

TDC PROGRAM

July 2019 -
Oct. 2019



Teacher Portfolio

LIC 5

LIC Theme: Classroom Routines

Name of the Teacher:

Name of Mentor Teacher:

Name of School:

School ID:

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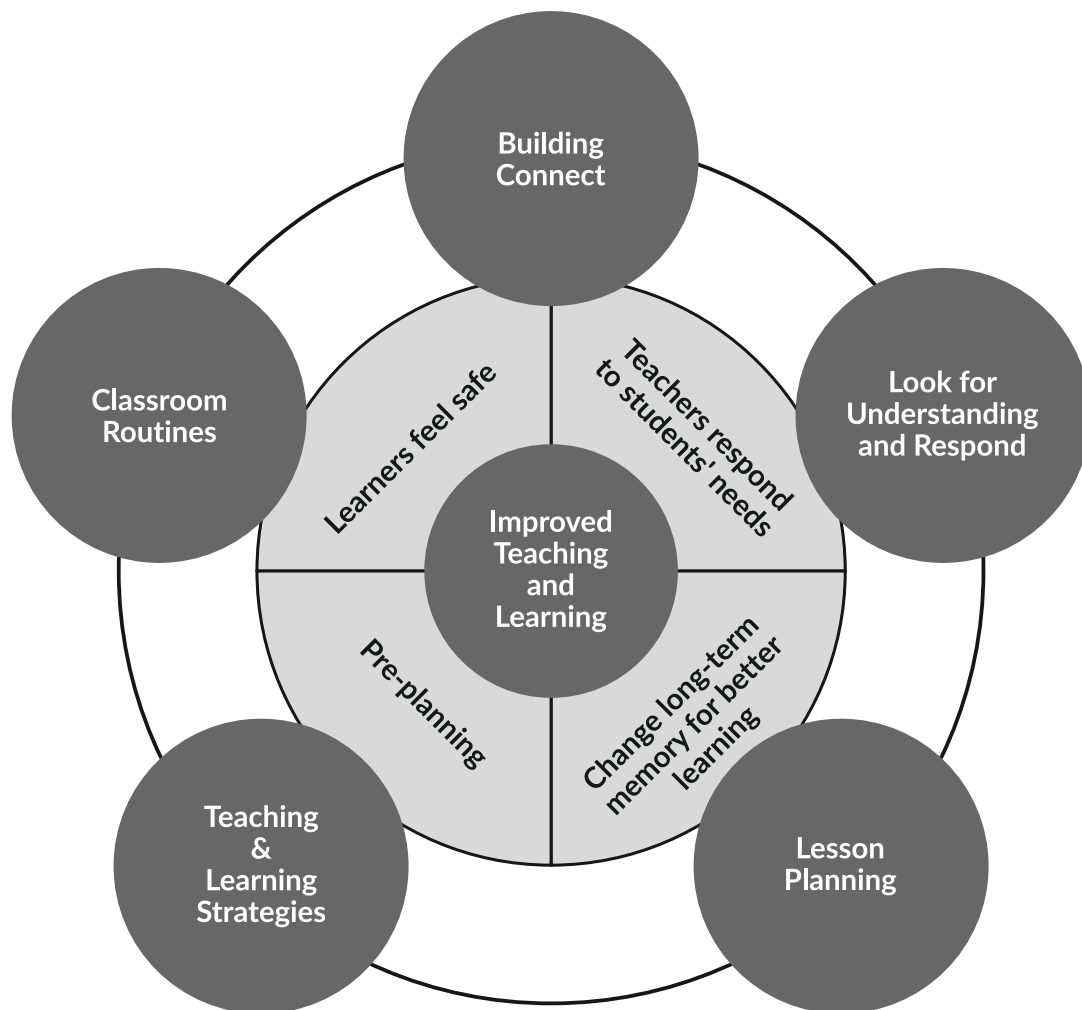
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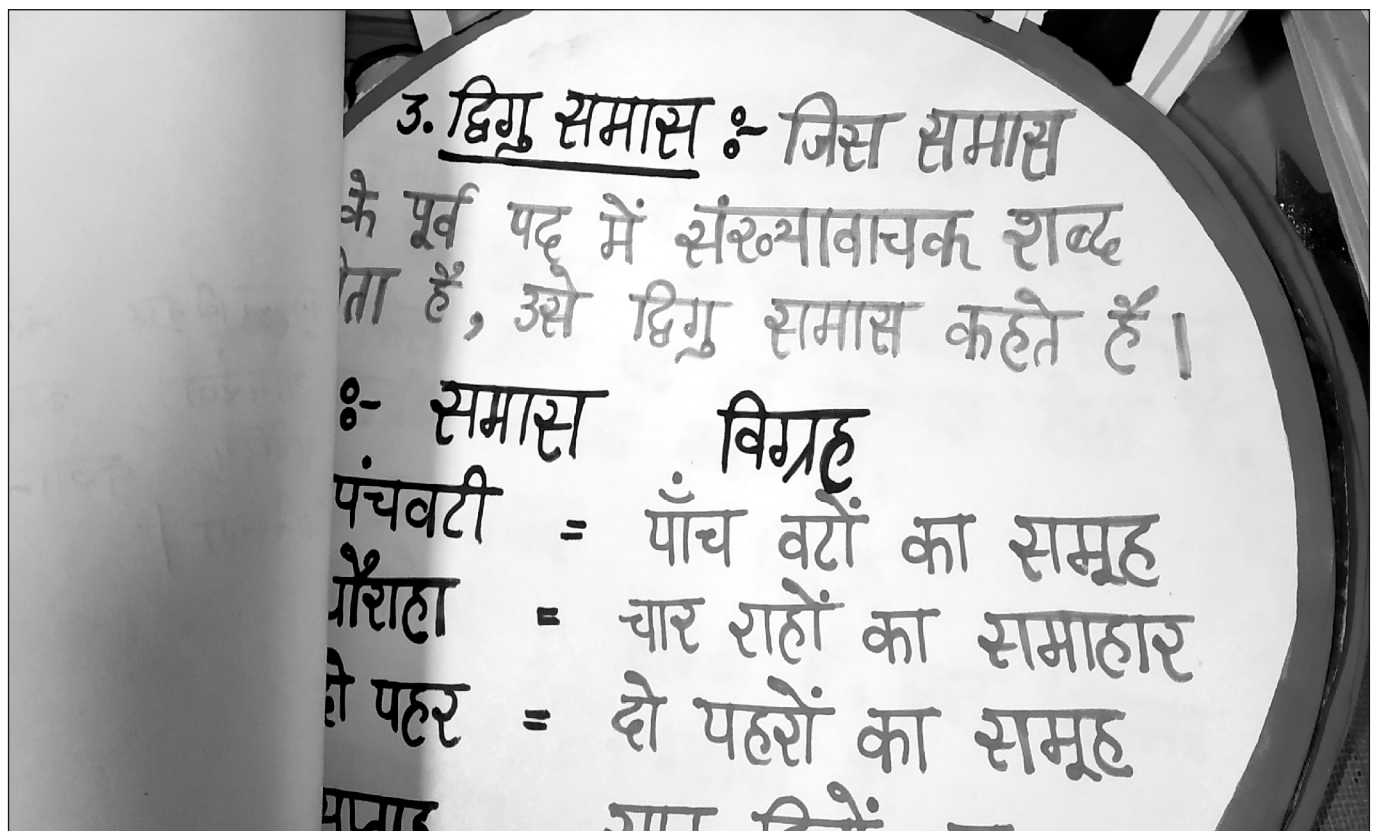


