



## 302.2AP Instructional Design

<b>ESTABLISHED:</b>	2009.04.15
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### LEGAL REFERENCE:

- [Teaching Quality Standards](#)

### CROSS REFERENCE:

- [301.1AP Outcomes-Based Grading & Reporting](#)
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### BACKGROUND:

The Board recognizes the value of sound educational planning in the instructional process and provides the following guidelines: Based upon experience, research and literature related to good planning practices and good pedagogical practices yearly, unit and daily plans should provide a structure that would allow for the uninterrupted delivery of programs to students and communicate where the students are in relation to the objectives/outcomes of the course. Planning is an evolutionary process and plans are considered to be living documents. This means that there is an expectation that plans will reflect both changing practice and growth in teacher skill level with respect to the subject area. As a teacher becomes more experienced in the subject area and as promising practices provide insight into student learning, the planning documentation will evolve.

### GUIDELINES & PROCEDURES:

1. **Long Term Planning Outline** - Long term planning should be viewed as a map for the educational journey through the course.
  - Long range plans shall be submitted by September 30th to the Principal, who upon receipt, shall peruse the plans and, as required, discuss aspects of the plan such as:
  - Statement of the topics of the course in a sequential order which reflect the current Alberta Program of Studies.

- A date-driven timeline that reflects proposed completion dates for each topic during the year.
  - An assessment plan that reflects:
    - an assessment for learning approach;
    - employs a variety of assessment techniques; and
    - provides a clear explanation of how students will be assessed.
    - A list of approved resources consistent with the standards found in the Guide to Education.
  - The long-term planning map should not exceed 2 pages in length and should provide a visual reference to the instructional plan.
  - At the beginning of a course students and/or parents shall be provided with a course outline outlining these topics, timelines and assessments/resources to be used in the class.
2. **Unit Planning** - It is the unit plan where the long-range plan is expanded upon and embellished.
- Objectives - The unit plan should provide detail in terms of the objectives of a section found within the topics of the long-term plan. These learning objectives (skill, concept, behavior, values etc.) should be consistent with the program of studies.
  - Strategies - A list of strategies should be directed at each or a small group of related learning objectives. Differentiation of instructional strategies must be demonstrated as necessary to meet the learning needs of the students.
  - Assessment - An assessment plan that demonstrates the methods whereby which student achievement will be measured with respect to the unit outcomes and objectives. Unit plans should be completed before a teacher begins teaching the unit. This allows the assembly of all required resources and materials for effective learning to occur. This also allows the students to be provided an overview of what is to come and how it connects to what they may have already learned. These unit and daily plans should provide a framework for effective teaching to occur even if a temporary teacher is needed to deliver the material in the case of extended teacher absence.
3. **Daily Planning** - Daily planning should reflect the segment of the unit being delivered to students and should indicate the following:
- Reference to the objective or outcome;
  - reference to resources;
  - key strategies; and,
  - assessment strategies to be employed. The detail of daily plans could be influenced by the relative experience of the teacher with respect to the course being delivered.