

# UNIT 5: The Instructional Plan and Assessment Protocol



## Unit Objectives

At the end of the unit, the students must have:

1. Identified and explained the instructional cycle practiced in the field as reflected in the daily lesson plan.
2. Written lesson plans using specified competencies, strategies, reflections and communication skills.
3. Revised lesson plans based on the feedback given by resource teachers.
4. Cited some problems encountered in writing lesson plans.
5. Demonstrated the ability to teach a subject using appropriate teaching competencies and multiple teaching strategies.
6. Executed ways in embedding formative and summative assessment in the written plan and lesson demonstration.
7. Evaluated traditional and authentic assessment task in the light of the principles of test construction.
8. Identified problems in the conduct of assessment that can be addressed by AR

9. Used reflections and insights gained to improve practice in the teaching learning process and student engagement.



1. The Instructional Cycle/ Events

2. Preparing My Learning Plans

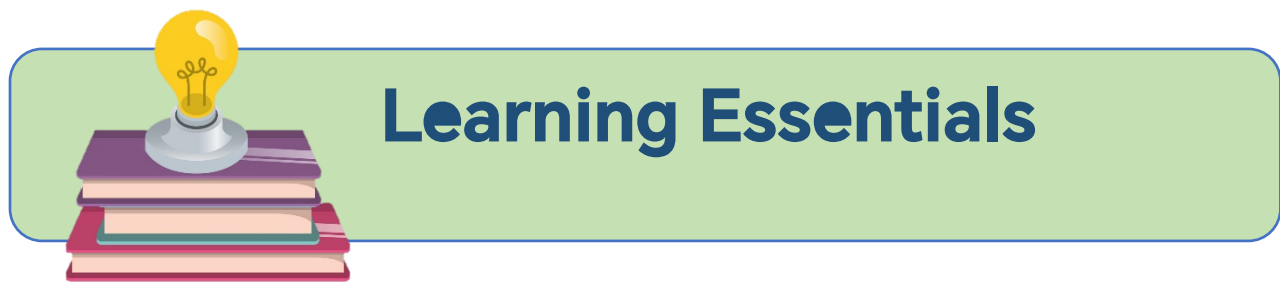
- CG
- DLP
- TG
- LM

3. Problems Encountered in Lesson Planning

4. Delivery of my lessons

5. Assessing For, As and Of Learning

6. Using Traditional and Authentic Types of Assessments in Formative and Summative Purposes



**Instructional Cycle/Events was discussed in FS1. Please go back and read again.**

### **Preparing My Learning Plans**

Lesson Plan/Learning Plan - A lesson plan is the instructor's road map of what students need to learn and how it will be done effectively during the class time. Then, you can design appropriate learning activities and develop strategies to obtain feedback on student learning. Having a carefully constructed lesson plan for each 3-hour lesson allows you to enter the classroom with more confidence and maximizes your chance of having a meaningful learning experience with your students. A lesson plan provides you with a general outline of your teaching goals, learning objectives, and means to accomplish them, and is by no means exhaustive. A productive lesson is not one in which everything goes exactly as planned, but one in which both students and instructor learn from each other.

There are 3 types of lesson plan you can use, and the one you choose depends on

how prepared you like to be and what specific criteria you are looking for your lesson to follow.

- ✓ **Detailed lesson plan.** A detailed plan covers everything and gets teachers fully prepared for the lesson ahead. It covers what to teach and all the activities students will complete that lesson.
- ✓ **Semi detailed lesson plan.** Semi-detailed plans are less intricate than detailed, but they still focus on what you want to cover for that subject on that day. They act as a general game plan for what will go on in the lesson.
- ✓ **Brief lesson plan.** This shows an outline of what the teacher will be doing for the lesson.

The DepEd has provided templates for DLP (detailed lesson plan) and Daily Lesson Log (DLL). This was done to institutionalize instructional planning which is vital to teaching-learning process.

**Curriculum Guide.** A curriculum guide may be general or specific and can be a way of determining what to teach, how to teach it, and in what ways to teach material to diverse groups of students. This outlines which learning goals are most essential for student learning; it is the government's guaranteed and viable curriculum. The expectation is that every student regardless of school or classroom, will know and understand these learning goals. As the classroom teacher, you should use the curriculum guide to help you to decide how to scaffold up to the learning goals, and extend your students' learning beyond them.