Our Journey So Far

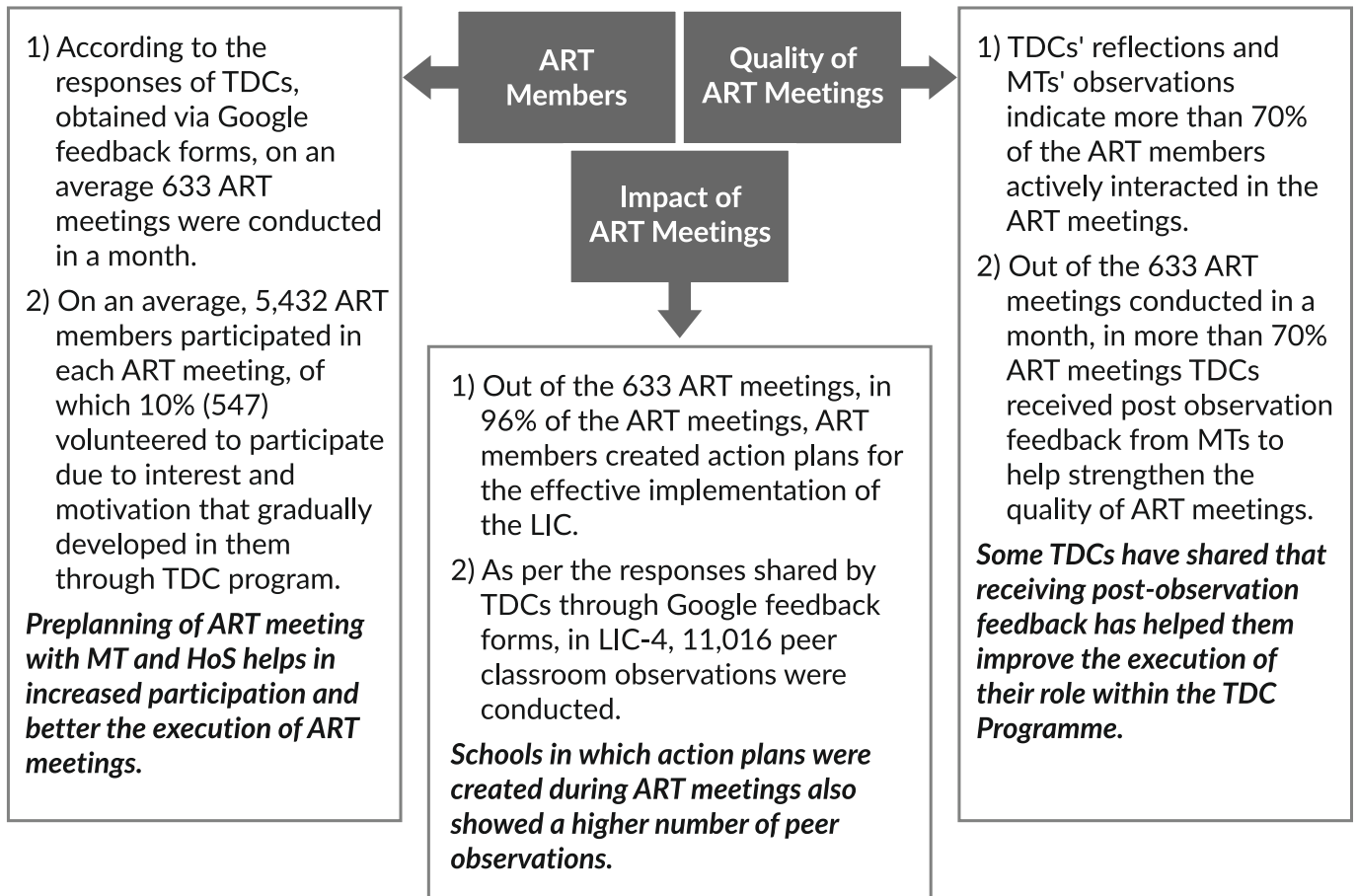
Over the past three years, the TDC programme has focused on different themes that, when used together, help improve teaching and learning. The various themes connect to different pillars of effective classrooms – beginning with making learners feel safe by building connect, establishing learners' needs by looking for understanding, and moving on to improving instruction by pre-planning lessons and using simple strategies that help build long-term memory. In this LIC, we will now focus on establishing classroom routines that help increase engagement while passing on some ownership to students as well. In order to keep building on these pillars, moving forward, we will deliberately look at themes that draw a clear linkage to what has been done previously.



