

## ARTICLE XI - - PLANNING FOR TEACHING AND LEARNING

For purposes of this Article, "teachers" shall include school support/resource personnel, such as counselors, media specialists, school psychologists, and school social workers, when planning for teaching and learning activities in accordance with the requirements of the PACES.

Planning is essential for effective teaching and learning. In order to support the instructional program, the principal or supervising administrator has the authority to determine whether or not instructional objectives and related content are consistent with Board educational policy decisions and established instructional guidelines. In keeping with the professionalization of teaching, the parties agree that plans are best developed by the teacher to enhance learning and facilitate reflective practice. Planning shall be governed as follows:

1. Teachers are required to develop written plans in accordance with the required indicators in the PACES Domain I. It shall be the decision of the teacher to use a daily plan or a long range plan that shall include objectives and/or goals; learning activities; and assessment(s) of student learning. Principals or supervising administrators may suggest, but not require, specific content or a particular format or organization.
2. A teacher may be required to use a set form in the preparation of planning only when a principal has issued a Professional Improvement Plan indicating that the standards in the PACES Domain I were not met. Requirements for planning beyond those in the PACES Domain I shall not be imposed.
3. Teachers shall not be prohibited from reflecting required planning components through abbreviated notation and/or referencing techniques. A teacher shall not be required to reference curriculum/standards numbers or to write out objectives if numerical references are made in the plan. Additionally, there shall be no requirement to specify strategies, list materials, use checklists or benchmarks, for learners in the plan.
4. Continuing contract and professional service contract teachers shall not be required to submit plans to the principal or supervising administrator at the school site; however, plans shall be available during classroom visit(s) and/or prior to an official observation.
5. All teachers shall retain their plans for the current school year for review by the principal or supervising administrator at the school site, upon request.
6. Teachers shall be required to prepare emergency plans for use by temporary instructors using a daily format and not exceeding five days in length and replenished as necessary.

Teachers of special education students shall be permitted to meet the requirements of this Article through regular plans or written IEP implementation plan(s).

# EDUCATIONAL ALTERNATIVE OUTREACH PROGRAM

## WEEKLY LESSON PLANS

Teacher: \_\_\_\_\_

Week of: \_\_\_\_\_

Subject: \_\_\_\_\_

MONDAY	Materials	Activities	Evaluation	Homework
S.S.S: Objectives:	Textbook page: Worksheets: Other(s):	<input type="checkbox"/> Discussion <input type="checkbox"/> Classwork <input type="checkbox"/> Boardwork <input type="checkbox"/> Debate <input type="checkbox"/> Report <input type="checkbox"/> Q and A <input type="checkbox"/> Other (s)	<input type="checkbox"/> Quiz <input type="checkbox"/> Test <input type="checkbox"/> Oral <input type="checkbox"/> Observation <input type="checkbox"/> Portfolio <input type="checkbox"/> Journal <input type="checkbox"/> Other	Textbook page: Worksheet: Reading: Project: Project: Other:
Additional Notes:				
TUESDAY	Materials	Activities	Evaluation	Homework
S.S.S: Objectives:	Textbook page: Worksheets: Other(s):	<input type="checkbox"/> Discussion <input type="checkbox"/> Classwork <input type="checkbox"/> Boardwork <input type="checkbox"/> Debate <input type="checkbox"/> Report <input type="checkbox"/> Q and A <input type="checkbox"/> Other (s)	<input type="checkbox"/> Quiz <input type="checkbox"/> Test <input type="checkbox"/> Oral <input type="checkbox"/> Observation <input type="checkbox"/> Portfolio <input type="checkbox"/> Journal <input type="checkbox"/> Other	Textbook page: Worksheet: Reading: Project: Project: Other:
Additional Notes:				
WEDNESDAY	Materials	Activities	Evaluation	Homework
S.S.S: Objectives:	Textbook page: Worksheets: Other(s):	<input type="checkbox"/> Discussion <input type="checkbox"/> Classwork <input type="checkbox"/> Boardwork <input type="checkbox"/> Debate <input type="checkbox"/> Report <input type="checkbox"/> Q and A <input type="checkbox"/> Other (s)	<input type="checkbox"/> Quiz <input type="checkbox"/> Test <input type="checkbox"/> Oral <input type="checkbox"/> Observation <input type="checkbox"/> Portfolio <input type="checkbox"/> Journal <input type="checkbox"/> Other	Textbook page: Worksheet: Reading: Project: Project: Other:
Additional Notes:				

