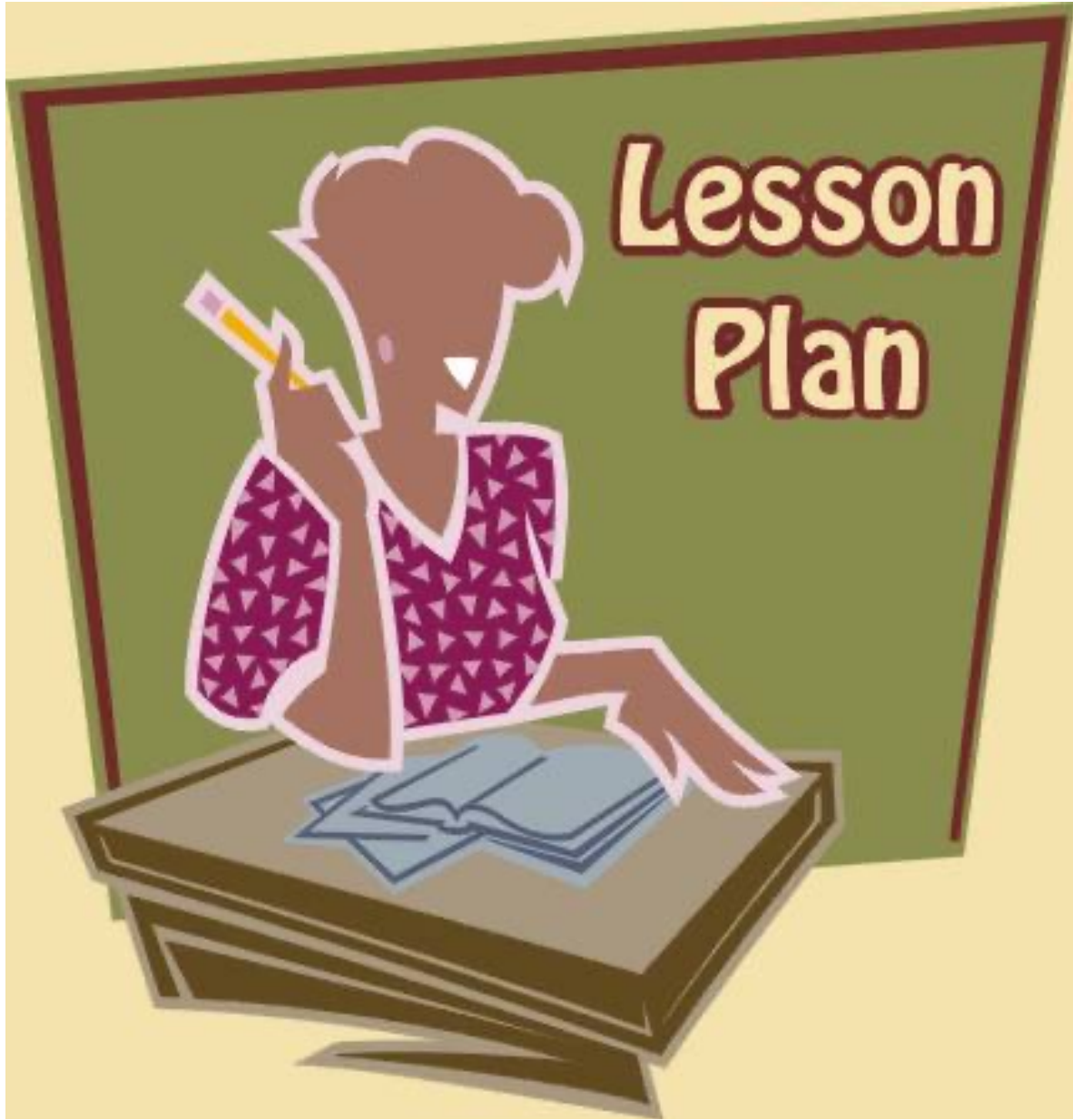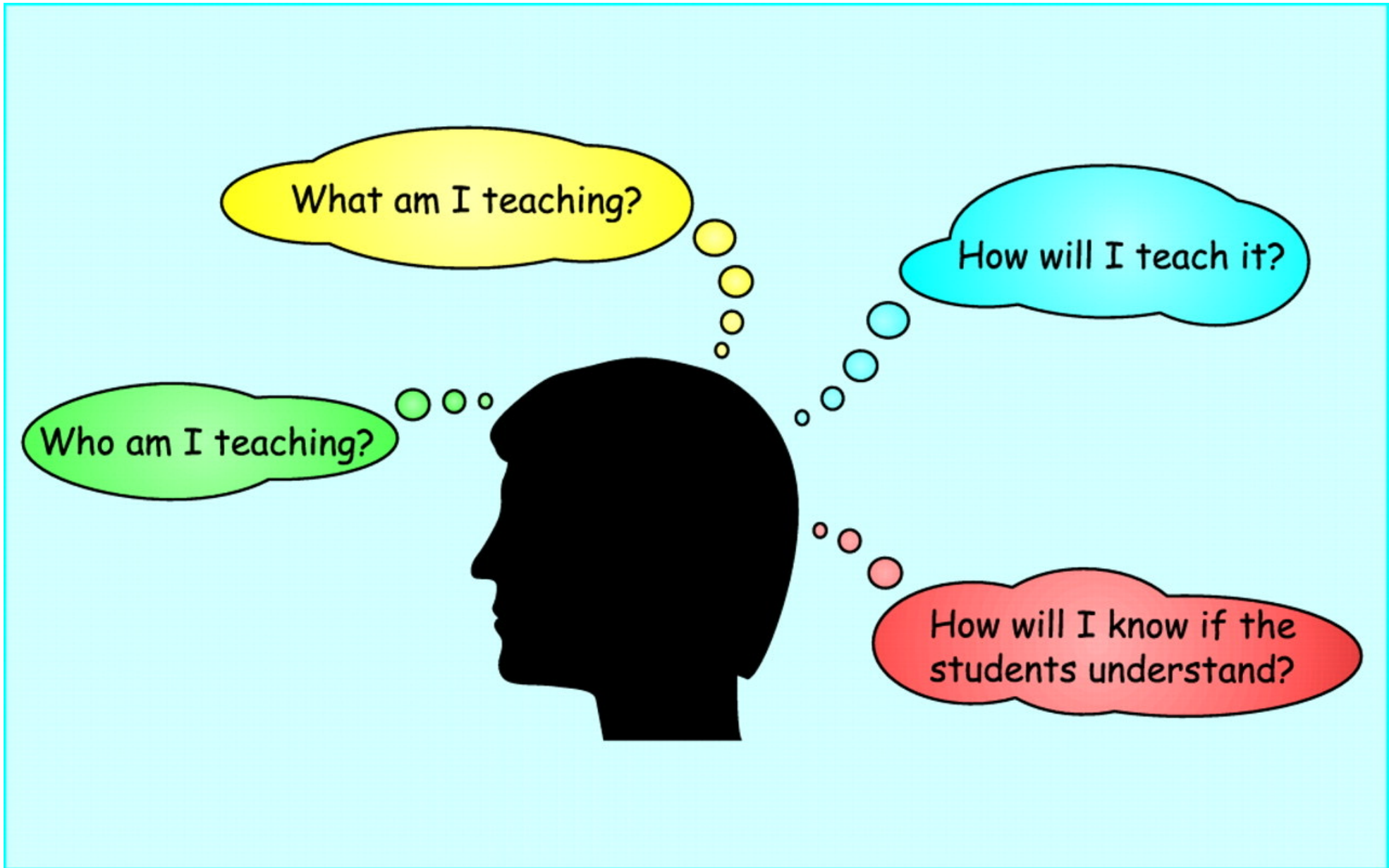# Essentials of Organizational Leadership