Theme	Summary	Suggested Strategies
LIC 1: Building Connect	Helped teachers build a culture of trust and positive communication in the classroom, ensuring that students feel valued.	<ul style="list-style-type: none"> • Name Tags • Class Tree
LIC 2: Look for Understanding and Respond	Helped teachers use assessments to identify gaps between teaching and learning and adapt teaching strategies to fill those gaps.	<ul style="list-style-type: none"> • Differentiated Groups • Peer Learning • Sign for Understanding and Respond
Pre-LIC: Mission Buniyaad	Helped teachers learn more about developing reading skills in students. ART members discussed Mission Buniyaad and how it can be strengthened in their schools.	Linked to the strategies suggested by the material developed for Mission Buniyaad by the state
LIC 3: Lesson Planning	Helped teachers plan and sequence lesson activities in a way that is engaging. Planning also helped teachers be more deliberate in the strategies and questions they used.	<ul style="list-style-type: none"> • Opening Routine • Main Activity • Closing Routine
LIC 4: Teaching & Learning Strategies	Helped teachers integrate simple techniques to their teaching to help learners understand and remember what they learn.	<ul style="list-style-type: none"> • Elaborative Questioning • Retrieval Practices
LIC 5: Classroom Routines	Will help teachers build warm but orderly classrooms while transferring some ownership to the students as well.	<ul style="list-style-type: none"> • Do Now • No Hands



What the data tells us*



*Data has been gathered through Google form responses of TDCs on the reflection of ART-1, ART-2, and ART-3 in LIC-4.



What is the purpose of this portfolio?

The portfolio is designed to help you inspire the learners in your classroom through building great classroom routines. As a teacher, you play a vital role in building the right type of environment for your learners.

We recognize that you as the teacher know your learners better than anyone else. As a result, you are uniquely placed to make decisions on the details of what will work best for your learners. As a result, this portfolio does not contain all the answers; instead, it is designed to help you to reflect, structure your thinking and plan how to adapt teaching strategies in a way that will have the most impact in your classroom. As teachers, you are the group with the answers on what this will look like, and you will give and receive support from your fellow teachers in this process.

Over the next few months, we will support you to:

Reflect upon, and refine, your use of two high impact teaching strategies that will help you build an engaging classroom environment

Receive quality feedback on your use of the practices in the classroom through developmental observation

Build deep collaborative, professional relationships with your fellow teachers, and support each other to continuously improve



What is the Learning Improvement Cycle?

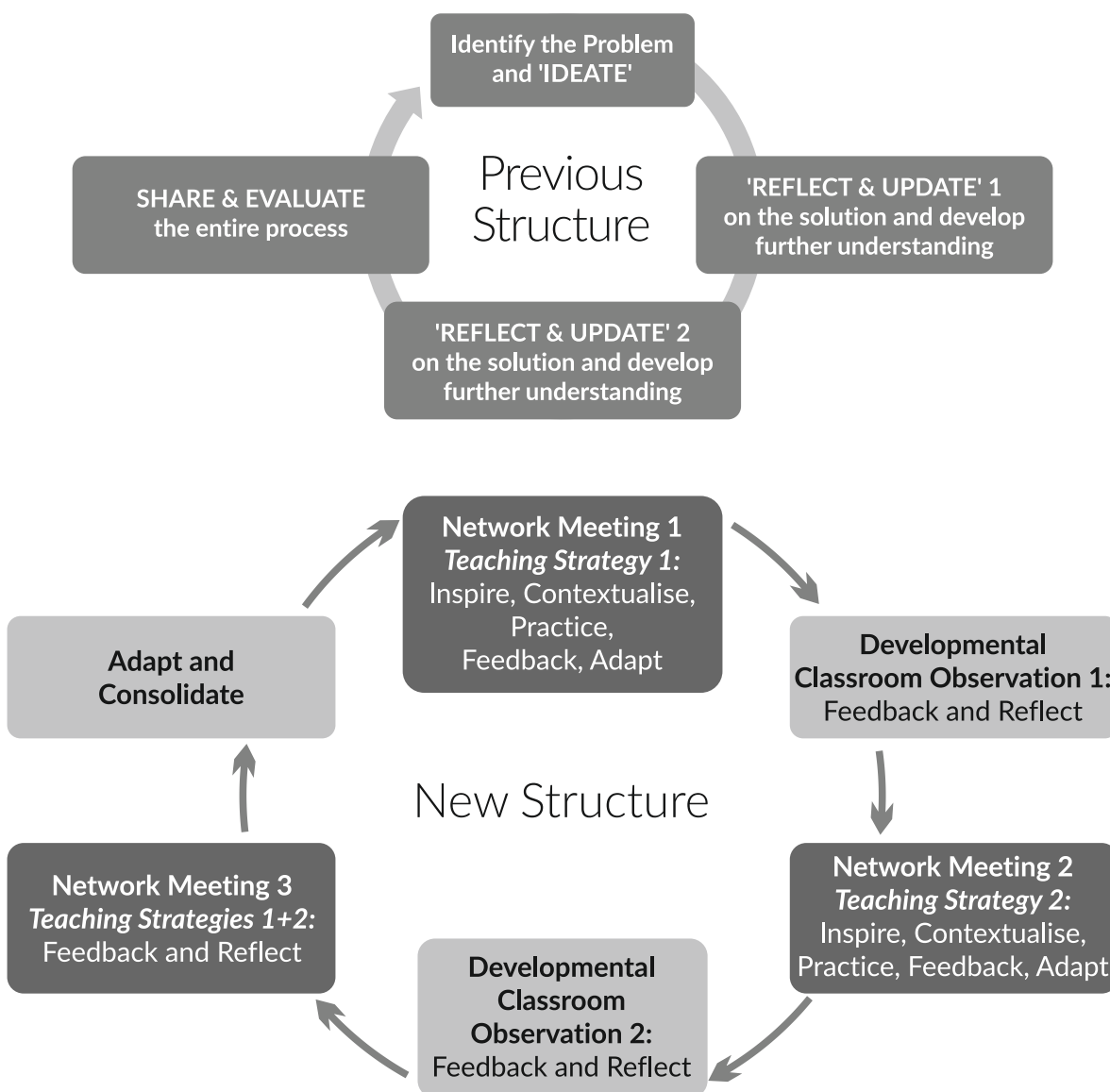
A 3-4-month learning process where ART Members reflect upon, implement, and improve their mastery of two high impact teaching strategies (discussed below)

This year, the LIC has a revised structure:

Previously, we received feedback that teachers did not get enough time within an LIC to implement the different strategies, keeping this in mind **the new structure aims to give you more time to implement strategies and formalises the process of developmental classroom observations in order to improve mastery.**

In the new structure:

- Each ART meeting will focus on one strategy.
- ART members will then implement the strategy, adapted to fit their context, and receive support from their TDCs/peers through *Developmental Classroom Observations*.
- Following the observation, the ART member and TDC/peer will meet to reflect on and improve the strategy for continued use.



