

## I-1: Clearly present academic content

### Internalize and rehearse plans

#### Why should I consider internalizing and rehearsing my lesson plan?

Because planning alone is not enough to guarantee a clear, effective presentation of material - even the best plans can fail when you can't remember the content or flow of what you are going to say. Reviewing and practice your plan can help you to:

- gain confidence and reduce the chance of being flustered when presenting new content
- check the pacing of your lesson, and determine if it needs to be adjusted
- make sure that your explanations are clear, organized, and logical for students
- practice different ways of presenting material to ensure student interest and engagement
- identify potential last minute improvements and/or adjustments to your plan before your delivery

For testimonials from teachers about why they choose to review and practice their lessons before delivering them, see below

#### How do I internalize my plan?

- Read and re-read your lesson plan. How comfortable are you with the content?
- Test yourself: What will you do at each step? What will students do? Do you know how much time you have for presenting material
- Visualize yourself implementing the lesson.
- Plan your style: What tone, inflection, or body language will best fit my students' temperament? Should these change throughout the lesson?

#### How do I rehearse my plan?

**Note:** *While you're not likely to rehearse every lesson, this can be quite helpful as you work to build your presentation skills or as you prepare to teach something you've never taught before.*

- Practice delivering your lesson with a friend or colleague, in front of the mirror, or using a video tape or tape recorder
- Think of what students should be doing as you present – how will they be actively engaged and participating?
- Think of what parts might be confusing to students – do you have alternative examples and/or alternative methods of presenting the information (i.e. use graphic organizers? The use of multiple modalities, etc.)?
- Identify where you might lose sight of your key ideas. Review your plan, and re-practice
- Consider your tone, inflection, and body language - is it engaging enough and what could be changed to make it better?

#### Teacher testimonials: Why should I spend time internalizing and rehearsing my plan?

*"When I was a corps member at institute, I spent many hours planning for the first week of my 10<sup>th</sup> grade Biology class. I designed daily assessments, wrote detailed lesson plans, and sought out the necessary resources – all far in advance (I'm not a procrastinator!). The night before teaching began, I copied all of my handouts, made sure I had my plans ready on my clipboard, and went to bed knowing that I'd planned my lessons just as I'd been taught. What I realized the next morning was that although I had planned, I definitely hadn't prepared. As I looked out at my students, my mind went completely blank: I couldn't remember what I was supposed to be doing or saying; in fact, I hadn't read over my lesson plan since typing up my final draft 3 days earlier. I somehow improvised my way through a decidedly less-than-compelling opening, but when it came time to introduce new material, I was forced to resort to reading directly from my lesson plan. My students could tell that I didn't know my own lesson, and the result was chaotic misbehavior and, of*

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*course, no learning whatsoever. From then on, I have committed to spending time every evening reading and re-reading my plans, internalizing them, memorizing them, getting to know them like the back of my hand. In order to be an instructional leader in my classroom and for my students, I must appear comfortable, confident, and articulate – and knowing my lesson plans is essential to doing so.”*

– Teacher A

*“I have never enjoyed public speaking, and when I first started teaching I needed to rehearse my introductions of academic content over and over again – otherwise, I found my voice shaking, my mind freezing, and my explanations increasingly disjointed and incomprehensible. Even today, I sometimes still need to develop confidence by scripting out my exact language, reading it aloud, reading it aloud again, practicing without the paper, practicing without the paper again, and finally asking a friend to allow me to engage in a ‘dry run’ before getting up in front of a large group, or a new group, or a challenging group, etc.*

- Teacher B