

**MANUAL**  
**LONGTERM TEACHING PRACTICE**  
**(B.Ed 4 YEARS)**

**SPECIALIZATION IN**  
**SCHOOL LEADERSHIP & MANAGEMENT**

**Code No: 8698 (06-CH)**



**DEPARTMENT OF EDUCATIONAL PLANNING**  
**POLICY STUDIES & LEADERSHIP**

**FACULTY OF EDUCATION**  
**ALLAMA IQBAL OPEN UNIVERSITY**  
**ISLAMABAD**

(All rights Reserved with the Publisher)

All rights reserved. No part of this publication may be reproduced, stored in retrieval system or transmitted in any form or by any means, electronic, mechanical, photocopying recording, scanning or otherwise, except as permitted under AIOU copyright ACT.

First Printing.....2026

Quantity.....1000

Printer.....Allama Iqbal Open University

Publisher.....Allama Iqbal Open University, Islamabad

For information:  
Allama Iqbal Open University, Islamabad  
[www.aiou.edu.pk](http://www.aiou.edu.pk)

## **COURSE TEAM**

<b>Chairperson:</b>	Dr. Afshan Huma
<b>Course Development Coordinator:</b>	Dr. Hamid Ali Nadeem
<b>Writers:</b>	1. Dr. Hamid Ali Nadeem 2. Dr. Sidra Rizwan
<b>Reviewer:</b>	Dr. Azhar Mumtaz Saadi
<b>Editor:</b>	Fazal Karim
<b>Layout/Typesetter:</b>	Muhammad Zia Ullah

## CONTENTS

	<i>Page #</i>
1. Course Description.....	5
2. Course Learning Outcomes .....	5
3. Components of Long-Term Teaching Practice .....	5
4. Assessment .....	6
5. Workshop.....	7
6. Teaching Practicum .....	8
7. Schedule of Teaching Practicum.....	9
8. Final Lessons.....	12
9. Appendix 1, Student Bio Data Form (Workshop .....	17
10. Appendix 2, Workshop Report .....	18
11. Appendix 3, Result Report of Students .....	19
12. Appendix 4, Teaching Practicum Site Approval Form .....	20
13. Appendix 5, Teaching Practicum Letter .....	20
14. Appendix 6, Form for Final Lesson & Presentation.....	21
15. Appendix 7. Sample Action Plan .....	22
16. Appendix 8, Form for Evaluating Action Plan.....	23

## **1. Course Description**

This course involves field experience for trainee teachers in a classroom/school setting. This course provides opportunities for trainee teachers for classroom teaching/school-based experiences. Besides classroom teaching, this experience will assist trainee teachers in learning classroom and school management skills. This course consists of a workshop of 03 days' duration and a teaching practicum of 06 weeks' duration. Teaching practicum requires trainee teachers to spend 240 hours in a school during 06 weeks of teaching practicum. The trainee teacher will work 05 hours per day in the school during 06 weeks of teaching practicum. Site approval forms for the school, where a prospective teacher wants to perform a teaching practicum, must be submitted for approval to the respective regional center of the Allama Iqbal Open University. The submission of the Site Approval Form for approval of the practicum school must be completed before the start of the teaching practicum. The respective regional Centre of the University will issue a teaching practicum letter to trainee teachers in the name of the head of that school. The purpose of this letter is to facilitate trainee teachers getting permission to teach a practicum in the school.

## **2. Course Learning Outcomes**

At the end of Long-Term Teaching Practice, the trainee teacher would be able to:

- Collaborate with teachers at the school to establish professional relationships. Reflect on teaching practice.
- Develop lesson plans for teaching using appropriate instructional methods and techniques.
- Implement lesson plans for effectively delivering the content to students. Identify the learning needs of students.
- Establish a learning environment to meet the cognitive, affective, and psychomotor needs of children.
- Utilize appropriate learning assessment techniques.

## **3. Components of Long-Term Teaching Practice**

Long Term Teaching Practice consists of the following components:

- Workshop of 03 days duration.
- Teaching practicum of 06 weeks duration
- Presentation of 01 Final lesson and 01 Action Plan
- The record of all the lesson plans taught, a practicum report (as described later in this manual) based on his attachment with school administration to observe the management component within the school, performed by trainee teachers and proof of attendance record during teaching practicum.

#### 4. Assessment

The percentage for various components is as follows:

##### Evaluation Scheme of Long-Term Internship (06-CH)

Workshop Duration	03 days
Attendance	10
Draft of 02 Lesson Plans and 02 Action Plans (4x5)	20
Teaching Practice	06 Weeks
1. 40 Lesson Plans and Practicum Report	30
2. 01 Final lesson and 01 Action Plan (20 + 20)	40
<b>Total Marks</b>	<b>100</b>

The criteria for passing marks of a teaching practice course will be altogether 50% aggregate.

#### 5. Workshop

The workshop is a mandatory part of Long-Term Teaching Practice for B.Ed 4-year in School Leadership & Management (SLM). Attending a workshop is compulsory to pass the course of Long-Term Teaching Practice. The purpose of the workshop is to equip trainee teachers with the strategies, skills and techniques for effective teaching practicum. The workshop will be for 03 days with 05 hours duration per day. It carries 10 marks for attendance during the workshop.

A workshop will be conducted before the teaching practicum. The workshop includes training on components like:

- Lesson planning
- Lesson presentation
- Development of AV aid/artwork
- Practical issues of teaching and learning in the classroom Preparing lesson plans.
- classroom management, assessment skills
- Financial management of schools
- Personnel management
- School development/improvement
- Maintaining School Records
- The criteria for passing marks of a teaching practice course will be altogether 50% aggregate.

There are 288 hours for the activities and work required for a student to engage in a practical course of 06 credit hours. Therefore, the component-wise work duration for the teaching practice course (06 credit hours) is given below:

Workshop – 30 hours of work

- 15 hours for face-to-face interaction for lesson planning practice and presentation

- 15 hours for home tasks related to lesson planning and AV aids etc. during workshop days.

## Workshop Schedule

Day	Activity	Responsibility	Time	Duration
01	Session I: Lesson Planning & its Components	Resource Person	02:00 p.m. to 02.55 p.m.	55 Minutes
	Session II: Development of Low Cost/ No Cost Material	Tutor, Supervisor	02.55 p.m. to 03.50 p.m.	55 Minutes
	Session III: Use of Internet on Portable Devices as AV Aids	Resource Person	03.50 p.m.to 04.45 p.m.	55 Minutes
	BREAK		04.45 p.m. to 5.10 p.m.	25 Minutes
	Session IV: Classroom management skills	Resource Person	05:10 p.m. to 06:05 p.m.	55 Minutes
	Session V: Lesson Planning, Discussion	Tutor, Supervisor(s) & Trainee	06:05 p.m. to 07:00 p.m.	55 Minutes
02	Session I: School Record Management	Tutor, Supervisor(s) & Trainee	02:00 p.m. to 02.55 p.m.	55 Minutes
	Session II: Human Resource Management of the School	Resource Person	02.55 p.m. to 03.50 p.m.	55 Minutes
	Session III: Managing Teaching and Learning Processes/ Assessment	Resource Person	03.50 p.m.to 04.45 p.m.	55 Minutes
	BREAK		04.45 p.m. to 5.10 p.m.	25 Minutes
	Session IV: Making a School Development Plan	Tutor, Supervisor(s) & Trainee	05:10 p.m. to 06:05 p.m.	55 Minutes
	Session V: How to make an action plan?	Resource Person	06:05 p.m. to 07:00 p.m.	55 Minutes
03	Session I: Presentation by Trainee Teachers	Tutor, Supervisor(s) & Trainee	02:00 p.m. to 02.55 p.m.	55 Minutes
	Session II: Presentation by Trainee	Tutor, Supervisor(s) & Trainee	02.55 p.m. to 03.50 p.m.	55 Minutes
	Session III: Presentation by Trainee	Tutor, Supervisor(s) & Trainee	03.50 p.m.to 04.45 p.m.	55 Minutes
	BREAK		04.45 p.m. to 5.10 p.m.	25 Minutes
	Session IV: Presentation by Trainee	Tutor, Supervisor(s) & Trainee	05:10 p.m. to 06:05 p.m.	55 Minutes
	Session V: Lesson Presentation by Trainee Teachers & Discussion	Tutor, Supervisor(s) & Trainee Teachers	06:05 p.m. to 07:00 p.m.	55 Minutes

## 6. Teaching Practicum

The trainee teacher would be present at the teaching practicum school from opening to closing time of the school, spending at least 05 hours/day at the teaching practicum site. Every week, the trainee teacher will gradually take on more responsibilities, thus leading to assuming the full range of responsibilities. Attendance of trainee teachers must be maintained on a daily basis by the school at the teaching practicum school.