What does each of the activities involve?

ART Meeting 1+2	<ul style="list-style-type: none"> • Monthly meetings. • ART members are introduced to a high impact teaching strategy. • They discuss and reflect upon the strategy with their peers, and think of ways they can adapt it for their own learners. • They practise planning or using the strategy with their peers, giving each other feedback on how they can further improve. • In ART Meeting 2, apart from being introduced to a new strategy, members reflect upon the strategy from ART Meeting 1 as well.
Developmental Classroom Observation	<ul style="list-style-type: none"> • After the network meeting, ART members will practice what they have learnt. • A peer or TDC will observe them doing this and give developmental feedback, in order to help them reflect upon and improve their mastery of the strategy (not to judge their effectiveness!). • Each ART member should try and reach out to at least two non-ART members to share learnings from ART meetings and involve them in observation and developmental feedback process.
ART Meeting 3	<ul style="list-style-type: none"> • ART members use this meeting to share with peers their reflections and overall learnings from the LIC. • They commit to taking further action based on suggestions from their peers.
Adapt and Consolidate	<ul style="list-style-type: none"> • ART members will put their commitment from Network Meeting 3 into action in the classroom.



30-minute Meetings

The aim of the 30-minute meeting is to develop a culture of academic discussions in school, focused on developing it as an excellent learning organization and therefore achieving part of the overall vision of “An education system where everyone learns”.

Expectations from 30-minute meetings:

- 1) Daily/weekly/monthly 30-minute meetings held regularly in subject/class groups led by ART members**
- 2) Using the platform to share current LIC strategies being implemented by the ART**

Tips for structuring 30-minute meetings:

- i. *“Lead by example” by sharing your successes and best practices.*
- ii. *Try to keep it as focused as possible to the objectives of the month - focus on the strategy for that month.*
- iii. *Share students' work since it will inspire all teachers to try something new and give everyone evidence of implementation.*
- iv. *Start the session with a quick energizer to get everyone's energy high.*
- v. *Take notes of the meeting (Try assigning different people to take notes each time so that everyone stays involved).*
- vi. *Make sure to end the sessions with clear cut actionable(s).*

30 Minutes Session Notes	
Proceedings during the session (No. of participants and group settings, discussion pointers, highlight of the day, Presenters for next time etc.)	
Agreed Actionable obtained from the session	

What will I learn in this LIC?

Classroom Routines

As part of the theme, Building Connect, we discussed how it is important that students feel valued in their class. Establishing classroom routines that help all students feel included, and those that help establish trust towards students, are an effective way of making students feel valued.

This term we shall be focussing on classroom routines that help:

- a) **Increase classroom engagement** - this ensures that classroom discussions are not restricted to the same set of students, allowing teachers to develop a stronger connect with students who, otherwise, may have remained quiet and withdrawn.
- b) **Develop a habit of self-managing productive work** - this makes it easier to get students to stay on task, while also handing over some responsibility to them, developing a deeper trust between teachers and students.

Specific teaching strategies for this LIC:

- 1) Do Now
- 2) No Hands



ART MEETING 1

OBJECTIVES

1. Understanding the new ART meeting structure.
2. Identifying the challenges under the given strategy and co-creating/selecting solutions and action plans for them.



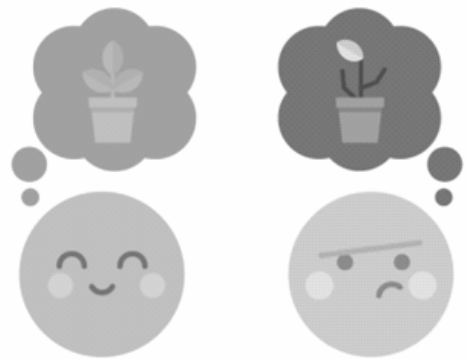
ACTIVITY 1

Growth Mindset

Read the following:

A growth mindset is the belief that intelligence grows with effort.

A fixed mindset is the belief that intelligence can't change, even with effort.



It is the belief that ability, and intelligence, is not something we are born with, but it is improved and nurtured over time through practice and hard work. In other words, anyone can become smarter and better at something if they make an effort. It was established by Carol Dweck, a psychologist at Stanford University in California. Research shows that those who adopt a Growth Mindset are more successful in school, sports, music, work than those with a Fixed Mindset (believing that intelligence and skill are fixed)... and are also much happier! The reason is simple – those who believe they can improve their abilities embrace challenges and work harder to get better.

Reflect upon the following questions for a few minutes, then share your responses with your peers:

1. Do you agree with the above? Why or why not?
2. In which parts of your life do you have a Growth Mindset? A Fixed Mindset?
3. How can you help your learners adopt a Growth Mindset?

Before we think about specific strategies for building great classroom routines, we need to think about how we can use any teaching strategy to build Growth Mindset and self-belief in our learners.

ACTION

What one action will you take to promote a Growth Mindset in your learners?

.....

.....

.....



ACTIVITY 2

Do Now

What is Do Now?

