

Introduction

John Steinbeck once wrote of a teacher who had made a difference in his life. He said that her students could not wait for school to begin each day and that they left with a hunger for more. We all aspire to be the kind of teacher that John Steinbeck had, a teacher who inspires beyond the hours of the classroom and who creates a hunger for learning in students. Such a teacher does not come to the classroom ill prepared nor does such a teacher base student success on hope. A teacher of this caliber knows that learning takes a tremendous amount of planning and preplanning—and also knows that there is a pattern to planning that helps assure that the hopes and goals are a reality.

In the 1960s, there was a pervasive belief that schools had little to do with the success of students. Rather, the belief was that the environment from which students came and the resources of that environment had the greatest impact on how well they would do in school. Thanks to the work of such pioneers as Ron Edmonds of the Effective Schools Movement and to the work of brain researchers, we now know that schools, in fact, have a tremendous influence on student success. By understanding and planning for learning differences and by teaching to all of the systems of the brain (i.e., the self-, metacognitive, and cognitive systems), teachers today have a great influence over what students become.

This book will examine ways in which the teacher can be an effective planner who helps students tap into the brain's natural motivation to learn and who provides meaningful learning experiences to the classroom. How to write and

xii Instructional Planning

implement both declarative and procedural objectives will be explored, as will effective strategies for monitoring student success. Based on a model that requires that the curriculum, the assessment program, and the instructional program to be in perfect alignment, this book will provide a step-by-step guide for implementation.

We know that an understanding of vocabulary is vital to educational achievement. With that in mind, I have provided a list of vocabulary words that will be a part of this book. Form 0.1 provides the vocabulary that will be examined throughout this volume: Look at the words to see which ones are familiar and which are not. Write your own definitions in the middle column, and then review your answers as you read.

In addition, I am providing a vocabulary pre-test for you. After you have read the book, you will be given a post-test and the solutions to the tests. The Vocabulary Summary offers additional information about these words and other terms associated with motivation.