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| **Campbellsville University**  **School of Education** | |
| **Source of Evidence 2: Lesson Plan** | |
| **Your observer will use this evidence to evaluate your performance on the following.** | |
| **Kentucky Framework for Teaching Components**  1A- Demonstrating Knowledge of Content and Pedagogy  1B- Demonstrating Knowledge of Students  1C- Setting Instructional Outcomes  1D- Demonstrating Knowledge of Resources  1E- Developing Coherent Instruction  1F- Designing Student Assessment | **Kentucky Teacher Standards**  1-The Teacher Demonstrates Applied Content Knowledge  2- The Teacher Designs and Plans Instruction  3- The Teacher Creates and Maintains Learning Climate  4- The Teacher Implements and Manages Instruction  5- Assesses and Communicates Learning Results  6- The Teacher Demonstrates Implementation of Technology  8- Collaboration with Colleagues/Parents/Others |

**Guidelines for Developing the Source of Evidence: Lesson Plan**

The lesson plan template should be used in planning all lessons, some of which will be observed by your P-12 teacher and/or university instructor. Your lesson plan will provide the framework upon which you will create the classroom environment and implement instruction. Each lesson plan should be sent to the appropriate persons 2-3 days before any scheduled observation to allow for review and feedback. Include any and all teaching materials used with each lesson plan (i.e. rubrics, assessments, PP, activities, websites, SmartBd activities, etc)

**1. Learning Target (s)/Objectives**

The lesson’s learning target (s)/objective (s) should be student-centered, observable and measurable. The connection

to the state curriculum/content area standards should be focused on the knowledge, skills and/or processes

identified in the learning targets/objectives.

**2. Pre-Assessment (s)**

Briefly describe the pre-assessment (s) you used to identify your students’ baseline knowledge and skills relative to

the learning target’s objectives for this lesson. Include baseline data and all assessments used.

**3. Formative Assessment (s)**

Identify the type of formative assessments and data that will be used to determine student progress in achieving the

learning target/objectives. If needed, identify how these assessments will be differentiated to address the needs of

your students. In addition to the formative assessments you will use, describe how you will provide opportunities for

your students to self-assess their learning progress.

**4. Resources**

Identify the resources that will be needed for the lesson. During the course of your internship, you should make use

of available technology when the technology will facilitate planning, implementing, assessing of instruction, and

facilitating your students’ learning.

**5. Lesson Procedures**

Describe the sequence of strategies/activities and assessments you will use to engage students and accomplish your

learning targets/objectives. Within this sequence, be sure to:

1. Describe the differentiated strategies/activities and/or assessments designed to meet the needs and strengths of your students. (i.e. auditory, visual, spatial, kinesthetic, interpersonal, etc.)
2. Identify the questions you will use to promote higher order thinking and understanding and encourage discussion.
3. Describe the accommodation used to meet the needs and strengths of diverse learners. (i.e. preferred seating, oral tests, additional time, etc.)
4. Describe the modifications made for students with diverse needs. (i.e. fewer/less complex spelling words, fewer/less complex math computations, fewer steps in processes, etc.)

**6. Watch For------**

Are there specific indicators for the components of Domain 2-Classroom Environment and/or Domain 3-Instruction

that you would like specifically observed during this lesson? If there are, please note these on your plan to alert the

observer.