As part of Lesson Planning, we spoke about the Opening Activity. The Opening Activity is a simple activity that gets students interested in the upcoming lesson, activates prior knowledge, or just gets them engaged. Using Do Now, teachers can turn the Opening Activity into a routine so that students know that at the beginning of every lesson, they have to do the Do Now activity themselves – they do not wait to be told what to do. **A Do Now is a short, 5-7 minute, activity that students do independently at the beginning of a lesson while the teacher settles down and gets ready for the class. For example, teachers can use Do Now to ask students to list down 1-2 questions they have about the topic being discussed, or they can use it to do a quick recap of the previous lesson. The idea is to get students to develop a habit of self-managing their time to do productive work.**

Why is a 'Do Now' important?	How to implement a 'Do Now'?
<ul style="list-style-type: none">• It helps students develop a habit of self-managing their time to do productive work.• It can be used for various purposes - to activate students' prior knowledge, recap the previous lesson, revise previous concepts, give students time to write down key vocabulary/draw diagrams, etc.• As the routine tells students that they have to start working on the task soon as the class starts, the teacher does not have to spend time getting them to settle down.	<ul style="list-style-type: none">• Write a problem of the day or short activity on the board.• Let students know that at the beginning of every class, they will complete the Do Now before you start the lesson for that day.• Keep the task simple enough for students to be able to complete independently.• Check that students have completed the task before moving on.• Routines take some time to become habits – make sure you use it regularly!

Do Now is NOT:

- a strategy that will work if used inconsistently
- a way by which to test students
- a complicated, long activity

Do Now IS:

- a strategy to use at the beginning of each class
- a way to help students develop a habit of self-managing time to do productive work
- a simple activity students can do independently

Example: Arzoo is a Grade 8 Science teacher. She notices that it takes her a long time to get her class started every day. When she walks into class, she spends a long time getting the students to sit down, stop talking, and focus on the lesson. She ends up wasting about ten minutes at the beginning of every class. Even on the days when they are not so distracted, getting the students to move from the previous class to thinking about Science takes some time.

Arzoo decides to introduce a classroom routine that will help reduce these disruptions and help the students develop a habit of self-managing their work. She tells her students that from now on, at the beginning of every class, she will put a small task on the board. She said it is called the 'Do Now' task. She explains that the students must complete the 'Do Now' as soon as she writes it down, on their own. Arzoo uses the Do Now to get students to think about what they already know about the topic they will discuss or questions they have about it.

Do Now at the beginning of Class 1:

What do you already know about the nucleus?

.....

What would you like to learn about it?

.....

During the activity, she also goes around making sure students are doing the task and resolving any doubts they may have. She reminds them how much time they have left so they can complete the activity in time. After the Do Now activity, she begins her lesson about the nucleus of cells and links the class discussion to some of the students' answers, "A lot of you wrote down that the nucleus is the most important part of the cell, can anyone tell me why you think so?"

On Day 2, Arzoo uses Do Now to do a quick recap of what the class learned in the previous class.

Do Now at the beginning of Class 2:

Write down 2-3 new things you learned about the nucleus yesterday.

.....

Slowly, her students have become used to the activity and have developed a habit of self-managing the first five minutes of every class.

Write notes on the following questions:

How do you think the Do Now activities might be useful to the students?

.....

What are some of the problems that Arzoo might experience? How can she tackle them?

.....

What would you do to improve Arzoo's use of the Do Now strategy?

**TABLE 1****PLANNING (Do Now)**

You are now going to plan how you will use 'Do Now' in your own classrooms.

Success Criteria	Before Feedback	After Feedback
EFFICIENT USE OF TIME <i>What will you be doing while the students are doing the task?</i>		
KEEPING IT SIMPLE <i>Are the instructions simple enough for students to follow on their own? Can the task be completed within 5-7 minutes?</i>		
CONNECTION <i>How is it related to the content that you want to teach during the lesson? Or the content that you have previously taught?</i>		
FOLLOW UP <i>How will you use the work that the students do during Do Now?</i>		



TABLE 2

SUCCESS CRITERIA (Do Now)

AREA	SPECIFICS	NOTES (Write down the feedback your partner gives in the space below)
Efficient Use of Time	Has the teacher found ways to use the Do Now time efficiently?	
Keeping It Simple	Are the instructions and task simple enough to be completed independently within the given time?	
Connection	Is it clear how the Do Now connects with the content of the lesson or a previous lesson?	
Follow Up	Does the teacher have a plan to use the students' work?	



TABLE 3

ACTION PLAN

After today's planning and feedback, you will now have a plan in place to practise using 'Do Now' with your learners. The following pages outline the details for your peer classroom observation. At the end of ART Meeting 1, you should agree with a peer the following:

What do you hope to achieve using the routine?	
When will your peer come to observe you?	
When will they give you feedback?	
When will you observe your peer?	
When will you give them feedback?	

Please refer to the material created by the SCERT as well as DIET to find more ways to use subject-specific activities as Do Now.

Classroom Observation (Do Now)



BEFORE THE LESSON (Teacher to complete)

What do you hope to achieve by using 'Do Now' today?	<i>Example: I would like to start the class by revising the concept of a balanced diet so that students have a chance to think about the different nutrients our bodies need, and I can transition to teaching about deficiencies.</i>
What will you do to achieve this? (For example: what task will you give to the students as the 'Do now'?)	<i>Example: What is a balanced diet? Create a menu for lunch that has all the parts of a balanced diet. (You can use your book for help)</i>
What would you like the observer to focus on during the observation?	<i>Example: I would like the observer to note how many students are using the book for help and if it is helping them revise the concept, and also to note how I use the Do Now to transition to the next topic.</i>
What is the agreed time and lesson for the observer to come?	



2. DURING THE LESSON (Observer to complete – teacher to give observation sheet to observer in advance)

Is the teacher implementing the action steps outlined in Point 2 above? What is the impact on students? Make notes about what you observe.	<i>Example: Most students seemed to be on task, but a few could not follow and were doing other things.</i>
Write down 1-2 things the teacher does well in using 'Do Now' (use the success criteria in the next table for help).	<i>Example: The choice of getting students to write down what they already know about the topic worked very well. The teacher went around reading their answers while working and began the lesson by making connections between what the students already knew and what they were going to learn about. For example, they knew the importance of Vitamin C and she used that to talk about what might happen if we have a deficiency of it.</i>
Suggest ONE AREA FOR DEVELOPMENT for the teacher in using 'Do Now' (use the success criteria).	<i>Example: The teacher might focus a little more of following up with the students who are unable to do the activity independently. She can use the time to help resolve their confusion.</i>

Write down any questions that can help the teacher identify how they might improve.	<i>Example: How do you think you can better help the students who were unable to do the task independently?</i>
Write down one thing YOU have learned from observing this lesson.	<i>Example: You really connected your 'Do Now' to the content of the lesson very well. I need to work on making my 'Do Now' questions more effective in terms of helping the students think about ideas and concepts.</i>
Write down any other strategies from previous LICs you saw the teacher implement.	

