

INSTRUCTIONS FOR PLANNER WRITING

Teacher Planner will have two sections:

Section A will have:

- ✓ Set of Instructions for Lesson Plan writing
- ✓ Sample Lesson Plan
- ✓ Structured Lesson Plan format

Section B will have:

- ✓ The important information and records which a teacher needs and maintains throughout the Academic Session.
- ✓ Schedule for the Check Point Tests

Separate set of instructions for Section A & B are in the Sections marked A & B. Both sections are divided with a red separator. The information needed for both the sections A & B will be entered in structured forms and kept in APSACS Teacher Planner (ring binder/ box file) designed for this purpose. Separators will be used for the pages where information has to be periodically updated. Choice of colors for these separators is left to schools.

Besides the above information, annex B will be attached in which different Teaching Methodologies are given.

Instructions for Section A:

- Every teacher will not make Lesson Plans every week, however, every teacher will write Lesson Evaluations after teaching.
- Lesson plans will be written on rotational basis by the teachers who have been assigned different sections of a class (parallel classes). **The teachers will routinely carry their Weekly Lesson Plans on clip boards.** After writing their Lesson Evaluations these can be filed into the Teacher Planner.
- Every week ONE teacher will be asked to develop Lesson Plans for her subject for that week and plan the required AV aids/ spot tests. This plan will be used by teachers of all the sections of that class. However, the **Evaluation of Lesson** portion will be filled **DAILY** by every teacher based on teaching and learning experiences in the class.

Writing the Lesson Plan (Structured Lesson Format is provided)

- a. Fill in the week number, name of lesson developer, class, subject, topic, period & date for which the lesson is scheduled.
- b. Write the **objectives**. (to be shared verbally, written on the board and explained to the students at the beginning of the lesson)
- c. Write the **skill identified** for the lesson (to be explained to the students that they will learn/practice these skills during the lesson & the teachers will focus on the development of these skills.
- d. Write down **Resources** to be used (Audio/Visual aids, chart, flash cards, illustration, model or realia)

Methodology (Write everything in points. For details refer to the Syllabus Breakup or maintain a personal diary).

- a. Briefly write the **salient features** of the lesson. The contents of lesson must be according to the announced objectives. Mention the **methodology** to be used i.e. brainstorming, lecture, discussion, or a combination of different methods. (ref. annex B)
- b. Write the plan or Qs to check **previous knowledge** of the students or re-cap the last lesson to connect previous and present topics.
- c. Write down the plan to **introduce the topic**, is it by announcement / an activity / a short discussion/brainstorming
- d. If any **activity** is planned or Audio/Visual Aids are to be used, mention at what point during the lesson it will be done. When the activity is mentioned in the Syllabus breakup, just mention name of activity & write the Page no. given in the syllabus breakup.
- e. **Wherever possible, mention the skill** / attitude you aim to develop during the lesson.
- f. Write down the student work, board practice/ **class work** written/oral & **home work** intended for the period.
(HW must be according to the Syllabus Breakup)
- g. Ref. to Success **Criteria** whether they will **be** in the form of a model or important points (to be written on the board before any task is assigned).
- h. Write the **Recap plan** – summing up of the lesson by the teacher or joint class effort.
- i. **Assessment plan** for the daily lesson has to be clearly written. This is a deliberate effort to find out IF and HOW much the intended learning has taken place. It can be done through one or a combination of following activities:
oral questions, a short quiz, the degree of independent seat work/class work being done

by the learners, level of participation in discussion/activities, student feedback etc. It can be a spot test too. Write the plan for **Spot Tests** (quiz/ written) briefly in points. If it is an objective worksheet, attach the sample.

J*. Under the heading of **Evaluation of learning and teaching**, after the lesson has been delivered, the teacher will write her personal evaluation no matter who has developed the lesson for the team.

***J. LESSON EVALUATIONS**

Lesson Evaluation is an exercise of reviewing the planning / teaching and learning process. It should be brief, explicit and concise. The self evaluation analysis should answer the following questions:

- a. How well was the lesson executed? Did you as teacher need to slow down; speed up; make any adjustment in the lesson plan given?
- b. Did the majority of students understand the concepts and skills they are expected to develop as a result of teaching?
- c. Were the struggling learners (students who need extra support) identified?
- d. Have you noted down the names of struggling learners in your planner? (Never to be told to other students/teachers).
- e. What extra help did you give to students who had difficulties?
- f. If the lesson could not be completed, state your completion plan.