<b>THURSDAY</b>	<b>Materials</b>	<b>Activities</b>	<b>Evaluation</b>	<b>Homework</b>
<b>S.S.S:</b> <b>Objectives:</b>	<b>Textbook page:</b> <b>Worksheets:</b> <b>Other(s):</b>	<input type="checkbox"/> <b>Discussion</b> <input type="checkbox"/> <b>Classwork</b> <input type="checkbox"/> <b>Boardwork</b> <input type="checkbox"/> <b>Debate</b> <input type="checkbox"/> <b>Report</b> <input type="checkbox"/> <b>Q and A</b> <input type="checkbox"/> <b>Other (s)</b>	<input type="checkbox"/> <b>Quiz</b> <input type="checkbox"/> <b>Test</b> <input type="checkbox"/> <b>Oral</b> <input type="checkbox"/> <b>Observation</b> <input type="checkbox"/> <b>Portfolio</b> <input type="checkbox"/> <b>Journal</b> <input type="checkbox"/> <b>Other</b>	<b>Textbook page:</b> <b>Worksheet:</b> <b>Reading:</b> <b>Project:</b> <b>Project:</b> <b>Other:</b>
<b>Additional Notes:</b>				
<b>FRIDAY</b>	<b>Materials</b>	<b>Activities</b>	<b>Evaluation</b>	<b>Homework</b>
<b>S.S.S:</b> <b>Objectives:</b>	<b>Textbook page:</b> <b>Worksheets:</b> <b>Other(s):</b>	<input type="checkbox"/> <b>Discussion</b> <input type="checkbox"/> <b>Classwork</b> <input type="checkbox"/> <b>Boardwork</b> <input type="checkbox"/> <b>Debate</b> <input type="checkbox"/> <b>Report</b> <input type="checkbox"/> <b>Q and A</b> <input type="checkbox"/> <b>Other (s)</b>	<input type="checkbox"/> <b>Quiz</b> <input type="checkbox"/> <b>Test</b> <input type="checkbox"/> <b>Oral</b> <input type="checkbox"/> <b>Observation</b> <input type="checkbox"/> <b>Portfolio</b> <input type="checkbox"/> <b>Journal</b> <input type="checkbox"/> <b>Other</b>	<b>Textbook page:</b> <b>Worksheet:</b> <b>Reading:</b> <b>Project:</b> <b>Project:</b> <b>Other:</b>
<b>Additional Notes:</b>				
<b>SATURDAY</b>	<b>Materials</b>	<b>Activities</b>	<b>Evaluation</b>	<b>Homework</b>
<b>S.S.S:</b> <b>Objectives:</b>	<b>Textbook page:</b> <b>Worksheets:</b> <b>Other(s):</b>	<input type="checkbox"/> <b>Discussion</b> <input type="checkbox"/> <b>Classwork</b> <input type="checkbox"/> <b>Boardwork</b> <input type="checkbox"/> <b>Debate</b> <input type="checkbox"/> <b>Report</b> <input type="checkbox"/> <b>Q and A</b> <input type="checkbox"/> <b>Other (s)</b>	<input type="checkbox"/> <b>Quiz</b> <input type="checkbox"/> <b>Test</b> <input type="checkbox"/> <b>Oral</b> <input type="checkbox"/> <b>Observation</b> <input type="checkbox"/> <b>Portfolio</b> <input type="checkbox"/> <b>Journal</b> <input type="checkbox"/> <b>Other</b>	<b>Textbook page:</b> <b>Worksheet:</b> <b>Reading:</b> <b>Project:</b> <b>Project:</b> <b>Other:</b>
<b>Additional Notes:</b>				

**ESOL Strategies:**

<input type="checkbox"/> <b>Reading Aloud</b>	<input type="checkbox"/> <b>Cooperative Learning Groups</b>
<input type="checkbox"/> <b>Guided Reading Instruction</b>	<input type="checkbox"/> <b>Peer Tutoring</b>
<input type="checkbox"/> <b>Reciprocal Teaching Groups</b>	<input type="checkbox"/> <b>Modeling</b>
<input type="checkbox"/> <b>Read and Retell</b>	<input type="checkbox"/> <b>Role Playing</b>
<input type="checkbox"/> <b>Teacher-Directed Interactive Reading</b>	<input type="checkbox"/> <b>Picture Descriptions</b>
<input type="checkbox"/> <b>Dictation</b>	<input type="checkbox"/> <b>Applying Prior Knowledge</b>
<input type="checkbox"/> <b>Learning to Write-Writing to Learn</b>	<input type="checkbox"/> <b>Providing Background Experience</b>
<input type="checkbox"/> <b>Mapping Techniques</b>	<input type="checkbox"/> <b>Other:</b>
<input type="checkbox"/> <b>Cloze Techniques</b>	<input type="checkbox"/> <b>Other:</b>

**EDUCATIONAL ALTERNATIVE OUTREACH PROGRAM**

**Daily Lesson Plan**

Date: \_\_\_\_\_

Subject: \_\_\_\_\_

SSS: \_\_\_\_\_

<b><u>Opening (5 minutes):</u></b>
<b><u>Objective(s) (5 minutes):</u></b>
<b><u>Direct Instruction (15 minutes):</u></b>
<b><u>Activity (25 minutes):</u></b>
<b><u>Assessment (10 minutes):</u></b>
<b><u>Homework:</u></b>

<b><u>Textbook, Materials and Resources:</u></b>
<b><u>ESOL Strategies:</u></b>
<b><u>ESE Strategies:</u></b>