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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: 3/31/16 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: A Quick Review and Post Test on Quadrilaterals**  **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:** Students will be able to solve for the angles and lengths in four quadrilaterals and be able to give real-world examples of quadrilaterals scoring an 80% or above on the post-test. |
| **2. Pre-Assessment (1F)**  Describe the pre-assessment (s) used to establish students’ baseline knowledge and skills for this lesson.  On yesterday’s review, I had them work in learning stations to practice each type of problem. I checked all of their problems after they completed them and I will go over all the problems before they take the post-test that the students performed incorrectly yesterday. Below is the number of students who met my target #1:  Parallelograms Station: 6 out of 11  Rectangles Station: 4 out of 11  Rhombi Station: 7 out of 11  Square Station: 8 out of 11  From these results, I could tell that my students needed another day or two of practice. However, since I was not the teacher and this was not my classroom. I could not take another day. Instead, I had to try to make the test a bit easier as well as do a quick review of the material before I had them take the post-test.  All of my students met my learning target #2. Each student in my classroom that day was able to give me an real-world quadrilateral example so I knew that they should be able to complete problem #22 on the post-test so I did not review this before the test.  Yesterday, I also had the students perform a quick self-assessment on whether they knew the properties or not, by giving an oral quiz and having the students tell me what they wrote down. I then gave them the correct answers. I had them put this quiz in a binder so I could look at it after class. Based on these piece of evidence, I determined that I needed to go over these properties another time before the post-test. |
| **3. Formative Assessment (1F)**  Describe and include the formative assessment (s) to be used to measure student progress during this lesson.  They will be taking a post-test today so this will be their summative assessment for the unit. I will do a quick formative assessment on the properties again today to review them. The students will give me the answer that they wrote down, and then I will give them the correct answer. This will allow them to self-assess, but also get the correct answer very quickly after they made their choice. |
| **4. Resources (1D)**  Identify the resources including appropriate technology needed for this lesson.  Review Sheet (printed so I can write on it)  Computer  Projector  SmartBoard  iPad  Pen  Paper  Post Test  Calculators (for each student) |
| **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.  Since the results from the formative assessment (from yesterday) were not as good as I would have liked, I decided to perform a quick review prior to the taking of the test (10 minutes). I will start by going over the problems that the students struggled on during the stations yesterday. The problems that I will work at the start of class are PARA2, REC1, RHOM1, RHOM2, RHOM3, SQUA1 (parts c and d), and SQUA2. This should cover the majority of misconceptions. I will then do another self-assessment on the properties of a quadrilateral (5 minutes). I will read out a property and have the students tell me which shapes possess that property. I will then give them the correct answer so that they will have it fresh in their minds for the post-test that they are about to complete. After about fifteen minutes of review, I will hand out the post-tests and the students will have roughly forty-five minutes to complete the test (45 minutes). This should be plenty of time even for my slower learners. For those students who finish earlier, they will have time to check their answers or they can just sit until my other students are finished. |
| **6. Watch For \_\_\_\_\_**  If the lesson were observed what would like specifically like the observer to watch for:  I had to add my pre-assessment results for my target #2. I did not have this on the document originally when I went to teach this lesson.  During today’s review, I accidently said the wrong answer for problem #5 so I made sure that on the tests I did not count this against the students if they answered it wrong.  During this lesson, the last two pages of the test were not attached. Mrs. Dicken had printed them out for me, and when I checked to make sure all the pages were there, I did not even noticed that the last two were missing. Thus, we had to print them out in the middle of the test. So if I taught this lesson again, I would make sure that all pages were attached.  I also printed out the test in black and white when I gave it because that is what Mrs. Dicken had available. However, if this was my classroom, I may have printed out the pages in color so that they could have seen the arrows better. It would have given the test a more aesthetic appeal as well.  Also, I noticed that on the post-test, I had one line in the directions that said “This assignment will not be graded, but it will be used to plan out future lessons on this topic.” This was a mistake. I forgot to delete that line off when I converted the pre-test into the post-test. I did have the points written out on the post-test so they knew how much each problem was worth, but this line was there as well. So I changed it on the post-test that I submitted for this unit. However, the student work will have this error printed on the test. |