Lesson Plan

Lesson Planning

The Importance of Lesson Planning

- **Lesson planning (LP) is a vital component of the teaching-learning process. Proper <u>classroom planning</u> will keep teachers organized and on track while teaching. Thus LP allows teachers to teach and help students reach objectives more easily.**

Its Importance

1. **Generates Self-Confidence**: LP gives the teacher greater assurance and greater freedom in teaching. The teacher, who has planned his lesson wisely, enters the classroom without <u>anxiety, ready</u> to embark with confidence.

2. **Provides Conceptual Framework**: LP provides a coherent framework for smooth efficient teaching. It helps to draw attention to the association between various lessons or points, the organization of subject matter, and plan materials and activities to reinforce the connections.

3. **Maintains Focus:** Planning gives a sense of direction in relation to the syllabus. A lesson plan helps you to maintain focus.

4. **Provides a Structure:** Students normally respond extraordinarily well to structure and regularity, but respond to uncertainty by creating chaos. LP gives students structure.

5. **Saves Time**: **Lesson planning prevents waste because it helps the teacher to be systematic and orderly. It saves him from haphazard teaching**

6. **Facilitates Better Understanding**: **LP provides methods and strategies for teaching and learning. It also ensures the learning outcomes of the teaching content are achieved.**

7. **Establishes Continuity**: **LP establishes proper connections between different lessons or units of study, thus it provides and encourages continuity in the teaching process.**

8. **Provides a Sense of Achievement**: LP gives you not just a sense of accomplishment, but something tangible that reflects that accomplishment..

9 **Increases Motivation**: LP is proof that the teacher has taken a considerable amount of effort into his/her teaching. Success experience due to lesson planning increases motivation, productivity, and work satisfaction.

10. **Helps Course Correction**: **When teaching if students fail to comprehend some points, then you know which lesson plan to amend, and this step helps you learn from your own mistakes and missteps. Thus it provides useful basis for the future planning.**

Decisions Involved in Planning Lessons

✓ **Planning means imagining the lesson before presenting it. This involves prediction, anticipation, sequencing, organizing, and simplifying. The decisions teachers make are:**

✓ **The aims to be achieved**

✓ **The content to be taught**

✓ **The group to be taught (their background, previous knowledge, learning styles, etc.)**

✓ **The tasks to reinforce learning**

Hints for Effective Lesson Planning

✓When planning, think of your students, especially the weak ones; how do I ensure they understand the learning content?

✓Include timing in the plan so that you do justice to sub-topics and important points.

✓Think of the transitions; from teacher talk to student talk.

✓Pay attention to learning styles and multiple intelligences.

What is a learning outcome?

☐**Learning outcomes** are statements of what students will learn in a class or in a class session. The statements are focused on student learning (What will students learn today?) rather than instructor teaching (What am I going to teach today?).

☐These statements should include a verb phrase and an impact ("in order to") phrase -what students will do/be able to do and how they will apply that skill or knowledge.

How do I write learning outcomes?

Bloom's Taxonomy of Educational Objectives (published in 1956 and revised in 2001) gives you a way to express learning outcomes in a way that reflects cognitive skills. There are six levels (lowest to highest cognitive skills):

1) Knowledge/Remembering

2) Comprehension/ Understanding

3) Application/Applying

4) Analysis/analyzing

5) Synthesis/creating

6) Evaluation/Evaluating
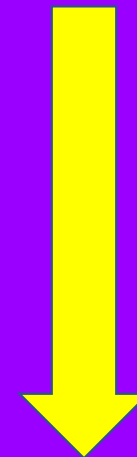
Example: On successful completion of this subject, <u>students should be able to</u>:

✓ <u>Explain</u> the characteristics of successful businesses;

✓ <u>Identify</u> the key activities and processes used by businesses to achieve their goals and objectives;

✓ Make business <u>decisions and identify</u> the financial consequences that flow from those decisions;

✓ <u>Evaluate</u> the financial performance of businesses;

✓ <u>Make and justify</u> accounting policy decisions in accordance with generally accepted accounting principles

Verbs to Avoid:

- *Understand, Appreciate, Know about, Become familiar with, Learn about, Become aware of.*

- These verbs are vague and often not observable or measurable. For example, how would you measure whether someone has "become familiar with" a particular tool? Use a more specific verb.

In Brief: For Learning Outcome

✓Focus on outcomes, not processes

✓Start each outcome with an action verb

✓Use only one action verb per learning outcome

✓Ensure that outcomes are observable and measurable (avoiding verbs like *know* and *understand*)

✓Check that the verbs used reflect the level of learning required (see Bloom's taxonomy)

✓Write the outcomes in terms of what the learner does, not what the instructor does

✓Check that the outcomes reflect knowledge, skills, or attitudes required in the workplace

✓Check that the outcomes fit within the program and course goals

Lesson Plan
various steps followed during teaching

- Introduction
- Declaration of the topic
- Presentation of the topic
- Comprehension questions
- Summary
- Application questions
- Recapitulation
- Home assignment

Effective Questioning Skills

Why do we need questioning skills?

Knowledge - the types of thinking you want your students to act upon or the concepts, facts, and theories you want them to acquire.

