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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: 3/29/16 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: Rhombi and Squares**  **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 we have worked the problems on rectangles as a class, all students will have the right answer written on their paper for problems #4, #5, and #6.  **Target #2:** After today’s lesson on Rhombi and Squares, students will be able to solve for angles and lengths in both of these shapes with fewer than three errors on the exit slip. |
| **2. Pre-Assessment (1F)**  Describe the pre-assessment (s) used to establish students’ baseline knowledge and skills for this lesson.  Yesterday, I had the students complete a scavenger hunt on parallelograms. It was a self-assessment, but after yesterday’s lesson was complete, I checked all of the students Lesson #1 and Lesson #2 handouts. Eight out of my eleven students met yesterday’s learning target. The ones who did not meet my target had missed either the first lesson on parallelograms or they were one of my slower learners who take more time to complete these problems. However, the ones they did complete these problems did them correctly. I found that a lot of students were forgetting the degree symbol when they solved for an angle and some students even added a degrees symbol to lengths. This was something I addressed at the beginning of the lesson. I wrote down some of the common errors that the students had made in order to discuss these misconceptions in today’s lesson.  I did not get to the independent problems for the rectangle handout so they did not get to complete this formative assessment yet. I noticed that a bunch of students did not get the work or answer written down for problem #6 which is probably because I had a higher level student walking us through that problem. Thus, I will go over that problem again so the other students can understand it. |
| **3. Formative Assessment (1F)**  Describe and include the formative assessment (s) to be used to measure student progress during this lesson.  I will check the rectangle handout from today after class. I want all students who were there today to have the correct answers for all three of the following problems: #4, #5, and #6. This will show me who paid attention during the working of these problems enough to get them written down and show me their work.  I want my students to complete the exit slip below with fewer than three errors to meet my learning target. After the teaching of today’s lesson, I will check my students’ rectangle and rhombi/squares handouts. I will write down common errors that students have when I look through the handouts as well as give each of the students a bit of feedback by writing them a personal note.  Exit Slip  **Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**    **2.** |
| **4. Resources (1D)**  Identify the resources including appropriate technology needed for this lesson.  Mrs. Dicken  Rectangle Lesson #2 Handout (for each student)  Blank Rectangle Lesson #2 Handout (to work problems out on)  iPad  SmartBoard  Projector  Pen  Computer  Rhombi and Squares Lesson #3 Handout (for each student)  Blank Rhombi and Squares Lesson #3 Handout (to work problems out on)  Colored Rhombi and Square Shapes (for each student as well as one for me)  Colored Rhombi and Square Shape (cut down the diagonal) |
| **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 out by going over the rectangle drawing that I did not go over well enough yesterday (5 minutes). I will finish labeling it, and then I discuss how if the sides are leaning that the diagonals are not equal. So in a rectangle and square the diagonals are congruent because the sides of the quadrilateral are not leaning. However, in a parallelogram and rhombus, the diagonals are not congruent because the sides are leaning. I will go over problem #6 from the rectangle handout (5 minutes). This was a problem that we went over together yesterday, but I think we went over it too fast because one of my higher-level learners was walking us through the problem. So when I assessed yesterday by looking through my student’s handouts, I noticed that they did not have all the work written down for this problem and some of them did not even get the final answer. We will then work the independent rectangle problems that we did not have time to get to yesterday: #4, #5, and #6 (15 minutes). I will have my students walk me through these problems and make sure to call on all students including my high level learner who is quiet and my nonverbal student. Yesterday, these students both answered my questions correctly so I want to make sure that they continue to answer questions in my class. I will remind students to put a degrees symbol when they are working with angles and to not put a degrees symbol when it is a side length. I had made notes about this on their sheets yesterday so this was the second time that I will remind them of this. I will then go over that the angles that make up a diagonal add to 180 degrees. I will then teach my lesson on rhombi and squares by going over the rhombi properties, labeling the shape, working problems together, and then giving them time to practice on their own (15 minutes). Then, I will go through the exact same process with the squares (15 minutes). I have a sheet with extra practice problems for my fast working students who complete the handout before my slower working students. This is another example of differentiation in this lesson. At the end of this lesson, I will have the students complete an exit slip on their way out (5 minutes). |
| **6.** What I actually did when I taught the lesson that I did not include in my lesson procedure above:  In the lesson that I actually taught in the classroom, my learning target #2 was:  **Target #2:** After today’s lesson on Rhombi and Squares, students will be able to solve for angles and lengths in both of these shapes which will be demonstrated by scoring a ¾ on problem #2 on the rhombi section and a ¾ on problem #2 the square section.  However, I decided to change this because I wanted those problems to be practice and the exit slip to be after they had that practice. Thus, I change my learning target to the following:  **Target #2:** After today’s lesson on Rhombi and Squares, students will be able to solve for angles and lengths in both of these shapes with fewer than three errors on the exit slip.  I also created a new exit slip which you can see up above under the formative assessment section. This will help me better determine what the students know because they will have to complete it on their own, and they will have had practice prior to the completion of this exit slip.  I also felt like today my students were less engaged then the days before. I think it is because I did not have them get up today and do something like I did yesterday. However, I feel like a teacher cannot have her students get up every single day so if I retaught this lesson, I would just try to be more intentional on promoting student engagement in the material. |