- Teaching Practice- 244 hours of work
- Teaching in the classroom- 72 hours (2 hours/day to teach in the classroom at the school level)
- Teaching Support activities in school- 72 hours (2 hours/day to teach in the school)

- Lesson planning and preparation- 80 hours (2hours×40 lesson plans=80 hour)
- Reflection on Management functions in school, writing of practicum report and preparing action plan-20 hours

## 7. Schedule of Teaching Practicum

A general plan for the teaching practicum is given below. The tutor, cooperating teacher and the trainee teacher must ensure to follow this plan.

### A. TEACHING COMPONENT

Week	Tasks to be Performed
01	<ul style="list-style-type: none"> <li>✓ Awareness about school resources, school records, community relationships, discipline procedures and policies</li> <li>✓ Interaction with the school teacher and student(s) to gain information about the functioning of the school.</li> <li>✓ Observing the practice of schoolteachers for teacher-student interaction and lesson delivery.</li> </ul>
02	<ul style="list-style-type: none"> <li>✓ Co-teaching lessons with a teacher at school for one subject every day.</li> <li>✓ Assuming the responsibility for lesson planning</li> <li>✓ Performing duties as a teacher for the rest of the day throughout the week.</li> </ul>
03	<ul style="list-style-type: none"> <li>✓ Working on tasks assigned by the school administration/cooperating teacher i.e. lesson-planning, copy-checking, test development, guiding a group of students, invigilation, or paper-checking.</li> <li>✓ Performing duties as a teacher for the rest of the day throughout the week.</li> <li>✓ Attachment with the school administration for administrative tasks</li> </ul>
04	<ul style="list-style-type: none"> <li>✓ Assuming the responsibility for lesson planning</li> <li>✓ Performing duties as a teacher for the rest of the day throughout the week.</li> </ul>
05	<ul style="list-style-type: none"> <li>✓ Assuming the responsibility for lesson planning</li> <li>✓ Performing duties as a teacher for the rest of the day throughout the week.</li> <li>✓ Performing duties as a helper teacher for the rest of the day throughout the week.</li> <li>✓ Attachment with the school administration for administrative tasks</li> </ul>
06	<ul style="list-style-type: none"> <li>✓ Assuming the responsibility for lesson planning</li> <li>✓ Teaching and assessment throughout the week</li> <li>✓ Performing duties as a helper teacher for the rest of the day throughout the week, while carrying out various teaching and non-teaching activities under the supervision of a senior teacher at the school.</li> <li>✓ Attachment with the school administration for administrative tasks</li> </ul>
07	<ul style="list-style-type: none"> <li>✓ Assuming the responsibility for lesson planning</li> <li>✓ Teaching and assessment throughout the week</li> <li>✓ Performing duties as a helper teacher for the rest of the day throughout the week, while carrying out various teaching and non-teaching activities under the supervision of a senior teacher at the school.</li> <li>✓ Attachment with the school administration for administrative tasks</li> </ul>
08	<ul style="list-style-type: none"> <li>✓ Continue to assume the responsibility for lesson planning.</li> <li>✓ Teaching and assessment throughout the week while carrying out the various teaching and non-teaching activities under the supervision of a senior teacher at the school.</li> <li>✓ Performing duties as a helper teacher for the rest of the day throughout the week</li> </ul>

## B. LEADERSHIP & MANAGEMENT COMPONENT

### Making Field Notes for Practicum Report

The students of B.Ed 4-years with specialization in School Leadership & Management will also actively participate in the school administration throughout their teaching practice i.e. 06 weeks. The trainee teachers are required to maintain a field notes journal for the activities during the practicum. While making the field notes, students are advised to follow the Gibbs reflective model. Gibbs' reflective cycle encourages you to think systematically about the phases of an experience or activity, and you should use all the headings to structure your reflection. Gibbs' reflective cycle can be very useful in making you think through all the phases of an experience or activity.