Skills - the skills you want your students to be able to perform at a given level.

Attitudes - the feelings, values, appreciations, motivations, or priorities of your discipline or profession you want to stimulate in your students.

Imparting knowledge and skills

- You need to raise the curiosity of children by asking questions
- The type of questions that you ask should make children think.
- You also need to ignite their imagination
- Questions should help them to reflect on any topic given for discussion
- Questions should touch their feeling level

Questioning skills

- "**I keep six honest serving men, (They taught me all I know). Their names are what and why and where, How and when and who**"

Purpose	What?	Why that ?	What else could?	What should?
Place	Where?	Why there?	Where else could?	Where should?
Order	When?	Why then?	When else could?	When should?
Person	Who?	Why he /she?	Who else could?	Who should?
Method	How?	Why that way?	How else?	How should?

Questioning skills

- **The purpose of studying and practicing questioning techniques is to help the teacher develop a number of questioning skills that the teacher can use to <u>stimulate productive thinking and reflection</u>.**

- **The type of question, approach to questioning, and author of the question influence greatly the type of learning experience and opening for reflections.**

Type of questions

- **Five questioning skills**
- **1. Factual and descriptive: to test memory – Who wrote Gitanjali? When did India gain Independence?**
- **2. Probing questions: to go beyond superficial answers**
- **a. The teacher seeks clarification: What exactly do you mean? Could you elaborate on that point?**

Critical Awareness Questions

- b. The teacher seeks to increase the student's critical awareness: What are you assuming? What are your reasons for thinking that is so?

- c. The teacher refocuses the response: Can you relate this to ....? If this is true, what are the implications for ....?

- d. The teacher redirects the question: What are the most important events in Gandhiji's life? Akbar? Suniti, do you agree?

Higher Order Questions: to generalize, infer, classify, conclude, etc.

- a. Asking for evaluations: Whom would you rate as the more efficient captain? Dhoni or Saurav Ganguley

- b. Asking for inferences: induction/deduction. We have examined the qualities of many world leaders. What, in general, are the qualities necessary for leadership? Why?

- c. Asking for comparisons: Is a rat the same as a mouse?

Higher order questions

- d. Asking for application of concepts or principles: Can you think of examples to show Newton's law of gravity?

- e. Asking for a problem solving: Can you prove that these triangles are congruent?

- f. Asking for cause and effect: If we were to have a two party system, how would it affect the political scene?

Divergent questions: to explore, to be creative: What might happen if the parliament passed a law preventing the manufacture and sale of cigarettes?

- **Affective Area Questions: to stimulate affectivity, empathy**

- **How would you feel if you were offered for sale for thirty rupees? Have you ever had the feeling that you were considered of no worth? Why? What was your reaction when you read of thousands who lost everything in the floods?**

Lesson Plan - English

- **Std IX: Story of Kindiba's Dive (Second language English)**

- **Aim of the lesson: i)Knowledge and skills improvement in vocabulary and understanding of English. Taste for reading stories in English. Learn some simple English structures. ii)Values: Appreciation of the life of a blind person, gratitude for one's sight, readiness to help blind people**

- **Experience: A synopsis of the story is given in simple English, and difficult words are explained. Students are given hints from the questions in the book as to what to look for. They read quietly in groups, and group members help one another. The teacher also hints at the effective side of the story. After the reading, the teacher goes through the story with the students**

Lesson Plan

- **Reflection: The teacher proposes the following questions: How did you feel when you read the story? Do you know a blind person? How do you feel when you see a blind person, a blind beggar, or a disabled beggar? How can we help blind people?**

- **Acton: To strengthen a positive attitude to blind persons, which hopefully has been built up by experience and reflection, may be a visit to a blind school, or inviting a blind person to the class could be done. Prayer could be composed of thanking God for your sight. An imaginary essay describing your feelings as a blind person**

Errors to be avoided

- 1. Questions are not framed correctly
- 2. To limit questions to a few only
- 3. Insufficient time to reflect on answers
- 4. Demonstrate impatience when answers are wrong
- 5. To talk too much – -less time for pupils to express
- 6. To ask questions that mainly rely on memory
- 7. Repeating one's own questions
- 8. Answering one's own questions
- 9. Repeating the pupil's answer

Manner

- Simple , conventional language
- Not too hurriedly or too slowly
- Do not repeat the questions
- Put questions to the class, pause then name the pupil you wish to answer
- Difficult questions for brighter students
- Do not overlook those who sit at the back or sides
- Do not answer yourself

Techniques of Questioning

- ı. 3 Skills.