**Detailed Lesson Plan.** Detailed Lesson Plan (DLP) is a teacher's "roadmap" for a lesson. It contains a detailed description of the steps a teacher will take to teach a particular topic. A typical DLP contains the following parts: Objectives, Content, Learning Resources, Procedures, Remarks and Reflection.

**Teacher's Guide.** One of the essential tools for teachers in teaching. The purpose of this TG is to help teachers in preparing a unit of work that integrated the basic skills of learners. TG also helps teachers to think about the essential goals of the curriculum, as well as the opportunities that children need to achieve. It also allows teachers to expand their range of teaching techniques.

**Learning Material.** One of the important K-12 resources is the Learners Material (LMs). Learners Material (LM's) covers the relevant activities in the achievement of the K-12 curriculum competencies. It is usually aligned with the Teachers Guide (TG's) and Curriculum Guide (CG's). An excellent Learners Material (LM's) is contextualized by curriculum planners and educators of the Department of Education. Currently, Learners Material (LM's) were all printed and distributed to our schools throughout the country. Currently, Learners Material (LM's) were all printed and distributed to our schools throughout the country. K-12 Teachers Guide (TG) and Learners Material (LM) are K-12 resources used in preparing Daily Lesson Logs (DLL's). Without these references: Teachers' Guide (TG), Learners Materials (LM's) and Curriculum Guides (CG's) teachers are not allowed to use DLL's in the Classroom. The K-12 standards will help our fellow teachers in determining our learning goals. A well understood Learners Material (LM's) will help our fellow K-12 Teachers in accomplishing learning objectives while keeping our students excited about the curriculum.

Teachers must keep in mind that in stating the learning outcomes, three domains must be considered (Cognitive, Affective and Psychomotor). Outcomes must be stated in terms that are specific, measurable, attainable, realistic and time-bound (SMART). The cognitive includes the Bloom's Taxonomy (Remembering, Understanding, Applying, Analyzing, Evaluating, Creating).

## **Problems Encountered in Lesson Planning**

Here are some problems that are encountered in Lesson Planning.

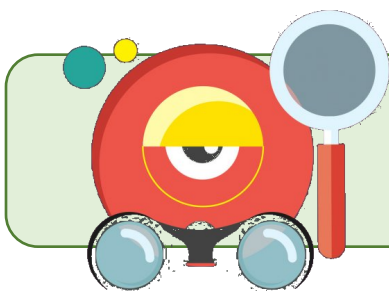
- ✓ My student and I spend a lot of time just talking each week. ...
- ✓ I never have enough time to finish the last part of my lesson. ...
- ✓ My lessons never go according to plan. ...
- ✓ I don't think students are maintaining the skills they learn from week to week. ...
- ✓ My student wants to learn so much!

Please visit the link for further understanding

<https://sites.google.com/site/literacyonline/teaching-materials/lesson-planning/common-lesson-planning-challenges>

Please read the **Learning Essentials** on the book of Lucas, et al, FS 2 on the following:

- Delivery of my lesson pp. 74-78
- Assessing For, As and Of Learning pp. 144-147
- Using Traditional and Authentic Types of Assessments in Formative and Summative Purposes pp.153-159



**Participate & Assist**

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What to do:

Request lesson plan exemplars /lesson plan templates from your RT. If not available, you can make use of the basic components of a lesson plan.

Lesson Plan in \_\_\_\_

Grade Level \_\_\_\_\_

Learning Outcomes
Learning Content
Learning Resources
Learning Procedures

DepEd has issued DO 42s, 2016, Policies Guidelines on Daily Lesson Preparation for the K to 12 Basic Education Program. Please take a look on the templates for the Detailed Lesson Plan (DLP) and Daily Lesson Log (DLL)

### **Instructional Planning**

(The process of systematically planning, developing, evaluating and managing the instructional process by using principles of teaching and learning - D.O. 42, s. 2016)

#### **Detailed Lesson Plan (DLP) Format**

School		Grade Level	
Teacher		Learning Area	





### DAILY LESSON LOG

School		Grade Level	
Teacher		Learning Area	
Teaching Dates		Quarter	
Teaching Time		Section	

