **Traditional Lesson Plan Format**

Week of

Grade:

Room:

Teacher:

	<i>Subject/Class/Period</i>	<i>Subject/Class/Period</i>	<i>Subject/Class/Period</i>	<i>Subject/Class/Period</i>
	<b>DOL/Mad Math</b>	<b>Word Math</b>	<b>Music/P.E.</b>	<b>English</b>
<b>Mon.</b>	Obj.: The students will be able to: Complete grammar and math drills orally. <b>K C <u>A</u> A S E</b> Direct Teach: <u>Y</u> N Book pp. Materials: DOL & Mad Math Procedures: GP Eval: O, P HW: None	Obj.: The students will be able to: <b>K C A A S E</b> Direct Teach: Y N Book pp. Materials: Procedures: Eval: T O P Ob HW: Y N	Music 9:40 - 10:25	Obj.: The students will be able to: <b>K C A A S E</b> Direct Teach: Y N Book pp. Materials: Procedures: Eval: T O P Ob HW: Y N
<b>Tue.</b>	Obj.: The students will be able to: Complete grammar and math drills orally. <b>K C <u>A</u> A S E</b> Direct Teach: <u>Y</u> N Book pp. Materials: DOL & Mad Math Procedures: GP Eval: O, P HW: None	Obj.: The students will be able to: <b>K C A A S E</b> Direct Teach: Y N Book pp. Materials: Procedures: Eval: T O P Ob HW: Y N	P.E. 9:40 - 10:25	MultiMedia Project 10:30 - 11:20
<b>Wed.</b>	Obj.: The students will be able to: Complete grammar and math drills orally. <b>K C <u>A</u> A S E</b> Direct Teach: <u>Y</u> N Book pp. Materials: DOL & Mad Math Procedures: GP Eval: O, P HW: None	Obj.: The students will be able to: <b>K C A A S E</b> Direct Teach: Y N Book pp. Materials: Procedures: Eval: T O P Ob HW: Y N	P.E. 9:40 - 10:25	Obj.: The students will be able to: <b>K C A A S E</b> Direct Teach: Y N Book pp. Materials: Procedures: Eval: T O P Ob HW: Y N
<b>Thr.</b>	Obj.: The students will be able to: Complete grammar and math drills orally. <b>K C <u>A</u> A S E</b> Direct Teach: <u>Y</u> N Book pp. Materials: DOL & Mad Math Procedures: GP Eval: O, P HW: None	Obj.: The students will be able to: <b>K C A A S E</b> Direct Teach: Y N Book pp. Materials: Procedures: Eval: T O P Ob HW: Y N	P.E. 9:40 - 10:25	Obj.: The students will be able to: <b>K C A A S E</b> Direct Teach: Y N Book pp. Materials: Procedures: Eval: T O P Ob HW: Y N
<b>Fri.</b>	Obj.: The students will be able to: Complete grammar and math drills orally. <b>K C <u>A</u> A S E</b> Direct Teach: <u>Y</u> N Book pp. Materials: DOL & Mad Math Procedures: GP Eval: O, P HW: None	Obj.: The students will be able to: <b>K C A A S E</b> Direct Teach: Y N Book pp. Materials: Procedures: Eval: T O P Ob HW: Y N	P.E. 9:40 - 10:25	Obj.: The students will be able to: <b>K C A A S E</b> Direct Teach: Y N Book pp. Materials: Procedures: Eval: T O P Ob HW: Y N

**K-C-A-A-S-E Code: (Circle the appropriate target)**

**Knowledge – Comprehension - Application – Analysis – Synthesis - Evaluation**

Materials Codes:	Procedures Codes:	Activity Codes:	Evaluation Codes:
Text = Text Manipulative = M Supplemental = Suppl	Media Presentation = MP Discussion = Disc Individualized = Ind Modeling = Mod Tactile/Kinesthetic = TK Guided Practice = GP Independent Practice = IP	Learning Centers = LC Simulation = S Research Project = RP Problem Solving = PS Cooperative Group = Gr Hands-on = HO Technology Integration = TI	Test = T Oral Test = O Performance = P Observation = Ob



