TALBOT COUNTY   **POLICY CODE**
PUBLIC SCHOOLS   **9.37-AR**
EASTON, MD 21601   **ENDORSED:**   **09/13/89**
                                               REVISED: **07/14/04**
                                               REVIEWED: **07/30/10**

TEACHING METHODS – LESSON PLANS - AR

I.   **Concept of Planning**

Teaching must be viewed as an intentional act. Accordingly, each element of effective teaching must be addressed during the planning phase in order to facilitate mastery teaching and learning. The need for procedures to develop plans is recognized as vital to the quality and effectiveness of instruction.

Yearly (or Course) Plans and Unit Plans are viewed as important components of long range planning. Daily Plans are essential for effective teaching and are based on the Yearly and Unit Plans.

Yearly (or Course) Plans, Unit Plans, and Daily Plans will follow the Talbot County Public Schools Planning Rubric, as stated in the **Guidelines for Planning Document** (revised April 2001).

II.   **Statement of Purpose**

Research indicates that planning contributes to effective teaching. It is the roadmap which enables the teacher to meet each objective in a meaningful and intentional manner. Effective planning helps teachers to:

- Focus on objectives
- Plan for efficient use of instructional time
- Select methods to be used for instruction, remediation, and enrichment
- Identify appropriate resources
- Determine effective methods of evaluation

III.   **Elements of Planning**

Three types of plans are required for effective instruction: the Yearly (or Course) Plan, Unit Plans, and Daily Plans.

A.   The Yearly or Course Plan is a basic outline of the course. It will include the Units of Study, Time Frame, and Sequence of the units.

1.   **Units of Study** - These are the instructional units required by the Talbot County Public School System and are provided for each content area. In the absence of specific curriculum, the County Curriculum Specialists will provide direction.
2.   **Time Frame** – This is the amount of time necessary to teach the unit.
3.   **Sequence** – This is the order in which the units will be taught.

B.   A Unit Plan will be developed for each unit of study. Each unit will contain: the Unit Title, Time Frame, Student Performance Objectives, Unit Pre-requisites, Cue Set, Closure, and Draft Summative.

1.   **Unit Title** – The Unit Title, as found in the Yearly or Course Plan will be stated in the Unit Plan.
2.   **Time Frame** – The Time Frame, as found in the Yearly or Course Plan will be stated in the Unit Plan.
3.   **Student Performance Objectives** – The Student Performance Objectives are taken directly from the Talbot County Essential Curriculum and/or other approved national and state standards. The Curriculum Specialist will work with teachers to determine the appropriate Student Performance Objectives for each unit. The Student Performance Objectives are those things that students need to know, understand, and be able to do by the end of the unit.
4.   **Pre-Requisites** – Prior knowledge and skills, necessary for student success, must be identified and listed as part of the unit plan.
5.   **Cue Set** – The purpose of the Cue Set is to "hook" the students on the unit being presented. During the Cue Set, the teacher will state the objectives and expectations for the Unit. Ideally, the Unit Cue Set will be incorporated into the first daily lesson plan of each unit.
6.   **Closure** – The purpose of Closure is to summarize the unit and refocus on the Unit Objectives. Closure helps the teacher assess student knowledge of the objectives, the need for reteaching, and readiness for the Unit Summative.
7.   **Draft Summative** – The Draft Summative assures that all Student Performance Objectives have been covered and that the important skills and processes have been mastered. Teachers must consider a range of Summative Assessment methods. The Draft Summative will be developed prior to beginning the unit.

C.   The Daily Plan is developed by the teacher from the Unit Plan and is used to guide instruction. The daily plan should include strategies that support differentiated instruction and diverse learners. Each Daily Plan must include:

Student Performance Objectives, Cue Set, One or more of the elements of the Instructional Process (as appropriate for the lesson), and Closure.

1. **Student Performance Objectives** – The Student Performance Objectives come directly from the Unit Plan. The objective (s) is stated and clarified for the students as part of the cue set. The objective(s) for the daily lesson will be prominently displayed in the classroom.

2. **Cue Set** – The Cue Set occurs at the beginning of each lesson and is used to focus students on the current lesson. The Cue Set is a motivational activity or strategy which introduces the students to the lesson objective (s).

3. **Elements of the Instructional Process** – All lessons must include at least one of the following elements of the Talbot County Instructional Process: Teaching Strategy, Guided Practice, Independent Practice, Correctives, Enrichments, Extensions, or Formative Assessment. Typically, not all Elements of the Instructional Process are included in the Daily Lesson Plan. The teacher chooses the appropriate elements that assist students in mastering the Student Performance Objectives. Each element is described in more detail under Policy Code 9.37-AR.

4. **Closure** – The Closure summarizes the lesson and refocuses students on the objectives. This aspect of the lesson is an effective way for the teacher to monitor student understanding and to plan for any adjustments in future instruction. Closure is not always at the end of the lesson, but should be planned by the teacher prior to the teaching of a new concept or objective.

IV. **Formats for Planning**

Teachers in Talbot County have a choice of formats for planning, as long as all required elements are present.

A. Electronic Format – This format is found on the computer network at each school. The planning template can be pulled up and filled out at the teacher's discretion. In this format, the required elements for planning are highlighted in bold type.

B. Hard Copy Format – While it is recommended that teachers use the available technology, other formats are acceptable as long as the requirements for planning are followed.

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