



WV SCHOOLS OF DIVERSION AND TRANSITION ORGANIZATIONAL PROCEDURES

LESSON PLANS	Section	Classroom and Student Management
	Number	5.10
	Effective Date	05-01-16
	Revision Date	07-01-16
	Revision No.	1
	Approval:	<i>Jack C. Deen</i>

1.0. PURPOSE:

The purpose of this procedure is to ensure instruction is provided following a prioritized curriculum, as set forth by the WV Schools of Diversion and Transition (WVSDT).

2.0 APPLICABILITY:

This Operational Procedure applies to all Diversion and Transition Programs in juvenile and adult facilities, including special education teachers who utilize the inclusion model.

3.0 POLICY STATEMENT:

The development of lesson plans incorporating research based instructional strategies with the individual needs of students in mind provide the essential tool for guiding daily instruction.

4.0 DEFINITIONS:

“Lesson planning” refers to the process of writing a comprehensive plan for a daily lesson that addresses prioritized objectives that are relative to the current adopted goals and standards, provides a variety of instructional strategies, utilizes various resources, offers differentiation for individual student needs and determines a means for assessment of the learning that is expected to occur.

5.0 PROCEDURES:

- 5.1** The principal and/or lead teacher at each school is responsible for the implementation of these procedures.
- 5.2** The principal/lead teacher at juvenile facilities and Anthony Correctional Center will ensure that lesson plans are developed in such a manner that a substitute teacher, if provided, could deliver the curriculum if the classroom teacher were absent.
- 5.3** Teachers prepare lesson plans in advance, in accordance with the requirements of the principal and/or lead teacher.
- 5.4** WVSDT has developed a template for teacher lesson plans to ensure that lesson plans guide instruction, actively engage the learner, address 21st Century Learning Skills and meet the West Virginia Board of Education content standards and objectives.
- 5.5** The principal and/or lead teacher will review and provide written feedback to teachers a minimum of once per quarter in adult facilities and once every nine week grading period in juvenile facilities.

5.6 The principal and/or lead teacher will maintain documentation of lesson plan reviews. Additionally, each teacher will maintain documentation of lesson plan reviews with their lesson plans.

6.0 **AUTHORITY**

State Board of Education Policy 2800: *Regulations for Juvenile Diversion and Transition Programs.*