# Appendix B.

## At-a-Glance Lesson Plan Format

Planning for the Week of \_\_\_\_\_

**Weekly List of Activities by Categories**

_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

**Daily Things to Do**

**Monday**

**Tuesday**

**Wednesday**

**Thursday**

_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

**Schedule**

7. _____	7. _____	7. _____	7. _____
8. _____	8. _____	8. _____	8. _____
9. _____	9. _____	9. _____	9. _____
10. _____	10. _____	10. _____	10. _____
11. _____	11. _____	11. _____	11. _____
12. _____	12. _____	12. _____	12. _____
1. _____	1. _____	1. _____	1. _____
2. _____	2. _____	2. _____	2. _____
3. _____	3. _____	3. _____	3. _____
4. _____	4. _____	4. _____	4. _____
5. _____	5. _____	5. _____	5. _____
6. _____	6. _____	6. _____	6. _____
7. _____	7. _____	7. _____	7. _____
8. _____	8. _____	8. _____	8. _____
9. _____	9. _____	9. _____	9. _____

Planning for the Week of \_\_\_\_\_

Weekly List of Activities by Categories			Notes
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

Daily Things to Do

Friday	Saturday	Sunday	Calls
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

Schedule

7. _____	7. _____	7. _____
8. _____	8. _____	8. _____
9. _____	9. _____	9. _____
10. _____	10. _____	10. _____
11. _____	11. _____	11. _____
12. _____	12. _____	12. _____
1. _____	1. _____	1. _____
2. _____	2. _____	2. _____
3. _____	3. _____	3. _____
4. _____	4. _____	4. _____
5. _____	5. _____	5. _____
6. _____	6. _____	6. _____
7. _____	7. _____	7. _____
8. _____	8. _____	8. _____
9. _____	9. _____	9. _____

## Appendix C.

### **“All but the Kitchen Sink” Lesson Plan Format**



LESSON PLANS  
FOR  
WEEK OF:

---

<b>TEACHER:</b>			
		<b>LANGUAGE ARTS BLOCK</b>	
		Standards:	Standards:
		High-stakes:	High-stakes:
		OBJ.	OBJ.
		K C A A S E	K C A A S E
<b>MATERIALS:</b>		<b>MONDAY</b>	<b>TUESDAY</b>
Text TE pp.:			
SE pp.:			
Audio/ Visual Aides:			
Visuals:			
Manipulatives:			
Technology:			
		<b>DAILY PROCEDURES</b>	
<b>TIMELINE OF COMMON PRACTICES</b>		<b>MONDAY</b>	<b>TUESDAY</b>
Spelling (10)			
Concepts of Language (20)			
Reading Block (55)			
• Vocabulary			
• Guided Reading			
Writers' Workshop (35)			
<b>Homework</b>			
<b>Centers:</b>			
<b>Modifications: (Use Numbered List)</b>			
<b>EVALUATION/CLOSURE</b>		<b>LESSON REFLECTION</b>	
TEST	PRE	POST	HOW MANY MASTERED? (%)
_____	_____	_____	WHAT WAS SUCCESSFUL?
_____	ORAL	WRITTEN	
_____	PERFORMANCE BASED		
_____	TEACHER EVALUATION		
_____	PARTICIPATION		

### INSTRUCTIONAL MODIFICATIONS

- |   |   |  |
|---|---|--|
| <ol style="list-style-type: none"> <li>1. Reduced assignments</li> <li>2. Taped assignments</li> <li>3. Extra time for completing assignments</li> <li>4. Opportunity to respond orally</li> <li>5. Emphasis on major points</li> <li>6. Task analysis of assignments</li> <li>7. Special projects in lieu of assignments</li> <li>8. Opportunity to leave class for resource assistance</li> </ol> | <ol style="list-style-type: none"> <li>9. Short instructions (1 or 2 steps)</li> <li>10. Opportunity to repeat or explain instructions</li> <li>11. Encouragement to verbalize and explain</li> <li>12. Steps needed to complete assignments</li> <li>13. Opportunity to write instructions</li> <li>14. Assignment notebook</li> <li>15. Visual aides (pictures, flash cards, etc.)</li> <li>16. Auditory aides (Cues, tapes, etc.)</li> </ol> | <ol style="list-style-type: none"> <li>17. Instructional aides</li> <li>18. Extra time for oral response</li> <li>19. Extra time for written response</li> <li>20. Exams of reduced length</li> <li>21. Oral exams</li> <li>22. Open book exams</li> <li>23. Study carrel for independent work</li> <li>24. Frequent feedback</li> </ol> |
|---|---|--|