During the practicum sessions in school, the trainees should observe the events happening in their schools. **Applying the Gibbs model, they are required to prepare reports for those events/activities they attended at their respective selected school during the 08 weeks' practicum.**

## 6. The Practicum Report

Students are required to make a report on the practicum. The report should consist of 10–15 pages (if composed). The following are the details related to the format of the report.

### a) Title Page

The title page of the report will include:

Name of the School

Name, ID, and session of the trainee teacher. Submission date of the practicum report: AIOU logo

Name of the University

- b) **Overview of the Organization/School (word limit: min. 300 words).** Brief history and Introduction of the school.
- c) **Organizing the field note journals: They may organize the reflective field notes (What was observed, what were points of appreciation and areas of improvement and then suggesting measures to minimize those shortcomings in future) on one or may be more than one area of the following areas in which he/she remained focused during teaching practice:**
- Financial management of schools
  - Physical resource management
  - Personnel management
  - Instructional supervision
  - School development/improvement
  - School Community Relations
  - School record management
  - Stock registers maintenance.
  - Admission & Withdrawal register / Certificate file maintenance.
  - Timetable management
  - Funds/Cashbook maintenance
  - Fee Receipt and Expenditure
  - Examination record maintenance

7. **The last chapter of the report will be the Conclusion and plan of action. The students will present a plan of action to the panel of evaluators.**

## **8. Final Lesson/Action Plan Presentations**

At the end of the teaching practicum, the trainee teacher would be required to prepare 01 final lesson & 01 Action Plan and present them before the panel. The panel will consist of a Tutor, Supervisor, and expert(s) nominated from the F/o Education/ Regional office. The marks allocated to the trainee teacher during the final presentation will add up to his/her final score for the course “Long Term Teaching Practice”.

- Final Lessons - 14 hours
- Presence at the presentation venue for the final lessons presentation and observation of lessons presented by their colleagues (5 hours×2 days= 10 hours)
- Preparation of 01 Lesson Plan, AV aids for Final Lessons and 01 Action Plan (2 hours× 2= 4 hours)

## ACTION PLAN

An action plan is a detailed document outlining the steps, tasks, and strategies required to achieve a particular goal or objective within a set timeframe. It serves as a roadmap that guides individuals, teams, or organizations through the process of implementing and completing tasks necessary to accomplish their objectives effectively. Action plans typically include key components such as clear goals, measurable objectives, specific actions to be taken, deadlines, responsible parties, and mechanisms for monitoring progress and making adjustments as needed. They are commonly used in various contexts, including project management, business planning, personal development, and academic pursuits, to ensure clarity, accountability, and progress towards desired outcomes. An action plan serves as a strategic tool designed to outline specific steps, tasks and goals necessary to achieve a particular objective.

Its primary purpose is to provide a clear roadmap and direction for individuals, teams or organizations to follow in order to efficiently and effectively accomplish their goals. Action plans break down complex projects into manageable, actionable components, making course tracking progress and staying on course easier. Moreover, action plans play a crucial role in fostering accountability and coordination among team members. By assigning responsibilities and deadlines for each task or milestone, they ensure that everyone involved is aware of their roles and the overall timeline, reducing confusion and enhancing teamwork. Additionally, action plans help in resource allocation, budgeting and risk management by enabling stakeholders to identify potential challenges and plan for contingencies.

Based on your findings, make the necessary adjustments to position yourself for the next instance of the same circumstance. For citation guidance, refer to the Gibbs model of reflection or seek professional assistance.

- What did you observe and learn from the situation?
- What were the points of appreciation in the management aspect and what are the areas of improvement in that situation?
- What are the suggestions to improve those areas in the future?