List of struggling learners must be prepared so that a Remedial Program may be made in consultation with the School Heads. The Remedial classes will be held during the Tutorial Periods.

***Note: If the teacher is teaching a particular lesson to more than one sections, she will write lesson evaluation of all the sections where the lesson is taught as every class will respond differently.**

Some Don'ts for the Lesson Plan:

- ✓ Please do not mention 2, 4, 5 minutes for every step. **That** is an exercise in time management. It is NOT Lesson Planning but Time Planning for 40 / 80 minutes period.
- ✓ Please do not turn the lesson Planner into an art /scrap book, unless it belongs to the art teacher. Do not make drawings, paste pictures, stars; add colors which is not relevant to teaching plan. Of course, illustrations, figures & artifacts which have been made for the lesson must be mentioned. Copies of such lesson specific artifacts may be put in the folder.

- ✓ Do not add details which are superfluous or which are NOT going to be used in the lesson. Sometimes over enthusiastic teachers write details and activities/AV aids in their Planners which they never use during the lesson.

Samples of writing Objectives and Success Criteria

Unit1. Topic: Writing Instructions

Sample 1: Objectives for written assignment

Students will be able to

- Write a set of clear & detailed instructions on any one of the given topics using correct imperative form of verb
- correctly list the order of steps they have to follow

Topic: Speaking – Giving Instructions

Sample 2: Objectives for Listening Comprehension:

The students will be able to:

- evaluate the importance of clear speaking & good listening skill in order to follow any instructions properly
- follow the spoken instructions to complete the activity

Sample 1 of Success Criteria for Writing Instructions:

Remember your work should include the following:

- introductory paragraph
- set of instructions
- headings with proper punctuation
- use of imperatives
- correct order of steps to be followed
- conclusion (a short paragraph)
- neat and legible writing

140 – 180 words. (Length of instructions)

Sample 2 of Success Criteria

For Speaker:

Remember to:

- speak clearly & not too quickly
- *use simple & clear language*
- give instructions clearly to improve the quality of the diagram

For Listeners

Remember to:

- listen carefully & draw the diagram by following the instructions being read out
- use the color pencil according to the instructions
- rate your work on the scale (pg 16) objectively

Instructions for Section B:

In Section B seventeen entries have to be made. Teachers often do not fill all of them completely. Probably they find certain pages irrelevant or superfluous. Every page is dedicated to store information for some purpose, the teachers are directed to read the instructions carefully & fill the requisite information properly.

1. PERSONAL PROFILE

Indicated information needs to be filled. Qualifications entered must be verified by the school administration office. **This page is to be filed as the FIRST PAGE OF THE RING BINDER.**

2. IMPORTANT TELEPHONE NUMBERS

It includes not only the administration's and colleagues' Personal / Father / Husband / Doctor numbers, but also other emergency numbers as Fire Department, local rescue services, doctors / hospitals on panel, crisis management support units etc.

3. CLASS & TEACHER TIME-TABLE

Filling in Time Tables properly is a primary requirement as it clearly tells exactly where a particular teacher is, what she is teaching during a specific period and the total work load assigned to him/her.

4. DUTIES ASSIGNED

Must be filled in as it reflects the tasks assigned to a teacher other than teaching i.e. In charge Assembly, SAP and CAP program, member SIP, etc

5. BOOKS & CLASS SUPPLIES ISSUED

A properly maintained record of books & supplies issued to teachers at the beginning of the session makes it easier for them and the administration to facilitate their transition at time of transfer/ change.

6. SUMMARY OF ACADEMIC CALENDAR

Recorded by the teacher is the first indicator that she has studied the Academic Calendar & Syllabus Break-up. It helps her/him to plan/ prepare for the forth coming events. As each event takes place, she/he may highlight it as completed/ accomplished.