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| **Campbellsville University**  **School of Education** |
| **Source of Evidence 2: Lesson Plan** |
| **Name: Emily Hunter Date of Observation: 11/16/16 CU Course: ED 414**  **Ages/Grades Number of Number of Number of Number of**  **of Students Students in Students Gifted Students**  **9th & 10th Graders Class 15 having IEP 0 Students 0 having ELL 0**  **Lesson Title: Quadratic Formula**  **Unit Title (if applicable): N/A** |
| **1. Learning Target (s)/Objectives (1C)**  List the lesson learning target (s)/objective (s). (Connect each target/objective to the appropriate state curriculum/content  area standards)  **State Standard:** Reasoning with Equations and Inequalities REI  Solve equations and inequalities in one variable   1. B. Solve quadratic equations by inspection (e.g., for x2 = 49), taking square roots, completing the square, the quadratic formula and factoring, as appropriate to the initial form of the equation. Recognize when the quadratic formula gives complex solutions and write them as a ± bi for real numbers a and b.   **Target #1:** After a lesson consisting of numerous practice problems on the quadratic formula, students will be able to solve the problem on the exit slip correctly. |
| **2. Pre-Assessment (1F)**  Describe the pre-assessment (s) used to establish students’ baseline knowledge and skills for this lesson.  The past couple classes, Mr. Rafferty had been teaching the students how to factor polynomial expressions. We looked through their flash back journals to see how well students were understanding the concept of factoring. Students were very comfortable with factoring so Mr. Rafferty and I decided that it was time to teach them a new method that they can use to solve quadratic equations using the quadratic formula. Mr. Rafferty looked over the MAP Testing results as well to see how the students scored on particular parts of this test. |
| **3. Formative Assessment (1F)**  Describe and include the formative assessment (s) to be used to measure student progress during this lesson.  I will pull up the quadratic formula problem on the SmartBoard and hand out index cards to my students. I will have them complete the exit slip by working the problem on the index card. Then, the students will hand me their index cards so that I can grade them to see whether my students met the learning objective or not.  Exit Slip  1. |
| **4. Resources (1D)**  Identify the resources including appropriate technology needed for this lesson.  Answer Key (for Mr. Rafferty and I)  Bell-ringer on factoring (displayed on SmartBoard)  Cell Phones  Index Cards  iPad  Kahoot Quiz  Markers  Mr. Rafferty  PowerPoint  Quadratic Formula Handout (for each student)  Sheet of Paper (to work problems out that will be projected on the SmartBoard with the iPad)  Smartboard  White Board |
| **5. Lesson Procedures (1E)**  Describe the sequence in which the differentiated strategies/activities and/or assessments will be used to  engage your students and facilitate attainment of the lesson objectives (s) and promote higher order thinking.  As soon as the students enter the room, we will have them start of the bell-ringer which will consist of Mr. Rafferty displaying six factoring problems on the SmartBoard (3 minutes). After students work these problems, Mr. Rafferty will go over the answers (1 minute). After they are finished reviewing over the bell-ringer, I will introduce the lesson topic that we will be learning about today which is the Quadratic Formula (5 minutes). I will bring up the PowerPoint that I created which starts off by showing the formula. Then, I will start by working a quadratic formula problem on the whiteboard (30 minutes). The next problem, Mr. Rafferty will work so that students get to see the problems worked out by two different teachers using different methods. Mr. Rafferty, however, will work the problem on a sheet of paper and the iPad will project what he writes onto the SmartBoard. This will differentiate learning for students who like to see it projected on the SmartBoard vs. the white board. The third problem we will have our students work independently. We will follow this pattern because we grouped our problems in threes. After three problems, we switched the problem a little bit to make it either more challenging or to show a different way that a student might see a problem written out. Throughout the lesson, I will use questioning techniques to scaffold learning. For example, I might ask the students what they got for the discriminant or what the discriminant of this problem tells them. I want to use numerous questions such as these to facilitate higher order thinking. After twelve problems, I will have the students complete a Kahoot quiz by using their cell phones to answer some questions based on the quadratic formula (10 minutes). There is also one self-assessment question on this quiz. It will help me determine how comfortable the students feel with the material I taught. It will also give my students some immediate feedback on how well they understood the material. After this activity, I will pull up on the SmartBoard the slide on the PowerPoint that has the exit slip and have the students work this problem on an index card that I will collect at the end of the class period (4 minutes). |
| **6.** What I actually did when I taught the lesson that I did not include in my lesson procedure above:  When I taught this lesson, the students knew the material better than I thought they would. So I was able to have them work a lot of the problems that I thought I would need to work out on the board for them. I was able to have them work these problems independently and then we just checked the answers together. Mr. Rafferty and I did not alternate exactly as we had planned due to the fact that they really did not need us to work all the problems. We did a lot of teaming, and it was very interesting to see how we were able to just know who was going to work each problem even though it was completely different then we had planned. Since the students knew how to work the problems and did not need as much practice as we had anticipated, Mr. Rafferty decided to go over their tests that they had recently taken. I cut out some of the problems that I had planned to work, and we did not complete all twelve problems. |

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