

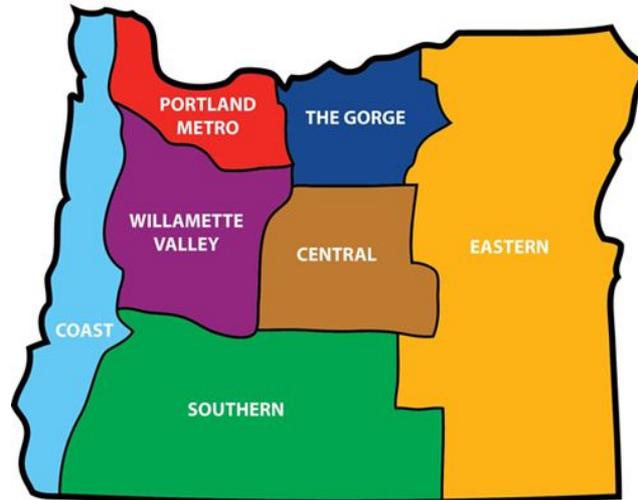
Oregon  
**ACTE**  
Professional Learning Series  
New Teacher

# “Curriculum Mapping and Lesson Planning”

March 14, 2024

# WELCOME

What part of the state are you from  
and what do you teach?



Put into the chat!

# Brain Dump!

1. On a piece of notepaper, list all of the things you can remember from past Oregon ACTE New Teacher sessions.  
2 minutes to write what you remember.
2. We will share what you wrote, taking turns, without repeating any previous answer.



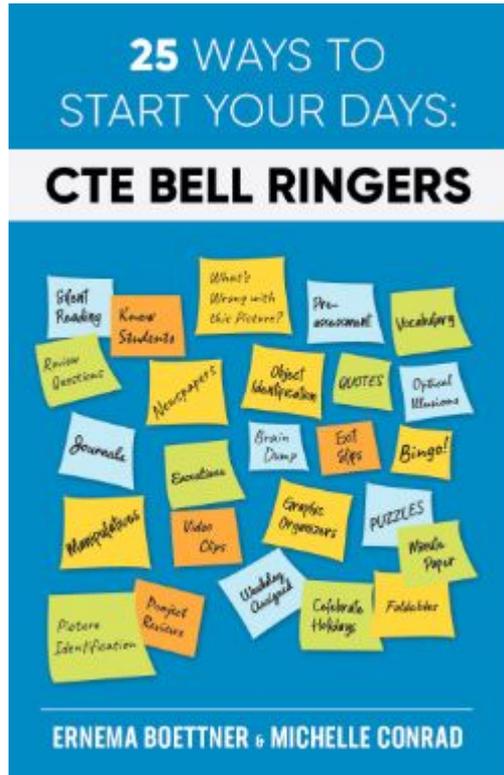
# How do you start and end your class period?



## Notes from session discussion:

- Thinking log - Google Form
- Share a current event  
(newspaper class)
- Short film warmups - watch  
and then discuss, deconstruct
- Guarding the door!
- Copy a positive affirmation and  
respond

# Why Bell Ringers?



- Managing educational environment to build a culture of learning and respect
- Connecting academic and technical knowledge and skills
- Differentiating learning
- Effective time management

# Examples of Bell Ringer Tactics

- Review Questions
- Weekday Assigned
- Foldables
- Exit Slips
- Objects
- Evocative
- Minute Paper
- Project Reviews
- Holidays
- Bingo Card Activity
- Journaling
- Brain Dump
- Graphic Organizers
- Newspaper/Technical Magazines
- Silent Reading
- Vocabulary
- What's Wrong with this Picture?
- Quotations
- YouTube/Video Clips
- Manipulatives
- Picture Identification
- Pre-Assessment
- Puzzles
- Optical Illusions
- Getting to Know Students



# Things to Consider...

- Will you grade bell ringers or consider these as part of the daily work grade?
- If you will grade bell ringers, how many points are appropriate within your grading scale? How often will you grade?
- If students are absent, do you allow them to “make up” bell ringers?
- Will you use a composition notebook to record each day’s bell ringer?
- Will bell ringers be submitted electronically through a learning management system or a Google drive?
- Will you allot set amount of time each day? Or will the time vary based on the tasks?
- How will you set and reinforce bell ringer work from the beginning of the year/term?
- If there are personal questions used as prompts, will you provide options so students can select the questions they are most comfortable answering?
- How will you manage bus schedules and students arriving at different times?