- 1. pausing for 3-5 seconds.

2. Handling incorrect answers. If wrong a). Give it another try b). Judge the kind of response to be given c). If part of the answer is correct, reinforce it.

Be positive in response.

- 3. Calling on non-volunteers. a). Shy students get a chance b). Prevent monopolization c). Gives accurate feedback to the teacher of the group

How to improve the response

- **Prompting**
- **Seeking clarification**
- **Refocusing**
- **Redirecting the same questions to several pupils**
- **Asking higher order questions**
- **How to increase pupil participation-**
- Redirection – Can you add anything else?
- Questioning calls for a set of selected facts. Frame questions What are the duties of a citizen?
- Higher-order questions

EVALUATION

Assessment

Evaluation

is ongoing

is positive

is individualized

provides feedback

Both

require criteria

use measures

are evidence

driven

provides closure

is judgmental

is applied against standards

shows shortfalls

Evaluation and appraisal

- **Evaluation is a systematic <u>determination of a subject's merit, worth and significance, using criteria governed by a set of standards</u>. It can assist an organization, help in decision-making;**

- **Appraisal is a <u>judgment</u> or assessment of the value of something, especially a formal one while evaluation is an <u>assessment,</u> such as an annual personnel performance review used as the basis for a salary increase or bonus, or a summary of a particular situation**

Evaluation as a mechanism for providing feedback

- To maximize motivation, people need to perceive that effort they exert leads to a favorable performance evaluation

- What do we evaluate?

- Must evaluate teachers' task outcomes

- Behaviours such as promptness in submitting assignments could be used

- Traits: Traits such as having a good attitude, and showing confidence may or may not be correlated with positive task outcomes

Purposes of Evaluation

- **Students tell us that they study harder when letter grades are at stake. Performance evaluation systems influence behavior.**
- **Performance evaluation helps to take decisions regarding promotions, transfers, and terminations**
- **Newly appointed teachers are identified through performance evaluation**
- **Effectiveness of training and development programs can be determined by assessing how well those who participated do on their performance evaluation**
- **Evaluations fulfill the purpose of providing feedback to the teachers**

Who should do the evaluation?

- **Immediate superior**. Principal/ Vice Principal. Many feel unqualified to evaluate the unique contributions of each teacher.

- **Peers:** Peer evaluations are one of the most reliable sources of appraisal data. They are close to the action. Using peers as raters results in a number of independent judgments. An average of several ratings is more reliable than a single evaluation

- **Self-evaluation**. Having employees evaluate their own performance. They suffer from overinflated assessment and self-serving bias. Self-evaluations are low in agreement with superiors' ratings

- **Immediate Subordinates**: Immediate subordinates 'evaluations can provide accurate and detailed information. There is fear of reprisal from the boss

- **360 –Degree Evaluations**; It provides performance feedback from the full circle of daily contacts

Methods of Performance Evaluation

- **<u>Written essays-</u> Describe a teacher's strengths, weaknesses, /past performance, potential, and suggestions for improvement. Results often reflect the ability of the writer.**

- **<u>Critical incidents</u>; Specific behaviours are cited**

- **<u>Graphic Rating scales</u>: A set of performance factors such as quantity and quality of work, depth of knowledge, cooperation, loyalty, attendance, honesty, and initiative is listed. The evaluator goes down the list and rates each on incremental scales. Scales specify 5 points. Less time-consuming to develop**

Suggestions for improving performance Evaluations

- Self evaluation:They can unconsciously inflate evaluations.

- <u>Emphasize behaviours rather than traits</u>: Many traits have little or no performance relationship

- <u>Document performance behaviours in a diary</u>. Keeping a diary for each person's evaluation tends to be more accurate

- <u>Use of multiple evaluators</u>: As the number of evaluators increases the probability of attaining accurate information increases

- <u>Evaluate selectively</u>: Appraisers should evaluate only those areas in which they have some expertise.