3. SUCCESS CRITERIA

CRITERIA	OBSERVATION
Has the teacher found efficient ways to use the Do Now time?	Yes / No
Are the instructions and task simple enough to be completed independently within the given time?	Yes / No
Is it clear how the Do Now connects with the content of the lesson or a previous lesson?	Yes / No
Does the teacher have a plan to use the students' work?	Yes / No

4.FEEDBACK (Observer and teacher talk through section 2 together)

- Observer shares strengths from the lesson
- Observer shares area for development, and asks probing questions
- Teacher responds to probing question
- Observer shares one thing they have learned from the lesson

5. ACTION (After feedback discussion – teacher to complete and share with observer)

As a result of the feedback, what ONE thing will you do differently when you use Do Now?	
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ART MEETING 2

OBJECTIVES

1. Reflection and sharing of experiences on using 'Do Now'.
2. To discuss and practise a second 'Classroom Routines' strategy – 'No Hands'
3. To demonstrate a culture of learning by incorporating developmental feedback and classroom observation to improve classroom practice.



ACTIVITY 3

Reflection on Do Now

1) *How did your learners respond to it? Did it help them improve? How do you know?*

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2) *What challenges did you face in implementing this strategy?*

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3) *Note down any useful suggestions that you could use to improve your use of this routine.*

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ACTIVITY 2 'No Hands'

What is No Hands?

Reducing disruption through routines like Do Now, although effective, does not guarantee that all students will be engaged. Traditionally, we have drawn students into classroom discussions by asking them to volunteer by raising their hands. This limits the discussion to only those students who are already confident about what they know. **No Hands is a routine in which teachers pick the students who will answer questions instead of asking them to volunteer by raising their hands. This ensures that all students know they are expected to be paying attention, allows a larger number of students to participate, and also decreases disruption when you have too many students who want to answer at once.**

Note:

- No Hands is most effective when we use it to ask particular students particular questions to make sure the questions are suited to their learning needs or to find out what their learning needs are. You can do this by using colour-coded ice cream sticks. Write students' names on the sticks, colour the tip blue for students who need to be asked higher-order questions, green for students who struggle with the basic concept and so on.
- Now, you can still pick student names randomly, but use your knowledge of your students to decide which kind of questions to direct at which group.

Why is No Hands important?	How can you use No Hands effectively?
<ul style="list-style-type: none">• Ensures that classroom discussions involve a larger number of students• Sets an expectation that all students will be paying attention during the lesson• Reduces disruption because students are not competing for attention• Makes students more comfortable engaging in classroom discussion	<ul style="list-style-type: none">• Develop a randomiser that helps you pick student names to avoid picking the same students repeatedly, but plan for individual students' needs• Encourage students to voice their opinions even if they don't have the answer; help them think through their confusion• Give students time to think, or discuss with a partner, before you pick a name• If a student is unable to answer, ask another student; once the required answer has been shared, ask the first student to repeat the answer so that they begin to see questions as opportunities to learn instead of seeing them as tests

No Hands is NOT:

- a way to test students
- simply picking names randomly
- useful if used to ask only factual questions

No Hands IS:

- a way to increase engagement
- targeting specific questions at specific students based on their learning needs
- useful when used to ask probing questions (it can tell us how students are thinking)

Example:

Sunil is a Standard 9 English teacher in Delhi. He has been teaching for seven years and is a part of the ART team in his school. For the past month, Sunil has been using 'Do Now' at the beginning of his lessons. He usually writes down a simple task to recap what was done in the previous lesson. He is happy with the practice – his students have started going through the notes from the previous class before every new lesson because they know they will have to do the 'Do Now'. His students are immediately on task when he enters the room and writes down the 'Do Now' – in that time, he goes around the classroom to see what students are writing. Once the 'Do Now' is over, he asks a few students to share. However, this is where he notices a problem.

In every discussion, it is the same 3-4 students who share their answers every time. Due to this, class discussions are not very inclusive. Sunil decides to change this routine in his class. He brings a basket to class that has a label – No Hands – and that basket has three sets of chits. One set has the names of students who are comfortable with his subject, the second chit are students who need some additional support, and the third set has names of students who struggle with basic concepts. He tells his students them that from now on, when he asks a question, they will not put their hands up. He will simply pick a name from the basket and that student will answer. Although Sunil has divided the names into the three groups, the students cannot see the division. When he asks high-order thinking questions, he picks names from the first group. With the third group, he asks lots of probing questions so he can understand where they are getting stuck, and explain the concept again accordingly. He encourages students to help each other when one person gets stuck. Now, a much larger number of his students are engaged and willing to speak up in class.

Write notes on the following questions:

How might No Hands help Sunil? What challenges might Sunil face?

.....

What can he do about them?

.....

How could you use this routine to promote a Growth Mindset?

.....

**TABLE 1**

PLANNING (No Hands)

You are now going to plan how you will use 'No Hands' in your own classrooms.

Success Criteria	Before Feedback	After Feedback
RANDOMISER <i>How will you make sure you pick names randomly? What will you do to focus on specific students, if need be?</i>		
WAIT TIME <i>How much time will you give students to think before calling their names? How will you decide?</i>		
TYPE OF QUESTIONS: <i>What kinds of questions will you ask so that most students can be part of the discussion?</i> <i>Note: In the previous LIC, we had discussed asking 'why' and 'how' questions as part of 'elaborative questioning'. Such questions allow students to think beyond just one right or wrong answer, and give them an opportunity to share their thinking. This may be a good way to get the discussion going!</i>		

**TABLE 2**

SUCCESS CRITERIA (No Hands)

AREA	SPECIFICS	NOTES (Write down the feedback your partner gives in the space below)
Randomiser	Is the method for picking students random so that different students get a turn to speak? Is there a plan to focus on specific students?	
Wait Time	Does the teacher give students some time to think about the question before asking for answers?	
Type of Questions	Does the teacher ask questions that go beyond just one right or wrong answer?	

