

Blueprint/Unit/Module and Lesson Planning Guidance in D11

As the D11 Best, First, Instruction Tier I Learning System expands district-wide, it is important to be on the same page regarding Planning for Learning. CSEA and the D11 Office of Academics have collaborated to create the following **Dos and Don'ts** of planning to align to effective instructional practices and the D11 Master Agreement.

Do	Don't
Expect that any instruction for any audience (adults or students), any grade and any subject should be thoughtfully planned.	Send the message that the systems, processes structures are "perfect" or the "right way" so the only source of failure must be instructors.
Clarify that the purpose of planning is for the instructor to do their best work for the benefit of the students	Send a message that planning is for the benefit of the supervisor to monitor instructors.
Ensure all planning starts with the "big picture" and include an inquiry process by outlining essential questions students will be asked to answer throughout the learning.	Design planning resources in a way that feels like micro-management to teachers (e.g. everyone on a team must be on the same page of a program at the same time/day)
Plan both at the unit/module/quarter level as well as the lesson level beginning with focus and supporting standards as outlined in the D11 quarterly overviews	Believe that moving page by page through a textbook for all students (one size fits all) constitutes "a plan"
Provide baseline examples for unit/module/quarter level and lesson level (co-created with D11 teachers) to clarify what quality planning needs to include district-wide	Expect that all instructors follow baseline examples verbatim without allowances for adjustment based on student needs and/or teacher expertise to enhance, refine planning process.
Send messages around planning examples such as: <ul style="list-style-type: none"> • <i>Planning examples are the floor not the ceiling,</i> • <i>Classrooms should meet but are encouraged to exceed planning examples</i> • <i>Teacher expertise and professionalism is necessary for any planning process to be successful</i> 	Send messages around planning examples such as: <ul style="list-style-type: none"> • <i>All plans must be an exact replica of planning examples</i> • <i>All plans should look the same for all members of a grade level team</i> • <i>Teacher refinements based on their style and expertise is not allowed</i>
Expect all planning is set at grade level standards for all students with proper scaffolds for students needing extra support or extension	Accept planning that is set below grade level for "some" students
Provide a variety of training options to support all planning processes (whole district training days, on-demand-bring training to teachers onsite, in person and online)	Believe one training at the beginning of the year by a vendor is sufficient support for teachers.
Understand as teachers receive training over time, they may not be able to implement their learning right away. Encourage teachers' ideas on incremental goals as applicable.	Ask teachers to change overnight after any training opportunity.

