



# BOARD PROTOCOL: CHECKLIST

THE BOARD **ENABLES** TEACHERS TO CONVERT **INTENTION INTO ACTION**

“Hi, I’m excited that you have chosen to use your Board to intentionally anchor your lesson plan and are looking forward to try out the Board Protocol process for yourself! I hope you found value in and enjoyed going through the pack and resources so far.

I invite you to use this quick, at a glance checklist as a reference to ensure that you do not miss out on any of the ingredients! It’s really very simple to execute, and here are some things that I keep in mind during the process. **Please feel free to innovate, translate and implement the way you want. And, I would love to know how you have done it. Do share your experience with us.”**

- Archana Sethi

## BEFORE

- ☐ **Familiarize** your students with the board protocol and explain to them the **relevance** of each section. You can mark the sections permanently on the board with white / black paint or stickers. *(As shown in the annotated board picture in the resources).*
- ☐ Once you have decided on the **venue** for your session, plan out the best option to make visible your Board work. If the class is **outdoors** you could use a mobile board or even a simple chart paper.
- ☐ We recommend that before the class, in a new setting, walk around and sit at the back of the class in **different positions** to ensure that the board is **visible** to all students. Check for glare / height / dark spots on the board and take corrective action as required.
- ☐ While planning for your lesson, **think through** when and how you’re going to use the different sections of the board to build **Relevance, Rigor and Relationships**.
- ☐ Keep **multi-coloured chalk / board** markers handy to fill in the various sections on the board.



## DURING

### STEP 1: Fill up the session on your board *(refer examples in the resources of filled in Board work)*

- ☐ The sections for '**Date**', '**Topic**' can be filled at the very **beginning** of the lesson, while students are settling in and setting-up their notebooks / materials, and before starting the actual instruction.
- ☐ Next, **co-create the Criteria** for the session and make visible the **expectations** from the students.
- ☐ The section for '**Relevance / Objective**' should be filled in at the start of the lesson so that students become **invested** in the lesson. At times, if the teacher is conducting an exploratory session, they can begin with a **hook question** for uncovering the objective of the session.
- ☐ The sections for '**Show Value**' and '**Knowledge**' can be filled during the lesson. Make sure to select the most suitable medium for **visual reinforcement** of the learning journey (e.g. by drawing a table, or a flowchart, or an illustration, or writing key points / questions). Do remember, to make out a list of **new vocabulary** students are likely to encounter, or that you want to introduce during the lesson.
- ☐ Often all that it will take for you to fill in the board is a couple of minutes, but in the long run children will grasp the lesson most effectively through this **organization** of the board.

### STEP 2: Use the board to give direction to your session

- ☐ Look at the board as a **compass** to give you direction and keep your session **aligned** to the objective. In case you find that the delivery is getting side-tracked, use the board to bring back the lesson into focus.

### STEP 3: Document it!

- ☐ Don't miss the opportunity to **take a picture** of the board once the session is completed. It will act as a record and **reference** for evolving your teaching practice.
- ☐ The picture of the board also has a great **recall value** for your students to easily **reconnect and revise** this lesson before beginning the next lesson or before exams.



## AFTER

- ❑ At the end of the lesson remember to **'Close the Loop'** with students. Ask students to look at the board and recall what they have learnt during the session. Ensure that the **essence** of the lesson is brought out by posing **questions** / having a **dialogue** with them.
- ❑ Go back to the **'Relevance / Objective'** at the end of the lesson to reflect, if it has been met.
- ❑ Keep a record of all your board pictures and review them in a **continuum** over a month to **reflect** on your practice and **refine** it.
- ❑ You can also pair up with a colleague to do **collaborative reviews** for each other.

## SOME IMPORTANT TIPS

- ❑ An interesting strategy to teach could be to share your session plan with children who easily get distracted and make them your **scribe**. In this way they **co-teach** with you and remain **focused**.
- ❑ On Key Stage 1 boards (Pre-K to Grade 2), the 'Add Value' section can be marked as **'Criteria / Protocols'** where **basic expectations** of student behaviour during the session are **co-created** with them and explicitly written.
- ❑ **Smiley and sad face** may be used to encourage **individual students** to add value in the class as well as to show the **performance of groups** during project work.
- ❑ While the Date, Agenda and Objective of the session should always be made visible on the board, **other elements** of the board may be used **as per the requirement** of the session.