Suggestions for improving performance Evaluations

- **Train evaluators: Training evaluators can make them more accurate raters**

- **Provide teachers with due process: The concept of due process can be applied to appraisals to increase the perception that teachers are treated fairly.**

- **Due process: Teachers know what is expected of them. All relevant evidence of a proposed violation is aired so individuals affected can respond. The final decision is based on the evidence and is free from bias**

How to Give Helpful Feedback

Why Feedback? Feedback is important for the following reasons.
1) To make performance improvements;
2) To improve morale and engagement;
3) To develop the Staff;
4) To motivate teamwork.

In other words, it is essential to develop performance.

Providing Performance Feedback

- Reluctance to give performance feedback.
- Unconformable discussing performance weaknesses directly with the staff members.
- Fear confrontation when presenting negative feedback.
- Staff become defensive when their weaknesses are pointed out
- Staff tend to have an inflated assessment of their own performance.
- Train people on how to conduct constructive feedback
- Performance review should be designed more as a counseling activity than a judgment process

How to give feedback

- **Ask permission:** Depending on the relationship you need to ask permission

- **Demonstrate Care**: Given with the intent of helping the other person

- **Be specific**: Be as specific as possible. Instead of saying "You are always coming late" say, " Yesterday you came to school 45 minutes late" Describe exactly what happened

- **Focus on behavior**: Focus on behavior and not individuals. Tell the other person what you notice. e.g. Instead of saying, " You are a robber" say " You have taken a classmate's pen".

How to give feedback

- **Be descriptive**: Your feedback should be descriptive rather than judgmental. Describe as objectively as possible what you saw. Do not use words such as always, never, sometimes good, bad, should, or must. They are value-laden and express judgment.

- **Make it immediate**: Give the feedback at the earliest.

- **Make it Private**: Follow the principle, 'Praise in public and criticize in private

- **Use 'I ' statements**: Own the feedback by using I statement to describe how the behavior is affecting you.

How to give feedback

- **Evolve Ideas**: Be careful not to advise the person on what to do about the feedback. Rather if requested, help the person to understand the issue better.

- **Make it positive**: Praise is a strong motivator and positive reinforcement is one of the strongest factors in bringing about change.

7 Qualities of Effective Feedback

Timely

Kind

Specific

Positive

Brief

Honest

Useful

Steps for Giving a Feedback:

Sandwich Feedback Technique

Praise
Criticism
Praise

1.Prepare: One should go into the feedback process with careful forethought and planning. A good outline for success. Without one, it is easy to get off track and you can lose control of the conversation. Know exactly what you're going to say and how you're going to say it.
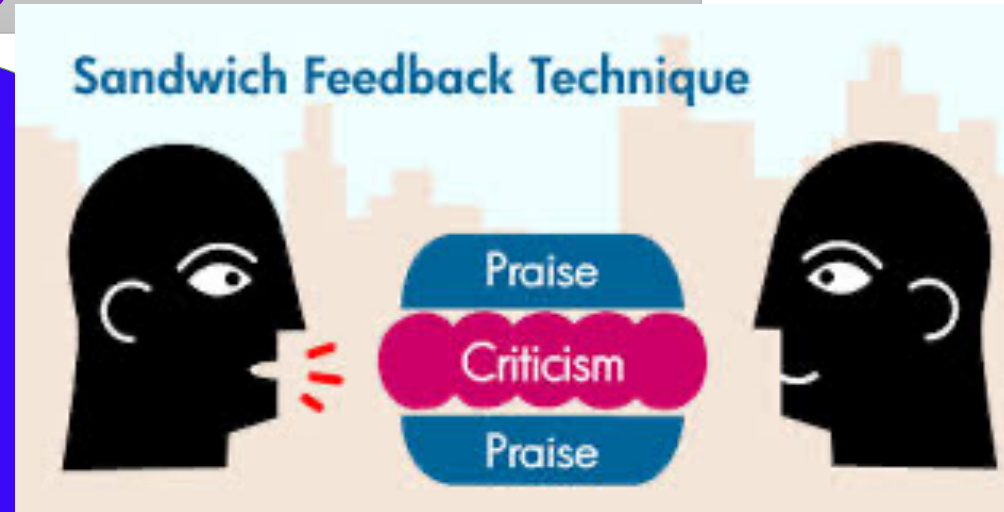
2. **Identify the positive**: Find something significant that the individual did. This needs to be related to the classroom observation, or from other sources of information such as students' feedback, your random walking outside the classroom, etc. Positive feedback stimulates the reward centers in the brain, leaving the recipient open to taking a new direction.

3. Present Facts: After having the other's attention and in a receptive frame of mind, kindly pay attention to the below points and be direct and firm, but never angry and never demeaning in giving feedback.

- **Focus feedback on behaviour rather than the person.** Refer to what a person **does** rather than comment on what we imagine he **is.** This implies that we use adverbs (which relate to action) rather than adjectives (which relate to qualities) when referring to a person. Dislike the behaviour but love the person.

9-14
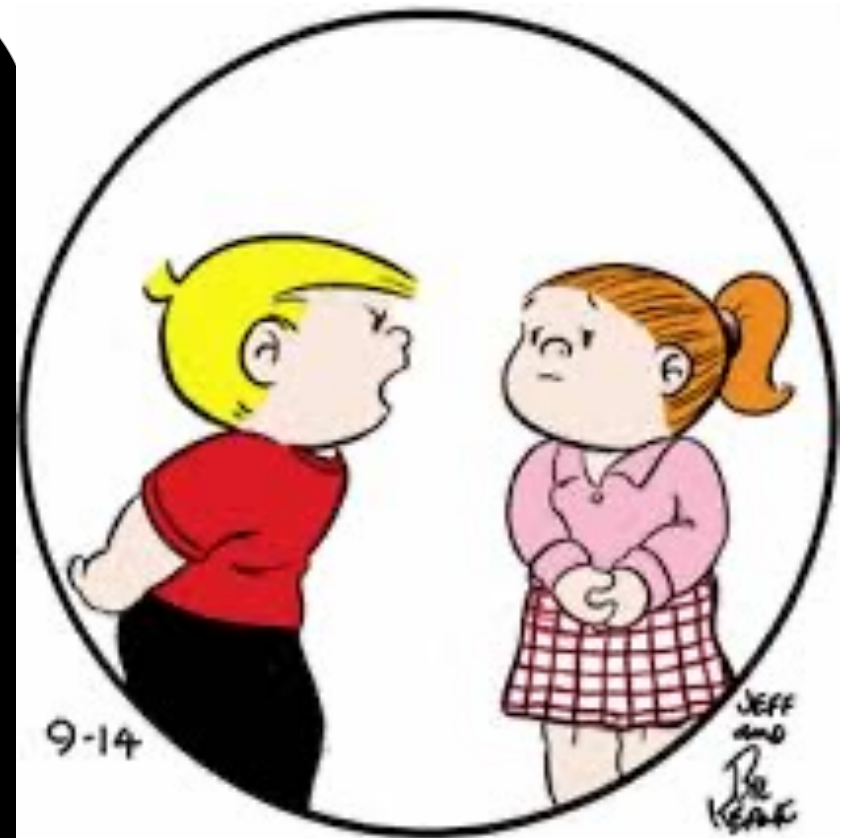
"Stop being so fat, Dolly."

- **<u>Focus feedback on behaviour related to a specific situation</u>**, *preferably to the "here and now"*. The adult brain learns best by being caught in action. If you wait three months to tell someone that his or her performance is average, he or she usually can't grasp the changes needed in order to change direction. People generally respond better to a specific, positive direction. It is more meaningful to give as soon as the observation or reactions occur, thus keeping it concrete and relatively free of distortions that come with the lapse of time.

- **Focus feedback on observations** rather than inferences. Observation refers to what we can see or hear in the behaviour of another person, while inferences relate to interpretations and conclusions which we make from what we see or hear.

- **Focus feedback on description** rather than judgement. The effort to describe represents a process for reporting what occurred, while judgement relates to an evaluation in terms of good or bad, right or wrong. The judgements arise out of personal frame of reference or values, whereas description represents neutral (as far as possible reporting.)

HAIR: shape

She has got straight hair.

He has got wavy hair.

They have got curly hair.

HAIR: length

He's got short hair.

She's got shoulder length hair.