TEACHER:			
		<b>MATH BLOCK</b>	
		Standards:	Standards:
		High-stakes:	High-stakes:
		OBJ.	OBJ.
		K C A A S E	K C A A S E
<b>MATERIALS:</b>		<b>MONDAY</b>	<b>TUESDAY</b>
Text TE pp.:			
SE pp.:			
Audio/ Visual Aides:			
Visuals:			
Manipulatives:			
Technology:			
		<b>DAILY PROCEDURES</b>	
<b>TIMELINE OF COMMON PRACTICES</b>		<b>MONDAY</b>	<b>TUESDAY</b>
Problem of the Day (10)			
Homework Review/			
High-Stakes Review			
Lesson of the Day (30)			
Closure/ Review (10)			
<b>Homework</b>			
<b>Centers:</b>			
<b>Modifications: (Use Numbered List)</b>			
<b>EVALUATION/CLOSURE</b>		<b>LESSON REFLECTION</b>	
TEST	PRE	POST	HOW MANY MASTERED? (%)
_____	_____	_____	WHAT WAS SUCCESSFUL?
_____	ORAL	WRITTEN	
_____	PERFORMANCE BASED		
_____	TEACHER EVALUATION		
PARTICIPATION			

### INSTRUCTIONAL MODIFICATIONS

- |  |   |  |
|--|---|--|
| <ol style="list-style-type: none"> <li>1. Reduced assignments</li> <li>2. Taped assignments</li> <li>3. Extra time for completing assignments</li> <li>4. Opportunity to respond orally</li> <li>5. Emphasis on major pints</li> <li>6. Task analysis of assignments</li> <li>7. Special projects in lieu of assignments</li> <li>8. Opportunity to leave class for resource assistance</li> </ol> | <ol style="list-style-type: none"> <li>9. Short instructions (1 or 2 steps)</li> <li>10. Opportunity to repeat or explain Instructions</li> <li>11. Encouragement to verbalize and explain</li> <li>12. Steps needed to complete assignments</li> <li>13. Opportunity to write instructions</li> <li>14. Assignment notebook</li> <li>15. Visual aides (pictures, flash cards, etc.)</li> <li>16. Auditory aides (Cues, tapes, etc.)</li> </ol> | <ol style="list-style-type: none"> <li>17. Instructional aides</li> <li>18. Extra time for oral response</li> <li>19. Extra time for written response</li> <li>20. Exams of reduced length</li> <li>21. Oral exams</li> <li>22. Open book exams</li> <li>23. Study carrel for independent work</li> <li>24. Frequent feedback</li> </ol> |
|--|---|--|



TEACHER:			
		<b>SCIENCE BLOCK</b>	
		Standards:	Standards:
		High-stakes:	High-stakes:
		OBJ.	OBJ.
		K C A A S E	K C A A S E
<b>MATERIALS:</b>		<b>MONDAY</b>	<b>TUESDAY</b>
<b>Text TE pp.:</b>			
<b>SE pp.:</b>			
<b>Audio/ Visual Aides:</b>			
<b>Visuals:</b>			
<b>Manipulatives:</b>			
<b>Technology:</b>			
		<b>DAILY PROCEDURES</b>	
<b>TIMELINE OF COMMON PRACTICES</b>		<b>MONDAY</b>	<b>TUESDAY</b>
<b>Homework</b>			
<b>Centers:</b>			
<b>Modifications: (Use Numbered List)</b>			
<b>EVALUATION/CLOSURE</b>		<b>LESSON REFLECTION</b>	
TEST	PRE	POST	<b>HOW MANY MASTERED? (%)</b>
_____	_____	_____	<b>WHAT WAS SUCCESSFUL?</b>
_____	_____	_____	
_____	_____	_____	
_____	_____	_____	
_____	_____	_____	

