

**Teacher Education Model Program
W-TEMP**

Instructional Module 5: Task A-2 Lesson Plan

**Planning and Organizing a Segment of Instruction to Demonstrate Classroom
Teaching and Student Interaction Skills**

KTIP: Kentucky's Performance Assessment for First Year Teachers

Kentucky Teacher Standards Addressed

Standard 2: The Teacher Designs and Plans Instruction

Standard 5: The Teacher Assesses and Communicates Learning Results

Teacher Performance Objective

Plan a segment of instruction for one class period that:

1. is aligned with instructional unit goals and core content,
2. uses context data to guide instruction,
3. uses formative assessment to measure student progress toward objectives, and
4. includes learning activities for all students.

The Purpose of the Lesson Plan

Traditionally, developing lesson plans has been considered as one of the most important teaching abilities to be demonstrated by a pre-service or novice teacher. Often, the first trial act of teaching was to develop a lesson plan and teach it. Teacher educators looked for evidence that their pre-service teacher students had incorporated the teaching skills and methods they were taught. In student teaching, reviewing lesson plans and observing the lesson being taught were considered the ultimate performance assessment. Your committee members in KTIP may have differing ideas about what needs to be in a lesson plan and its importance. At your KTIP orientation meeting with your committee, you should solicit their expectations and requirements.

In W-TEMP, much more emphasis is placed on instructional unit plans with daily lessons as integral segments of the instructional unit. This enables us to judge the extent to which your "lesson" contributes to the whole of the unit and Kentucky's core content expectations for your students. Also, in W-TEMP, we view your plan as the design of a segment of instruction that best enables you to demonstrate important teaching, classroom management, and teacher/student interaction skills. Thus, it is important that for the classroom observations you choose lessons that provide you opportunities to demonstrate positive classroom interaction and expert instruction that results in learning for all your students. In addition, the lesson you choose should enable you to demonstrate appropriate use of a variety of media and use of formative assessment that provides you good information about different students' progress toward learning objectives. In a sense, your observed lesson, especially in Cycle 3, is analogous to a figure skating competition where judges are looking for a set of defined "moves" and the skaters plan programs that give them the best opportunity to demonstrate their skills in each of the "moves."

Prompts for Lesson Plan Elements

In the framework of using KTIP Teaching Task A-2 as an opportunity to demonstrate your teaching abilities, a brief presentation of what we will look for in your lesson plans as a W-TEMP teacher is presented below.

Context

Unit Objectives. Be sure to state the title and the three to five instructional unit objectives of which this lesson is a segment. If it would help us understand the context better, list some of the key concepts addressed.

Student's Prior Knowledge. This should come from your unit's pre-assessment and/or prior formative assessments.

Critical Student Characteristics. