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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: 3/28/16 CU Course: ED 311**  **Ages/Grades Number of Number of Number of Number of**  **of Students Students in Students Gifted Students**  **10th and 11th Graders Class 12 having IEP 3 Students 0 having ELL 1**  **Lesson Title: Rectangles**  **Unit Title (if applicable): Quadrilaterals** |
| **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 Standards:** Congruence CO: Prove geometric theorems  9. Prove theorems about lines and angles. Theorems include: vertical angles are congruent; when a transversal crosses parallel lines, alternate interior angles are congruent and corresponding angles are congruent; points on a perpendicular bisector of a line segment are exactly those equidistant from the segment’s endpoints.  11. Prove theorems about parallelograms. Theorems include: opposite sides are congruent, opposite angles are congruent, the diagonals of a parallelogram bisect each other, and conversely, rectangles are parallelograms with congruent diagonals.  **Target #1:** After today’s review on parallelograms through the scavenger hunt, students will have learned how to solve for the angles and lengths in a parallelogram with one error or less on the six problems.  **Target #2:** After today’s lesson on rectangles, students will be able to solve for angles and lengths in rectangles with fewer than four errors between problems #1 and #2 on the rectangle handout. |
| **2. Pre-Assessment (1F)**  Describe the pre-assessment (s) used to establish students’ baseline knowledge and skills for this lesson.  I had an exit slip planned from the Parallelogram Lesson #1; however, we did not have enough time to get to it. We had just enough time to have the students practice the problems together and for some independent work. Two of my independent problems were the same type as the exit slip. So I used one of these problems (problem #3) as my exit slip. I looked over this exit slip and realized a couple of key things which changed the planning for today’s lesson. First, I heard that the students felt confused when they had to solve for both angles and lengths in the same problem. Thus, in the rest of the unit, I will just have them solve for one or the other. There was very little room on the picture to draw in all angles and side lengths so that is another reason why I will change this in future lessons. The students did perform well on the problem #3 (which replaced the exit slip). All nine of the students who were there that day had fewer then three errors. So they all met my criteria for yesterday’s lesson. I also noticed that the students did not have enough time to work all of the problems on the handout. Most of them did not get past problem #4. So I knew I needed to go over the remaining problems as well as give them extra practice on these parallelogram problems. That is why I decided to start off class with a scavenger hunt using these left over problems from yesterday’s lesson. |
| **3. Formative Assessment (1F)**  Describe and include the formative assessment (s) to be used to measure student progress during this lesson.  I will allow the students to self-assess themselves during the scavenger hunt. I want them to get at least 5/6 problems worked out correctly during the given amount of time. I know that some students may not have enough time to get to every station and that is why I am allowing for them to have one error between the six problems and still meet my first learning target.  To meet my second learning target, I want my students to solve for the angles and lengths in the rectangle problems #1 and #2 with fewer than four errors between the two problems. During the independent practice time, I will go around to look how the students are solving the problems and to help them out if they get stuck. I also will look through all of their problems from the parallelograms and rectangles lessons and check off what they got right and what they still need to work on. I will write down common errors that the students have to discuss in tomorrow’s lesson. |
| **4. Resources (1D)**  Identify the resources including appropriate technology needed for this lesson.  Mrs. Dicken  Colored Cardstock with Parallelogram problems  Parallelogram Lesson #1 Handout  Rectangle Lesson #2 Handout (for each student)  Blank Rectangle Lesson #2 Handout (to work problems out on)  Colored Rectangle Shapes (for each student as well as one for me)  Computer  Projector  Ipad  Smartboard  Pen |
| **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.  I will start off this lesson by having the students participate in a scavenger hunt (25 minutes). This will allow for my student with ADHD to move around and not be in his seat the entire class period. I will have Mrs. Dicken paired up with this student so that he stays on track. I will also have the students who missed yesterday’s class with this group so that Mrs. Dicken can help them catch up on what they missed. I will have problems glued onto colorful cardstock (see picture on the scavenger hunt handout). I will spread these out all over the room. The students will be put into groups. They will work a problem and then check their answer by flipping the card up. The answer will be on the back as well as the next color station that they should go to. This will allow the students to work problems and then self-assess whether they knew the material or not. I made sure to once again separate my student who likes to copy from my ELL student. Then, I will move to teaching the lesson on rectangles. I will give the students a cut out shape of a rectangle. I will go through the properties of the rectangle and have them fill in the blanks on their sheets as well as draw markings on their rectangle to help them visually see the properties (differentiation for my visual students; 15 minutes). We will work some problems together, and then I will have them practice some problems on their own (20 minutes). During the working of these problems, I will call on students to help me work through them. I will make sure to call on my high level learner who is quiet as well as call once on my nonverbal student. I gave the students yesterday to get used to my teaching style, and today I am going to have them help lead me through these problems. During the practice time after the lesson, Mrs. Dicken and I will be working with students who we feel need differentiation. We will help work these students through the problems step by step if necessary. During this time, I also made sure to positively encourage the particular students that Mrs. Dicken pointed out needed encouragement to help them perform at a high level. |
| **6.** What I actually did when I taught the lesson that I did not include in my lesson procedure above:  This lesson I actually taught very similar to how I wrote the lesson plan. I really liked how this lesson went. I think that in the lesson that I taught, I did not take enough time to go over the rectangle when I marked it for the students. So I think that I would make sure to take my time and not rush through the material just because my time for the class period was running out. I also did not have the handout labeled as “Practice Together” and “Problems to Practice On Your Own.” I changed it for this unit, but when I taught it, I had it labeled as “Practice” and “Problems” which is not very specific as to what I wanted it to say. |