	Monday	Tuesday	Wednesday	Thursday	Friday
<b>I. OBJECTIVES</b>					
A. Content Standards					
B. Performance Standards					
C. Learning Competencies/ objectives Write the LC code for each					
<b>D. CONTENT</b>					
<b>E. LEARNING RESOURCES</b>					
A. Reference					
1. Teacher's Guide Pages					
2. Learner's Materials Pages					
3. Textbook Pages					
4. Additional Materials from Learning Resource (LR) portal					
B. Other Learning Resources					
<b>F. PROCEDURES</b>					
A. Review previous lesson or presenting a new lesson					
B. Establishing a purpose for the lesson					
C. Presenting examples/ instances of new lesson					
D. Discussing new concepts and practicing new skills #1					

E. Discussing new concepts and practicing new skills #2					
F. Developing mastery (Leads to formative assessment)					
G. Finding practical applications of concepts and skills in daily living					
H. Making generalizations and abstractions about the lesson					
I. Evaluating learning					
J. Additional activities for application or remediation					
<b>G. REMARKS</b>					
<b>H. REFLECTION</b>					
A. No. of learners who earned 70% on the formative assessment					
B. No. of learners who require additional activities for remediation					
C. Did the remedial lessons work? No. of learners who have caught up with the lesson					
D. No. of learners who continue to require remediation					
E. Which of my teaching strategies worked well? Why did this work?					
F. What difficulties did I encounter which my principal or supervisor can help me solve?					
G. What innovation or localized materials did I use/discover which I wish to share with other teachers.					

## **NOTICE:**

1. What would you consider in writing your lesson/learning plans?

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2. What difficulties did you meet in writing your lesson/learning plans?

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3. What feedback was/were given by your RT in your first draft/succeeding lesson/learning plan?

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4. What were the best features/areas for improvement of your lesson/learning

plans?

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Name: \_\_\_\_\_

### What to do:

**Complete the given matrix by using Gagne's Nine Events of Instructions. Consult your RT if your plans are ready for implementation or your assistance is needed in any part of the lesson.**

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**1. Review the PPST, the Southeast Asia Teacher Competency Standards, what competencies does a great teacher possess?**

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**2. Are these competencies limited only to professional competencies?**

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**3. For a teacher to be great, is it enough to possess the professional competencies to plan a lesson, execute a lesson plan, manage a class, assess learning, compute an report grades? Explain your answer.**

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**4. Which is more important--- personal qualities or professional qualities?**

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**5. Who are teachers that we remember?**

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1.Which personal traits do I possess? Not possess? Where do I need improvement?

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2. Which professional competencies am I strongly capable of demonstrating?

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3. In which competencies do I need to develop more?

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4. Who are the teachers that we remember most?

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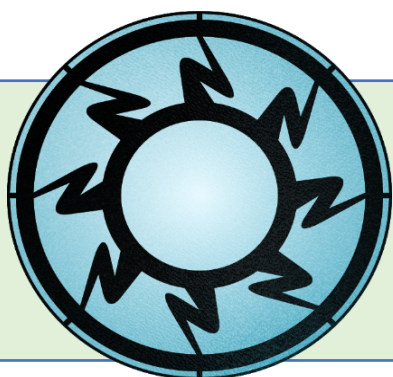
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**WARP**  
(Write Action Research Prompts)



1. **O**bserve. In assisting my Resource Teacher, I observed that personal traits such as \_\_\_\_\_ and professional competencies like \_\_\_\_\_ were least/ not displayed and as a result, students were/ class was

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2. **R**eflect. The lack of these personal traits and professional competencies ( mentioned in #1) may be caused by \_\_\_\_\_

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3. **P**lan. I would like to address this problem (mentioned in #2) by conducting an action research on

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4. **A**ct.

a) The main objective of my action research is \_\_\_\_\_

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b) My specific research questions  
are: \_\_\_\_\_

c) To answer my specific questions, I



## Learning Artifacts

These must be included in the portfolio:

References:

<https://www.teachpinas.com/k-12-teachers-guide-tg-compilation/>

<https://k12fileshares.blogspot.com/p/learners-material.html>