For example, creating an action plan to increase elementary school enrollment involves targeted efforts to attract families with young children to enroll in the school. Here's a tailored action plan for achieving this objective:

**Objective:** Increase elementary school enrollment by [desired percentage] over the next academic year.

**A. Conduct Market Research:**

- a. Identify target neighbourhoods, communities, and demographic segments with a high concentration of young families.
- b. Analyze local population trends, birth rates, and demographic data to pinpoint areas of potential growth.
- c. Survey current families and stakeholders to understand enrollment drivers and preferences.

- B. Enhance Marketing and Outreach:**
- a. Develop a compelling brand identity and messaging that emphasizes the school's strengths, values, and academic programs.
  - b. Utilize various marketing channels such as social media, community newsletters, local newspapers, and school websites to promote the school.
  - c. Create visually appealing marketing materials, including brochures, flyers, and videos, to showcase the school's facilities, teachers, and extracurricular activities.
- C. Open House Events and Tours:**
- a. Organize open house events and school tours to provide prospective families with an opportunity to visit the campus, meet teachers, and learn about the school's curriculum and culture.
  - b. Offer virtual tours and online information sessions for families unable to attend in person, ensuring accessibility for all interested parties.
- D. Collaborate with Preschools and Daycares:**
- a. Establish partnerships with local preschools, daycares, and early childhood education centres to promote the transition to elementary school.
  - b. Offer informational sessions or workshops for parents at these facilities to familiarize them with the elementary school's offerings and enrollment process.
  - c. Provide incentives or discounts for families transitioning from affiliated preschools to encourage enrollment.
- E. Targeted Community Outreach:**
- a. Attend community events, fairs, and festivals to promote the school and engage with families in the local area.
  - b. Distribute flyers, posters, and promotional materials at community centres, libraries, parks, and other family-friendly venues.
  - c. Build relationships with community leaders, organizations, and local businesses to expand outreach efforts and gain support for enrollment initiatives.
- F. Parent Ambassador Program:**
- a. Recruit enthusiastic and engaged parents to serve as ambassadors for the school, sharing their positive experiences and testimonials with prospective families.
  - b. Train parent ambassadors to host coffee chats or informal gatherings to connect with new families and answer questions about the school.
- G. Streamlined Enrollment Process:**
- a. Simplify the enrollment process by offering online registration forms, clear instructions, and multilingual support if necessary.
  - b. Provide personalized assistance and guidance to families throughout the enrollment process, addressing any concerns or questions promptly.
  - c. Offer flexible enrollment options, including mid-year enrollment or transfer opportunities, to accommodate varying family needs and circumstances.
- H. Engage with Local Media and Influencers:**
- a. Reach out to local media outlets, bloggers, influencers, and parenting

publications to feature stories and articles highlighting the school's achievements, programs, and success stories.

- b. Leverage social media platforms to share updates, photos, and testimonials from current students, parents, and faculty, showcasing the vibrant school community.

**I. Community Events and Partnerships:**

- a. Host family-friendly events such as picnics, carnivals, or movie nights to welcome prospective families and introduce them to the school community.
- b. Partner with local businesses, community organizations, and recreational centres to offer joint promotions, discounts, or sponsored events to attract families to the school.

**J. Data Monitoring and Evaluation:**

- a. Implement systems to track enrollment inquiries, applications, acceptance rates, and retention rates.
- b. Regularly review enrollment data and feedback from families to identify trends, challenges, and opportunities for improvement.
- c. Use data-driven insights to refine enrollment strategies and allocate resources effectively to maximize enrollment growth.

By following this action plan, the elementary school can implement a range of targeted strategies to attract and more students, fostering growth, diversity, and success within the school community.

**9. Monitoring of Students' Progress**

To ensure quality and monitor the progress of the student, the Department of EPPSL may assign the duty of Faculty members to visit workshops and the students in their respective schools during teaching practice. For this purpose, Regional Campuses/ offices of AIOU may be engaged to monitor their progress.

## SAMPLE LESSON PLAN

Name of the Teacher:

Class: 9

Subject: General Science

No. of Students: 30

Duration of the Lesson: 45 min.

Date: \_\_\_\_\_

Topic of the Lesson: Environment

### General Objectives:

1. To know about the importance of the environment.
2. To execute various steps for keeping the environment clean.
3. To identify the importance of living organisms in the environment.