### INSTRUCTIONAL MODIFICATIONS

- |  |   |  |
|--|---|--|
| <ol style="list-style-type: none"> <li>1. Reduced assignments</li> <li>2. Taped assignments</li> <li>3. Extra time for completing assignments</li> <li>4. Opportunity to respond orally</li> <li>5. Emphasis on major pints</li> <li>6. Task analysis of assignments</li> <li>7. Special projects in lieu of assignments</li> <li>8. Opportunity to leave class for resource assistance</li> </ol> | <ol style="list-style-type: none"> <li>9. Short instructions (1 or 2 steps)</li> <li>10. Opportunity to repeat or explain Instructions</li> <li>11. Encouragement to verbalize and explain</li> <li>12. Steps needed to complete assignments</li> <li>13. Opportunity to write instructions</li> <li>14. Assignment notebook</li> <li>15. Visual aides (pictures, flash cards, etc.)</li> <li>16. Auditory aides (Cues, tapes, etc.)</li> </ol> | <ol style="list-style-type: none"> <li>16. Instructional aides</li> <li>17. Extra time for oral response</li> <li>18. Extra time for written response</li> <li>19. Exams of reduced length</li> <li>20. Oral exams</li> <li>21. Open book exams</li> <li>22. Study carrel for independent work</li> <li>23. Frequent feedback</li> </ol> |
|--|---|--|



TEACHER:			
		<b>SOCIAL STUDIES BLOCK</b>	
		Standards:	Standards:
		High-stakes:	High-stakes:
		OBJ.	OBJ.
		K C A A S E	K C A A S E
<b>MATERIALS:</b>		<b>MONDAY</b>	<b>TUESDAY</b>
Text TE pp.:			
SE pp.:			
Audio/ Visual Aides:			
Visuals:			
Manipulatives:			
Technology:			
		<b>DAILY PROCEDURES</b>	
<b>TIMELINE OF COMMON PRACTICES</b>		<b>MONDAY</b>	<b>TUESDAY</b>
<b>Homework</b>			
<b>Centers:</b>			
<b>Modifications: (Use Numbered List)</b>			
<b>EVALUATION/CLOSURE</b>		<b>LESSON REFLECTION</b>	
TEST	PRE	POST	HOW MANY MASTERED? (%)
_____	_____	_____	WHAT WAS SUCCESSFUL?
_____	_____	_____	
_____	_____	_____	
_____	_____	_____	

### INSTRUCTIONAL MODIFICATIONS

- |  |   |  |
|--|---|--|
| <ol style="list-style-type: none"> <li>1. Reduced assignments</li> <li>2. Taped assignments</li> <li>3. Extra time for completing assignments</li> <li>4. Opportunity to respond orally</li> <li>5. Emphasis on major pints</li> <li>6. Task analysis of assignments</li> <li>7. Special projects in lieu of assignments</li> <li>8. Opportunity to leave class for resource assistance</li> </ol> | <ol style="list-style-type: none"> <li>9. Short instructions (1 or 2 steps)</li> <li>10. Opportunity to repeat or explain instructions</li> <li>11. Encouragement to verbalize and explain</li> <li>12. Steps needed to complete assignments</li> <li>13. Opportunity to write instructions</li> <li>14. Assignment notebook</li> <li>15. Visual aides (pictures, flash cards, etc.)</li> <li>16. Auditory aides (Cues, tapes, etc.)</li> </ol> | <ol style="list-style-type: none"> <li>17. Instructional aides</li> <li>18. Extra time for oral response</li> <li>19. Extra time for written response</li> <li>20. Exams of reduced length</li> <li>21. Oral exams</li> <li>22. Open book exams</li> <li>23. Study carrel for independent work</li> <li>24. Frequent feedback</li> </ol> |
|--|---|--|