# Creating Instructional Plans

When you were  
hired, what  
instructional  
resources were  
you provided?

Notes from session discussion:

- What might an instructional resource be?
- Nothing-had to create everything
- Previous teacher's projects
- Actual lesson plans!
- I had them, but not super organized
- Physical papers
- Thumb drive with copies
- Netscape Navigator was referenced
-

10 THINGS

to

KNOW

# Planning with a Purpose



**“Most impossible goals can be met simply by breaking them down into bite-size chunks, writing them down, believing them and going full speed ahead as if they were routine.” — *Don Lancaster***

# Large Scale to Small Scale View

## Curriculum Map

- ❑ Acts as a calendar to chart timing
- ❑ Your big questions/course goals

## Syllabus

- ❑ Communicates the nuts and bolts of a course

## Unit Plan

- ❑ Addresses learning goals and activities
- ❑ Project planning

## Lesson Plan

- ❑ Game plan for a class period or small focus
- ❑ Student expectations, how to start the day and the flow of activities
- ❑ “At the end of our time today, you should be able to...”



# Lesson Planning

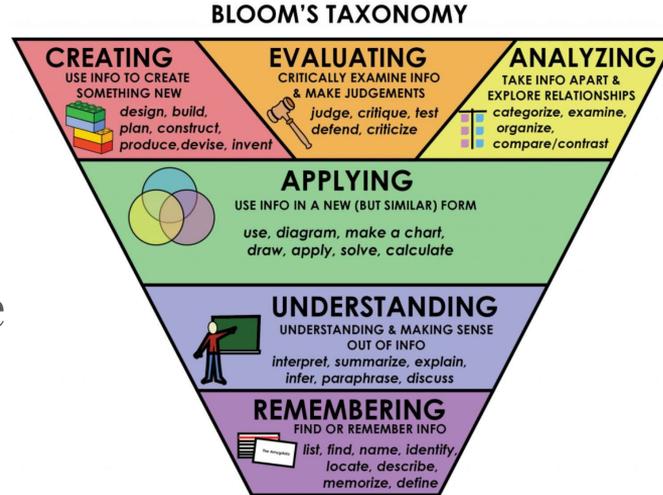
What information  
would you need  
to create an  
effective lesson?

Notes from session discussion:

- Student outcomes
- Where students will end and steps to get there
- What my students already know
- Materials and equipment
- rubric/assessment
- Possible challenges during the lesson
- How long this lesson will take
- Breakdown of how long each step of the lesson will take
- Standards

# Additional Elements to Consider

- ❑ Student population
- ❑ Learner types - visual, auditory, kinesthetic
- ❑ Right brain vs left brain
- ❑ Learning or cognitive challenges
- ❑ Bloom's taxonomy