She's got long hair.
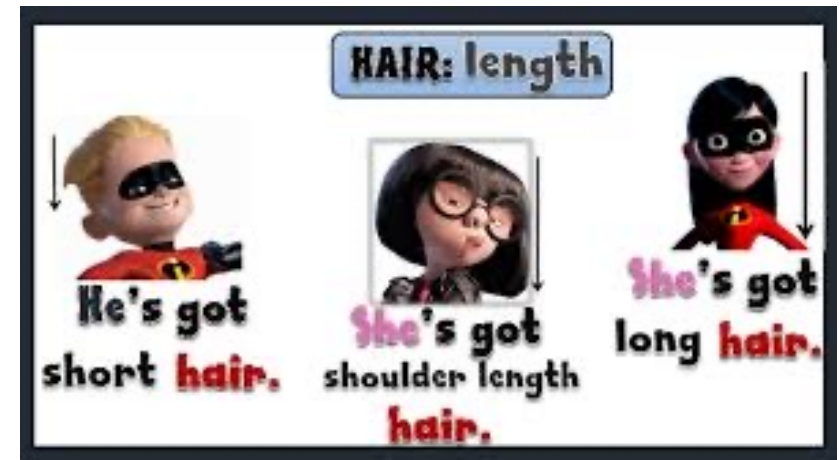
4. Encourage - Give a bright outlook: It is inevitable that feedback causes some mental deflation in the person. Do not leave the person in that place. Project a positive outcome of future efforts. Follow up with the person and be helpfully inquisitive and continue promoting change.
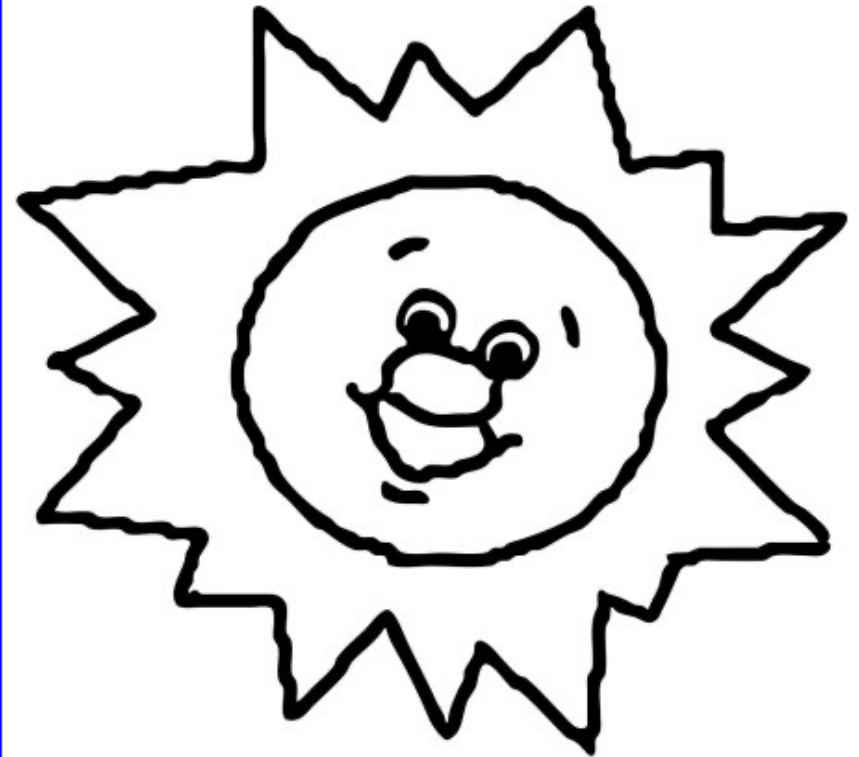
5. Avoid these common errors: 1) Do not focus on many issues for it may become confusing and overwhelming. Discuss one issue at a time; 2) Don't be too critical or heavily negative. Feedback should inspire the other person to improve; 3) Do not avoid real problems; 4) Don't be too vague – use specific examples; 5) Leave plenty of time for the recipient to ask or answer questions and respond to what you've said

THANK YOU

7 things to remember when giving Feedback to students

- 1. Feedback is not advice, praise, or evaluation. Feedback is information about how we are doing in our efforts to reach the goal

- 2. If the students know how the classroom is a safe place to make mistakes, they are more likely to use feedback for learning

- 3. The feedback students give teachers can be more powerful than the feedback teachers give students

7 things to remember when giving Feedback to students

- 4. When we give a grade as part of our feedback, students routinely read-only as far as the grade

- 5. Effective feedback occurs during the learning while there is time to act on it

- 6. Most of the feedback the students receive about their classroom work is from other students and much of that feedback is wrong

- 7.Students need to know learning targets- the specific skills they are supposed to learn or else ' feedback' is just someone telling them what to do