

8 Step Standard Planning Model

1. Vision. Role: philosopher.

- Addresses: *Why?* Usually contains a sentence beginning with: It is important that....

2. Goal(s). Role: conceptualizer / manager.

- Addresses: *What needs to be done?* in terms of the big picture.
- Usually goals relate to three areas: knowledge, skills, and attitudes.

3. Objective(s). Role: task analyzer, planner, designer.

- Addresses: *What needs to be done?* on a more micro level.
- Task analysis occurs at this level.

4. Activities. Role: facilitator / field professional.

- Addresses: *Who, what, when, where, and how* on a micro, detailed level.

5. Resources/Entry Level Skills Necessary. Role: resource manager, provider.

- Addresses: resources (materials, technology, money, time) necessary to complete each task; entry level skills needed in order to complete tasks.
- Note: this step can come earlier because what is available often dictates what can be done. While this certainly makes sense, beware “reverse engineering,” that is, working backwards from your technology to your goals.

6. Special Considerations. Role: proactive planner, trouble shooter.

- Addresses: What do we need to do to make this happen?
What could go wrong? How could we prevent it? Whose help do we need?

7. Evaluation. Role: researcher.

- Addresses: *What happened? What have I learned?*
How well have students learned? How can it or should it be changed?
- There are two kinds of evaluation: formative (on-going) and summative (at the end).
- What will be the role of self-assessment?
- How will students assess teacher performance?

8. Redesign. Role: designer.

- Addresses: how can I incorporate what I learned from the evaluation into future projects?