7. LIST OF EXTRA / CO-CURRICULAR ACTIVITIES

If filled in the beginning of the session, helps the teacher to proactively plan / work and prepare her students for the forth coming event during the Tutorial Periods without any reminders from the Section Heads. It also provides time for planning and reflection.

8. DAYS TO REMEMBER

Schools celebrate days of International/ National significance through Assembly Presentations, cards, letters, essays, talks by inviting special guests etc. Teachers should enter the particular activity arranged for their class according to the days.

9. PROFESSIONAL ACHIEVEMENTS

Under this heading the teacher needs to record the specific things she/he may have done during the session for school/ student benefit; from writing educational articles, a book review for the library, painting a mural, expertise in soft boards, to conducting workshops, organizing sports, exhibitions, science / art / debates, action research / work for school Improvement Team or any other thing which has benefited the school/students.

10. STAFF MEETINGS

Staff Meetings need to be entered periodically by the teachers, therefore a separator will be placed at this part of the lesson planner.

- i. The teachers must record the dates and salient features of all the staff meetings. Meeting records are actually an instructional date line and a clear proof of guidance and information which the management has provided to the staff from time to time during the session.
- ii. If a teacher has missed a meeting, she/he should enter the meeting date, clearly indicate that she/he was not present; take the salient features of the meeting from a colleague or the Section Head. The name of person/colleague from whom the agenda points are taken should be mentioned.

11. CLASS AWARDS

The objective of Class Awards is to acknowledge student improvement routinely in order to motivate and encourage desirable behaviors and learning practices. These awards must be given in the classes as and when students manifest excellence/ improvement in their studies as well as in their behaviors. They should not be given so generously that

their impact and significance is lost, neither should they be so rarely awarded that students lose motivation. When a teacher has maintained a record of class awards which are given to students during the term, she/he can simply refer to the Planner to get the students' names and awards given to them so that they can be mentioned in the report cards.

12. RECORD OF NOTIFICATIONS

Sometimes the school needs to issue written notices to the students as an intervention. These may be of academic nature or due to behaviors problems. Such written notifications should be very infrequent, and served only after sufficient verbal counseling to the student has already been given. Prior to issuance of written warning the parents should be informed of the corrective measures taken by the school. The teachers will maintain a record of counseling sessions with the student in her planner; in case they are needed for reference for future course of action.

13. RECORD OF INDIVIDUAL COUNSELING SESSIONS

Sometimes students need guidance /counseling to modify undesirable behaviors. Before any formal notification is served to a student effort should be made to rectify his /her behavior. If a behavior persists even after reprimands /verbal checking, teachers need to arrange an Informal Counseling Session as part of an intervention plan. Parents should be informed about such sessions. The teacher should keep the Section Head in loop and maintain record of such sessions in her planner. If the problem is of severe nature School Counselor (if any) may be involved.

14. RECORD OF STRUGGLING LEARNERS IDENTIFIED IN CHECK POINTS

The names of students weak in studies need to be written down for the purpose of remedial actions. These names should be conveyed to the Section Head so that need based remedial classes may be organized during the Tutorial Periods. It is important to mention the area of concern i.e. particular topic/subject and the remedial measures planned.

Note: Remember a student is never consistently weak in a subject in all the topics.

15. RECORD OF INDIVIDUAL PARENTS TEACHERS MEETINGS

If a teacher contacts a parent during the session for a particular issue, enter the date & objective of meeting in the planner in order to remember contents of communication she/he had with parents. The medium used for communication, written (official letter /student diary), telecom/msn etc. may be noted down. Their special input and views should be recorded to provide the teacher an insight into their thinking and students' problems. The Section Head should always be informed about the meeting.

16. STUDENT'S BIO - DATA

A teacher must have her students' bio - data; she may need it to address an emergency or may want to communicate an urgent matter to the student's parents / guardians. Even if she is a subject teacher, she needs to maintain this record. For facilitation purposes the data available with the class teachers may be photocopied. She must update the data when needed.

17. RECORD OF SUBSTITUTE DUTIES MONTH WISE

All teachers have to take substitution periods during the session. A well maintained record of substitution duties reflects the work load given to a teacher during the session

18. CHECK POINT SCHEDULE

Summary of Check Point Schedule has been placed in the Teacher Planner for facilitation of teachers.