**TABLE 3**

ACTION PLAN

After today's planning and feedback, you will now have a plan in place to practise using 'No Hands' with your learners. The following pages outline the details for your peer classroom observation. At the end of ART Meeting 2, you should agree with a peer the following:

What do you hope to achieve using the routine?	
When will your peer come to observe you?	
When will they give you feedback?	
When will you observe your peer?	
When will you give them feedback?	

You will use the classroom observation tool to record your notes for the teacher and give feedback. They will do the same for you using their own.

Classroom Observation ('No Hands')



BEFORE THE LESSON (Teacher to complete)

What do you hope to achieve by using 'No Hands' today?	<i>Example: I would like to get at least 6 different students to answer during the discussions in the class. 3 of those students will be students who struggle with this concept.</i>
What will you do to achieve this?	<i>Example: I will create colour-coded name chits and make a list of some clarifying questions and higher-order questions. I will use the colour-coded chits to ask students questions that suit their learning needs.</i>
What would you like the observer to focus on during the observation?	<i>Example: I would like the observer to note how I support students who do not know the answer so that they are able to give some opinions instead of feeling like they were not able to give the 'right' answer.</i>
What is the agreed time and lesson for the observer to come?	



2. DURING THE LESSON (Observer to complete – teacher to give observation sheet to observer in advance)

Is the teacher implementing the action steps outlined in Point 2 above? What is the impact on students? Make notes about what you observe.	<i>Example: The teacher used the name chits to call on students and put aside the chits that had already been picked so that she didn't pick up the same one again. She supported students who didn't know the answer by coming back to them after another student had explained the answer. For ex, she asked "Sanjay, now that you heard Ritu explain the answer, could you please tell us again so everyone understands?"</i>
Write down 1-2 things the teacher does well in using 'No Hands' (use the success criteria in the next table for help).	<i>Example: The teacher asked many 'why' questions to help students express their thinking. Since she had planned some of the questions she wanted to ask, she was able to have questions that would suit different learning needs.</i>
Suggest ONE AREA FOR DEVELOPMENT for the teacher in using 'No Hands' (use the success criteria).	<i>Example: The teacher might focus a little more on giving students more Wait Time after asking a question. Sometimes, students did not have enough time to think about the answer before being called upon.</i>

Write down any questions that can help the teacher identify how they might improve.	<i>Example: How do you think your students might have felt when they weren't prepared to answer when they were called upon? What can you do to give them some more time to think before they have to answer?</i>
Write down one thing YOU have learned from observing this lesson.	<i>Example: You really supported your students very well. None of them left the classroom feeling like they couldn't answer, each of them felt equally accomplished because they helped each other.</i>
Write down any other strategies from previous LICs you saw the teacher implement.	

3. SUCCESS CRITERIA

CRITERIA	OBSERVATION
Is the method for picking students random so that different students get a turn to speak?	Yes / No
Does the teacher give students some time to think about the question before asking for answers?	Yes / No
Does the teacher ask questions that go beyond just one right or wrong answer?	Yes / No

4.FEEDBACK (Observer and teacher talk through section 2 together)

- a. Observer shares strengths from the lesson
- b. Observer shares area for development, and asks probing questions
- c. Teacher responds to probing question
- d. Observer shares one thing they have learned from the lesson

5.ACTION (After feedback discussion – teacher to complete and share with observer)

As a result of the feedback, what ONE thing will you do differently when you use 'No Hands'?	
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ART MEETING 3

OBJECTIVES

1. To provide an opportunity for you to present your achievement throughout the LIC as a result of implementing routines for transitions.
2. To reflect upon and learn lessons from your peers on Classroom Routines.
3. To plan on how you will further consolidate your use of Classroom Routines and Growth Mindset beyond the LIC.



TABLE 1

Presentation for LIC Learnings

Focus area	Responses for Presentation
Explain briefly one thing you did during the LIC (for instance, explain how you used either 'No Hands' or 'Do Now', or how you responded to feedback from your observation)	
What was your biggest success during the LIC? (for instance, something you did that improved your thinking, helped a colleague, made learners happier, helped learners learn. Explain your evidence for how you know this happened).	
What was your biggest challenge during the LIC? (What did you struggle with? What did you try to do that didn't work? Why do you think this was the case?)	
How did you adopt a Growth Mindset during the LIC? (for instance, explain how your mindset changed over the LIC, or how you promoted it amongst peers or learners, and what the effect of this was)	
What will you do going forward in order to improve your use of classroom routines and Growth Mindset?	

**TABLE 2**

Notes on Presentations Shared

Name of teacher presenting	What did you see/hear in the presentation that was useful in relation to the strategy that they implemented in the classrooms?	What did you see/hear in the presentation that could have been improved?

**TABLE 3**

ACTION PLAN - Adapt & Consolidate

“A reflective teacher repeatedly reflects on experience and is capable of reflecting-in-action, continually learning from experience to the benefit of future actions.”

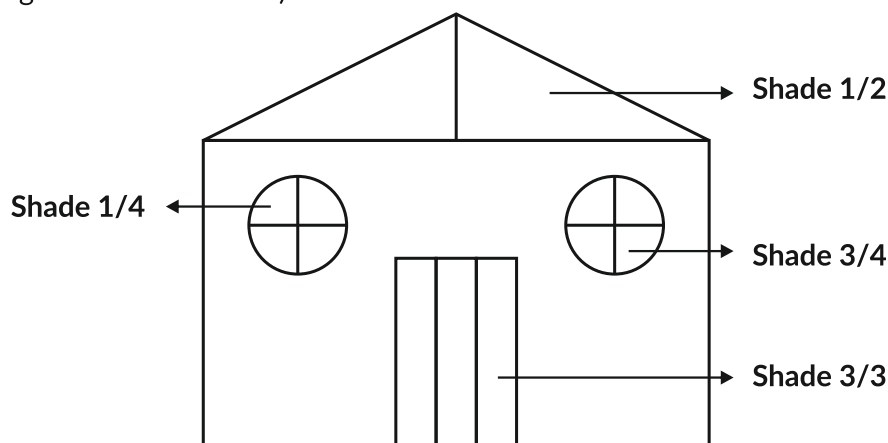
While this LIC is finished, this does not mean that it is the end of your engagement with Growth Mindset and classroom routines. In fact, it is only just beginning. This activity is therefore intended to help you to improve/adapt your practices to achieve greater successes with respect to student learning.

