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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: 3/30/16 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: Review Day**  **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:** Student will be able to determine which properties apply to which quadrilateral and be able to solve these problems by applying the correct property to the correct shape get ¾ of the questions right at each station.  **Target #2:** Students will be able to understand the expository text and come up with real-world example of quadrilaterals during our class discussion. |
| **2. Pre-Assessment (1F)**  Describe the pre-assessment (s) used to establish students’ baseline knowledge and skills for this lesson.  When I checked the rectangle handout from yesterday, all students who were there that day had the correct answers from all three of the following problems: #4, #5, and #6. This showed me that they paid attention during the working of these problems enough to get them written down and show some work.  After the teaching of yesterday’s lesson, I checked my students’ rectangle and rhombi/squares handouts. I had eleven students in class that day. Ten out of my eleven students exceeded or met my learning target for both rhombi and squares. I only had one student who met the learning target for my square handout, but was below my rhombi target. She scored a instead of a on problem #2 of the rhombi section. I wrote down common errors that students had as well as gave each of the students a bit of feedback by writing them a personal note that they will be given today. This note will contain at least one thing that they are doing proficiently as well as something they can improve upon in the future.  We will also have to work problems #5 and #6 from the rhombi section because we did not have time to work these problems yesterday. |
| **3. Formative Assessment (1F)**  Describe and include the formative assessment (s) to be used to measure student progress during this lesson.  I will go through all the review problems to see if the students were able to work of the questions right at each station. This will help me determine whether the students are ready for the test tomorrow or if they need an extra day or two to practice these problems a bit more. The students have seen all the problems on the post test prior to this review either through the pre-test or through a lesson, but I want them to get to see each type one more time before the post-test. I will also look through the problems that the students complete to see what common errors students are making in order to create a fifteen minute review that will happen tomorrow prior to the start of the post test.  Today, we will have a discussion on the article where I will have time to assess whether the students meet target #2. After completing a few activities to help the students start thinking and reading the article, I will have each student give me a real-world quadrilateral example. I will write down how many students are able to give me an example, and my target is for every student to be able to provide an example. |
| **4. Resources (1D)**  Identify the resources including appropriate technology needed for this lesson.  Mrs. Dicken  PowerPoint  Smartboard  Projector  iPad  Computer  Expository Text  Learning Station Problems  Learning Station Labels  Tables  Chairs  Parallelogram Lesson #1 Handout  Rectangle Lesson #2 Handout  Rhombi/Squares #3 Handout (from yesterday)  Extra Practice Problems (rhombi and square)  Paper for Quiz  Cut-out Triangles for Activity |
| **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.  During this lesson, we will start with a PowerPoint. The first slide will have forty-five second “quick see.” The students will have to try to find ten different quadrilaterals in the picture. They will then have to choose one to share with the class that they do not think that anyone else has noticed (3 minutes). This will incorporated a visual aspect for my visual learners. After this, I will ask for a couple volunteers to read the expository text on real-world applications of quadrilaterals (3 minutes). We will discuss the expository text, and I will ask the students to give me  examples of parallelograms, rectangles, squares, and rhombi that they have seen in the real world (3 minutes). I want all of my students to be able to give me an example so I plan to give appropriate wait time to make sure this happens. I will show them my PowerPoint which has a bunch of examples of these shapes in the real world after I have assessed whether they can give me an example of their own (3 minutes). Then, we will go over problems #5 and #6 from the Rhombi handout that we did not get to yesterday (3 minutes). I will have my students walk me through these problems step-by-step.  We will then break up into our four different learning stations (20 minutes). Each station will have problems from one of the shapes that we learned about the last few days. I will have two to three problems per station, and I will have the students work the problems at their stations. If they finish at a particular station earlier than when I call time, I will have them work on completing the problems that they got wrong the last couple days or have them work the problems that they did not have time for. I brought an extra sheet with rhombi and square homework problems from yesterday that we did not get to for one of my students who had finished every single problem that I had given him. During this time, I will try to positively encourage the student that Mrs. Dicken pointed out to me that needed this differentiation technique. I will make sure to separate my student who likes to copy from my ELL student. I will also have Mrs. Dicken making sure that our student with ADHD was focusing. After the stations, we will have a short quiz on the properties of quadrilaterals (5 minutes). Then, I will have the students yell out the answers, and I will give them the correct answer. This is a great self-assessment for students to see what they know and what they need to learn before the posttest.  Next, I will have them complete a shapes activity (15 minutes). I have cut out the four different shapes we have learned about. I have split the class into four groups of three. Each group will get a bag with four of each kind of shape; however, I have cut each of these shapes down the diagonal to make a total of thirty-two triangles. The students will have to find a way to make four larger shapes (a parallelogram, a rectangle, a rhombi, and a square) using all of the triangles. I brought a sheet for each student that I can give out as differentiation if I have some struggling students. This sheet has an outline of all four shapes that the triangles will fit into. We will then have a short lesson over how this works and some of the properties of these shapes (5 minutes). |
| **6.** What I actually did when I taught the lesson that I did not include in my lesson procedure above:  I added the following learning target to my lesson after the teaching of it. I did not have this target when I taught this lesson. However, I realized that since one of my unit objectives was linked to my ELA standard that I needed to have a learning target formally written out that went back to this standard.  **Target #2:** Students will be able to understand the expository text and come up with real-world example of quadrilaterals during our class discussion.  If I could re-teach this lesson, I would have definitely split it up into two days. Because I was not able to get through all my activities that were planned for this lesson. I did not get to have my students complete the quadrilateral activity, have a discussion on this activity, or teach my lesson on this activity. Also, some of the students were very rushed at the learning stations. A lot of them finished in time, but there were some stragglers. I wish I could have had more time with these students and taught this lesson in two or three days. However, with this unit, I was not able to since it was not my classroom. However, I think that this lesson has a lot of really great options that provide differentiation and allow the teacher to have extra stuff for students who finish at a particular station faster than their peers.  On the day I taught this lesson, I did not have a good method for splitting up the students. I just split them up randomly by giving them numbers 1-4. However, if I was to do this again, I would split up the students in a way in which there were strong and weak students in each group so that they could help teach each other. Because during my lesson, I had one group of students that kept finishing so early and another group who could not get through all the problems in the given amount of time. |