# The 5 Es

## Structuring a Lesson



**Engage** - Hook your students' attention into the purpose of the day/lesson

**Explore** - Invite students to explore the focus of the lesson. Develop their own questions using provided materials.

**Explain** - Have students explain their understanding of the process

**Elaborate** - Students extend their thinking and practice by applying new learning to other contexts

**Evaluate** - Students and teacher assess the learning and the lesson (and informs the next Engage)

# Example Lesson Plan Template

THE LESSON PLAN		
Teacher: _____		Course: _____
Topic of Lesson:		Date Presented: _____ Time Allotted: _____
Lesson Objective:		Text Chapter: _____ Text Pages: _____ to _____
Type of Lesson:		
<input type="checkbox"/> Lecture	<input type="checkbox"/> Guided Practice	
<input type="checkbox"/> Demonstration	<input type="checkbox"/> Other: _____	
<input type="checkbox"/> Discussion		
Previewing (Key Vocabulary):		
Resources / Materials / Supplies Needed:		
Sequence of Instruction:		
<i>Motivation</i>		
<i>Presentation</i>		
<i>Safety</i>		
<i>Application</i>		
<i>Evaluation</i>		
Special Accommodations (ESE, ELL, 504):	<input type="checkbox"/> Note-taking Assistance <input type="checkbox"/> Small-Group Setting <input type="checkbox"/> Priority Seating <input type="checkbox"/> Reduce Paper Tasks <input type="checkbox"/> Visual/Verbal Prompting <input type="checkbox"/> Other: _____	<input type="checkbox"/> Graphic Organizers <input type="checkbox"/> Extended Time <input type="checkbox"/> Oral Assessment <input type="checkbox"/> Shortened Assignment <input type="checkbox"/> Repeat, Paraphrase, Summarize
Assessments:	<input type="checkbox"/> Homework <input type="checkbox"/> Quiz/Test <input type="checkbox"/> Oral Presentation	<input type="checkbox"/> Self-Assessment <input type="checkbox"/> Teacher Observ. <input type="checkbox"/> Summarizing
Homework/Additional Practice:		

# Mapping vs Planning

- An overview/outline of what students will be taught throughout the course/year
- All your planned stops in a road trip

The Perfect

## Oregon Road Trip

4 Day Itinerary

- **Day 1:** Columbia River Gorge to Bend
  - Key Stops: Multnomah Falls, Mount Hood, Smith Rock State Park
- **Day 2:** Bend to Crater Lake
  - Key Stops: Tumalo Falls, Newberry National Monument, Crater Lake
- **Day 3:** Crater Lake to the Oregon Coast
  - Key Stops: Toketee Falls, Oregon Dunes, Sea Lion Caves
- **Day 4:** Oregon Coast up to Astoria
  - Key Stops: Thor's Well, Oswald West, Cannon Beach



VOYAGESWITHVAL.COM

- Details in a single class/lesson (materials needed, standards, student learning target(s))
- Itinerary for one day of your road trip

### Day 2 Itinerary

**9 am** - Jump into Crater Lake  
**11:30 am** - Drive along the edge of the caldera  
**2 pm** - Lunch at Crater Lake Lodge  
**4 pm** - Plaikni Falls Trail  
**7 pm** - Sunset and picnic

Wrapping up the year  
and  
licensure reminders!

# Renewal Deadlines

## Restricted CTE License/License for Conditional Assignment (LCA)

- Submit **renewal application** and fee through TSPC [eLicensing](#) on or before **June 30**.
- Contact district office to submit **sponsor letter** to confirm PDP progress and continued sponsorship.
- Renewing your Restricted CTE License does **not** require Regional Coordinator or ODE approval.

**Remember that your Restricted CTE License can be renewed with TSPC two times. At the end of the third year, your PD plan must be complete.**

# Preliminary CTE License Application

If this is the **third year** of your **Restricted CTE License**:

- Contact CTE Regional Coordinator to complete and submit the ODE **Preliminary CTE License** application.
- Submit **verification** that **professional development requirements** on the Restricted CTE License have been met.
- ODE will process the application and forward **approval** to TSPC.

Submit application and fee for the Preliminary CTE License through the TSPC **eLicensing** portal.

# Oregon ACTE New Teacher Session

What conversations do you want  
to continue?

What conversations do we still  
need to have?

Notes from session discussion:

- Standards - what are they and where are they?
- The basics session information
- Funding
- Non ODE grants?
- Fundraising
- CTSO fundraising