Questions	Actions (What will you do before the next meeting?)	Reflection (Why are these actions important?)
Based on the presentations, what is your key take away that you will update or newly implement in your classroom going forward?		
How do you plan to embed and regularly practice these strategies in your classroom moving ahead?		
What do you still see as a major challenge (if at all) in your classroom with respect to using classroom routines and promoting Growth Mindset?		
What will you do to address this challenge?		

APPENDIX 1: Subject-Specific Examples for Do Now

Grade 6, Math (Chapter 7, NCERT) (Using Do Now Worksheet to check for understanding from a previous lesson. This activity allows the teacher to understand whether or not a previously discussed topic needs to be revised before moving on to the next one.)

Colour the shapes according to the fractions written:



Grade 9, Social Science (India and the Contemporary World – 1, Chapter 1: The French Revolution) (Using Do Now to help students recall what they learnt previously.)

Arrange these events in the right order by writing 1, 2, 3 and so on, starting with what happened first.

- France becomes a republic
- Napoleon defeated at Waterloo
- Bastille stormed, peasants revolt
- Louis XVI becomes king (1)
- Napoleon becomes emperor of France
- Constitution of France formed

Grade 10, English (First Flight, Chapter 7 – Glimpses of India) (Using Do Now to get students thinking about the theme of a story before beginning the story.)

Make a mind map of everything that you think of when you think about our country, India.

Grade 7, Hindi (Vasant, Chapter 1). (Using Do Now to introduce a topic. After getting students to do this activity, the teacher uses their answers to introduce the concept of adjectives – a focus in this chapter.)

अपने सबसे अच्छे मित्र के बारे में सोचें। उनके ऐसे दो गुण लिखिए जिनकी आप प्रशंसा करते हैं।

Grade 8, Happiness Curriculum + Science (Chapter 17 – Stars and the Solar System). (Incorporating strategies from the Happiness Curriculum during Do Now)

Before beginning, the teacher asks the students to close their eyes, breathe in deeply and breathe out while becoming aware of their breath. While students do this, she writes the Do Now prompt on the board. After 1 minute, the teacher asks the students to slowly open their eyes and complete Do Now task on the board.

Write down, or draw, everything that comes to your mind when you think of the word 'star'.

The teacher then discusses with students how being aware of what we are thinking helps us focus on the present and concentrate better in our work, as they did in this activity. She then uses their answers as a starting point to introduce the chapter. (It is important that teachers accept the responses of the students, instead of looking for 'right' and 'wrong' answers so that the students can share their thoughts honestly.)

APPENDIX 2: Other Useful Classroom Routines

Routine 1: Mantle of the Expert

Note that this strategy will **give students a golden opportunity to manifest what one knows**.

The Mantle of the Expert is an approach to teaching and learning that has been seen to have enormous positive effects on teachers and students alike.

How?	Why Do It?
<ul style="list-style-type: none">• Explain that a new topic is to be tackled. Give the learning objectives, offer an outline of the content and connect to the bigger picture of the syllabus or scheme of work (good practice at the start of any new topic, of course).• Ask students to jot down what they already know, or can do, regarding any aspects of the topic. You can ask them to exchange these details in pairs, so they gain confidence.• Ask for a volunteer to come out to the front, wear the mantle of the expert and tell the class what s/he knows or can do.• The class can ask questions, the expert has the right to say “pass” if s/he is not sure of the answer and the teacher can add comments.• Another volunteer is sought - For example “Who can add on to what a student has just told us?” and the process continues.	<ul style="list-style-type: none">• It provides a student-centred starting point. It enables the teacher to plan (adjust ones plans) based on what students know, rather than press ahead with the idea of covering the curriculum or getting through the content regardless.• It hooks students in. It says, “This learning is going to be relevant to you.” In other words it makes learning very real. Knowledge and values are explored in a way that is immediately accessible for students.”• Students who do not know much at the beginning will already have learned a lot from the experts' description or demonstrations. It tends to have an equalizing effect.

Routine 2: The Reading Minute

How?

- Find a passage online or in a book -- an excerpt of a poem, essay, article, or story -- and read it aloud. The passage might be humorous, interesting, angering, or beautiful, exhibiting great writing.
- After reading aloud, students open their notebooks and write a single-sentence summary to remember what they just read, or they can write their opinion about it.
- After a month of modeling different types of passages, and sharing aloud sentences, students then sign up to bring in a passage to read aloud for the Reading Minute.
- At the end of each term, you can have students look back at their collection of single sentences and reflect on what was their favorite Reading Minute passage and why (They learned something important, it made them laugh, etc.)

Routine 3: SLANT

Extracted from 'Teach Like a Champion' by Doug Lemov

Teachers need to teach students key baseline behaviours for learning such as sitting up in class and tracking the speaker by using memorable acronyms. An example is **SLANT**. It is used to get students to pay attention not only when the teacher is talking but also when a student contributes to a discussion.

How?

- Introduce and teach students the acronym SLANT.
- Show/teach students how to SLANT.
- Once you have taught students how to SLANT, all you ordinarily have to do is use the phrase and students are able to use it to self-correct.

For instance, you can say “Back in SLANT” acknowledging that students were already in SLANT. Alternatively, you can opt for “show me SLANT” or “Check your SLANT,” both of which sound even more positive, with a bit of challenge and the assumption that a small reminder of the expectations will cause students to self-correct.



NOTES



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