<b>TEACHER:</b>			
		<b>SPECIAL PROGRAMS</b>	
		Standards:	Standards:
		High-stakes:	High-stakes:
		OBJ.	OBJ.
		<b>K C A A S E</b>	<b>K C A A S E</b>
<b>MATERIALS:</b>		<b>MONDAY</b>	<b>TUESDAY</b>
Text TE pp.:			
SE pp.:			
Audio/ Visual Aides:			
Visuals:			
Manipulatives:			
Technology:			
		<b>DAILY PROCEDURES</b>	
<b>TIMELINE OF COMMON PRACTICES</b>		<b>MONDAY</b>	<b>TUESDAY</b>
<b>Centers:</b>			
<b>Modifications: (Use Numbered List)</b>			
<b>EVALUATION/CLOSURE</b>		<b>LESSON REFLECTION</b>	
TEST                      PRE                      POST		HOW MANY MASTERED? (%)	
_____ ORAL                      WRITTEN			
_____ PERFORMANCE BASED			
_____ TEACHER EVALUATION			
_____ PARTICIPATION			

**INSTRUCTIONAL  
MODIFICATIONS**

- |  |   |  |
|--|---|--|
| <ol style="list-style-type: none"> <li>1. Reduced assignments</li> <li>2. Taped assignments</li> <li>3. Extra time for completing assignments</li> <li>4. Opportunity to respond orally</li> <li>5. Emphasis on major pints</li> <li>6. Task analysis of assignments</li> <li>7. Special projects in lieu of assignments</li> <li>8. Opportunity to leave class for resource assistance</li> </ol> | <ol style="list-style-type: none"> <li>9. Short instructions (1 or 2 steps)</li> <li>10. Opportunity to repeat or explain instructions</li> <li>11. Encouragement to verbalize and explain</li> <li>12. Steps needed to complete assignments</li> <li>13. Opportunity to write instructions</li> <li>14. Assignment notebook</li> <li>15. Visual aides (pictures, flash cards, etc.)</li> <li>16. Auditory aides (Cues, tapes, etc.)</li> </ol> | <ol style="list-style-type: none"> <li>17. Instructional aides</li> <li>18. Extra time for oral response</li> <li>19. Extra time for written response</li> <li>20. Exams of reduced length</li> <li>21. Oral exams</li> <li>22. Open book exams</li> <li>23. Study carrel for independent work</li> <li>24. Frequent feedback</li> </ol> |
|--|---|--|



## Appendix D

### Sources of Mind Mapping Software

Here are links to Mind Mapping programs that you may find beneficial.

There are a lot of these programs. Some are free. But, use what you have.

#### Inspiration™

<http://www.inspiration.com/>

The developer offers a free trial

<http://www.inspiration.com/freetrial/index.cfm>

The program, Inspiration™ is a low-end program (cheap), but many school districts have purchased it. If you have this program available, use it.

Inspiration™ also has a companion program that works for handheld computers.

#### Free Mind™

Free Mind™ is an Open Source product. This means that you can use it without having to pay for it.

Of course, neither Free Mind™ or Inspiration™ offer the kind of abilities that the professional products do, but, the price is right.

<http://www.freemind.org>

#### Mind Genius™

Mind Genius™ is a high end program. It is expensive, and you get a product that is worth every bit of what you pay for. Mind Genius™ offers an education version, Mind Genius™ Education.

<http://www.mindgenius.com>

#### Mind Manager™

Mind Manger™ is one of the best mind mapping software programs. Of course, it is an expensive professional product.

This product has the advantage of being fully integrated with Microsoft™ Office and Microsoft™ Project software. This program is a time saver because it exports your maps as MS Word™ outlines, MS PowerPoint™ presentations, MS Project™ Work Breakdown structures, or HTML pages.

There is also a free viewer available so that people who do not have the full product installed on their computers can view the maps.

<http://www.mindjet.com/us/>

Note: Our upcoming eZine on [Graphic Organizers](#) will explore Mind Mapping software in detail.