### Specific Objectives:

1. To define the term 'Environment'.
2. To enumerate the living and nonliving components of the environment.
3. To explain the relationship between the living beings of the environment.
4. To exemplify the importance of various components of the environment for one another.

**Teaching Method:** Lecture-cum-inductive/deductive Method

**AV Aids:** Blackboard, Chalk, Textbook, Chart, Pictures of living and non-living things.

### Previous Knowledge:

1. What is the difference between living and non-living things?
2. How many types of living things are there?
3. Give examples of non-living things.
4. What do we obtain from the sun?
5. What is the nature of light and energy?
6. Can life exist without water?
7. What do living things need to live?

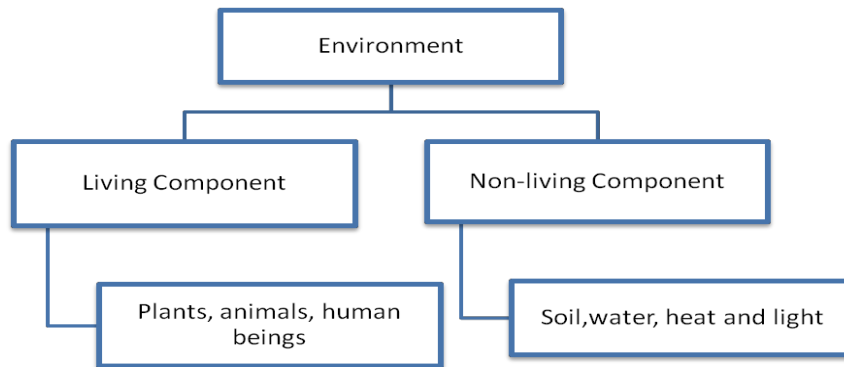
**Announcing the topic:** Today, we are going to learn about "Environment."

### Introduction:

- Give two minutes to students to notice and tell various living and non-living things in the classroom and the school. Write down the names told by students on the blackboard.
- Are all these things present in our home? Yes, in nearly all places, the various living and non-living things together make up the environment.

### Presentation:

Now show a chart to students with the following main elements and pictures of living and non-living things.



*Figure 1: Components of Environment*

**Question:** What are the main components of the environment?

Now, tell about the importance of plants in the environment. Plants prepare food on which other living things depend. Plants are called **producers**. Now draw the diagram of the food chain and explain to students the interdependence of various living things on each other. In the environment, energy travels from green plants to **herbivores** (animals eating plants), then to **carnivores** (animals eating animals) and finally to **omnivores** (animals who eat both plants and animals).

Now, explain the importance of green plants (**producers**), which produce oxygen and regulate the temperature of the environment. Also, tell about the importance of water in the environment for all the plants and animals and without it, life is impossible. Also mention the importance of soil for the living things in the environment.

**Partial Recapitulation:**

- What benefits do we get from plants?
- What are the sources of energy in the environment?
- What are the man-made sources of energy?

**Class Work:**

Activities and exercises at the end of the lesson will be discussed and done in the notebooks. Pictures of Living and Non-Living things will be drawn or pasted.

**Final Recapitulation:**

1. What do you mean by environment?
2. Give some examples of natural elements.
3. Is a human being a producer or consumer?
4. Who are the producers? What do they do?
5. How do carnivores depend on plants?

**Homework:**

1. Draw and describe the food chain.
2. Write down the benefits of sunlight.
3. How can increased plantations influence the environment?

## APPENDIX 1

### STUDENT BIODATA FORM (WORKSHOP)

S/No.	Student Name	Phone Number	Email Address
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			
11.			
12.			
13.			
14.			
15.			
16.			
17.			
18.			
19.			
20.			
21.			





## APPENDIX 4

### TEACHING PRACTICUM SITE APPROVAL FORM

This form must be completed and submitted to the concerned Regional Office/ Center of the Allama Iqbal Open University for approval at least 08 weeks before the start of the teaching practicum.

Student Name: .....

Registration No: .....

Name & Address of School: .....

Phone Number of School: .....

Principal/Head Teacher Name & Signature: .....

