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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: 3/25/16 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: Parallelograms**  **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 lesson on parallelograms, students will demonstrate that they are able to solve for angles and lengths in 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.  I gave a pre-test on each of the shapes a few days prior to teaching this lesson. This helped me determine where to start. I knew that they could solve the simplest problems by using the property that opposite sides are congruent, but besides being able to that, I knew that they were lost so I started at the beginning. |
| **3. Formative Assessment (1F)**  Describe and include the formative assessment (s) to be used to measure student progress during this lesson.  I will give an exit slip at the end of this class session to determine how well they learned the material. In this exit slip, they will have to solve for angles and lengths. I want them to have fewer than three errors on this formative assessment.  Exit Slip  **Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** |
| **4. Resources (1D)**  Identify the resources including appropriate technology needed for this lesson.  Mrs. Dicken  Parallelogram Lesson #1 Handout (for each student)  Blank Parallelogram Handout (to work problems out on)  iPad  SmartBoard  Projector  Pen  Colored Parallelogram Shapes (for each student as well as one for me)  Colored Parallelogram Shape (cut down the diagonal)  Exit Slip |
| **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 teaching the properties on parallelograms (10 minutes). I will write out and discuss the properties of a parallelogram with the use of the iPad to project my paper/what I write down on it up on the SmartBoard. This will differentiate instruction for my English Language Learner so he can see the words as well as hear them. I will give the student colorful cutout parallelograms. As I teach them each property of a parallelogram, I will model how to label the shape using the iPad to project my shape up on the Smarboard. I will also have them label their own shapes. This way the students can visually see the properties which is differentiation for my visual learners. I will label the congruent lengths and angles of a parallelogram. I will also mark which angles are supplementary. I will draw in diagonals. To show that the diagonals bisect, I will have a parallelogram cut down one of the diagonals so that I can slide the lengths of the diagonal to show that they are congruent. We will then work four problems together to help the students learn how to apply the properties that we just learned to solve particular problems (10 minutes). We will then have a time where students are grouped into pairs based on the color sticker on their paper (15 minutes). They will work in pairs to solve as many problems that they can. I made sure to separate my student who likes to copy from the ELL student who is a high achiever. This will force my other student to actually work the problem since he will be paired up with a lower learner. He will not be able to copy from the ELL student today. There are 10 problems that the students can work through until the class time runs out. Mrs. Dicken and myself will walk around the classroom and help pairs of students complete the problems. We will also check off the problems once they discover the correct answer. This is a great formative assessment because I can see who got the problems right and who did not. At the end of the class, I will give the students an exit slip to assess their grasp of the material from today’s lesson (5 minutes). |
| **6.** What I actually did when I taught the lesson that I did not include in my lesson procedure above:  During the teaching of this lesson, I did not have enough time for the students to work through all of the problems as well as complete the exit slip. I had problems on the handout that were very similar to the exit slip. So during the lesson, I just had them complete these problems as their formative assessment. However, this did not allow them to practice a couple problems before they completed their exit slip. So if I was to teach this lesson again, I would make sure to manage my time better so that the students would have time to practice those problems and then complete the exit slip. I also had a different exit slip then the one above. I used the following exit slip which did not have much room for the students to label all the measurements so on this exit slip, I differentiated for my students who would prefer to have two drawings so that they can label angles on one and sides on the other. I still left the other exit slip in my unit in case a teacher wants to give a student one drawing of the parallelogram. This allows more differentiation in this lesson. |