## **APPENDIX 5 TEACHING PRACTICUM LETTER**

**Respected Head of the Institution,**

Mr./Ms./Mrs. \_\_\_\_\_ is a student of B.Ed. (4 years) with Specialization in School Leadership & Management under Registration Number/ ID \_\_\_\_\_ in Allama Iqbal Open University, Islamabad. He/she is needed to perform a teaching practicum in the school as a requirement of his/her degree program. Kindly facilitate him/her by providing this opportunity in your institution.

**Director,**

**Regional Center** \_\_\_\_\_

**AIOU, Islamabad.**

## APPENDIX 6

### FORM FOR FINAL LESSON & PRESENTATION

Name of Trainee Teacher:.....

Roll No. of the Student: .....

Subject: .....

Date: .....

S/No.	Dimension	Total	Score
1.	Objectives	2	
2.	Checking Previous Knowledge	2	
3.	Use of AV Aids	2	
4.	Instructional method	2	
5.	Activities	2	
6.	Lesson Recapitulation	2	
7.	Questioning / Closure	2	
8.	Home Assignment	2	
9.	Time Management	2	
10.	Write-up of Lesson Plan	2	
	<b>Total</b>	<b>20</b>	

**NOTE: For assessing each lesson, a separate form will be used. Comments:**

Supervisor ..... Evaluator .....

Evaluator ..... Tutor .....

## APPENDIX 7

### SAMPLE FORMAT OF ACTION PLAN

AREA OF THE STUDY \_\_\_\_\_

Topic: \_\_\_\_\_

Column A	Column B	Column C
<b>Sr. No.</b>	<b>Components</b>	<b>Explanation about the indicator. This column should be written with all relevant details as required, as explained</b>
1	<b>Targets</b>	<ul style="list-style-type: none"> <li>• Break down the priority into smaller targets</li> <li>• Make these SMART (specific, measurable, achievable, relevant, time-bound)</li> </ul>
2	<b>Actions to be taken.</b> <i>Small, achievable steps</i>	<ul style="list-style-type: none"> <li>• Include the steps in detail that you will take to achieve the target/s</li> </ul>
3	<b>By whom</b>	<ul style="list-style-type: none"> <li>• Give the details of the person/s who will be responsible for each action.</li> </ul>
4	<b>By when Deadline</b>	<ul style="list-style-type: none"> <li>• By what time will these actions be completed? Specify the deadline (dates)</li> </ul>
5	<b>Resources needed</b>	<ul style="list-style-type: none"> <li>• Resources: what equipment do you need to buy, and how much will it cost?</li> <li>• Include the costs involved in meeting this target.</li> <li>• Consider the time it will take; whether this will be allocated release time for the staff member; if supply cover is used, the cost of this.</li> </ul>
6	<b>Success criteria</b>	<ul style="list-style-type: none"> <li>• What does success look like?</li> <li>• What impact will this have on your school?</li> <li>• How will you measure this?</li> <li>• Consider: evidence, milestones, impact on learners, outcomes.</li> </ul>
7	<b>Monitoring of the progress</b>	<ul style="list-style-type: none"> <li>• What strategies will they use to monitor?</li> <li>• Assign different members to monitor these targets.</li> </ul>

## APPENDIX 8

### FORM FOR EVALUATION OF ACTION PLAN

Name of Trainee Teacher: .....

Roll No. of the Student: .....

Subject: .....

Date: .....

Sr. No.	Component	Total Score	Achieved Score
1.	<b>Targets (04 smart targets/objectives)</b>	4	
2.	<b>Actions to be taken.</b> <i>Small, achievable steps</i> <i>(5 actions for achieving 5 targets)</i>	4	
3.	<b>By whom</b>	4	
4.	<b>By when</b> <b>Deadline</b>		
5.	<b>Resources needed</b>	2	
6.	<b>Success criteria</b> <b>(4 indicators against 4 targets)</b>	4	
7.	<b>Monitoring of the progress</b> <b>(4 strategies to monitor component-wise)</b>	2	
	<b>Total</b>	<b>20</b>	

**NOTE: For assessing each action plan, a separate form will be used. Comments:**

Supervisor ..... Evaluator .....

Evaluator ..... Tutor .....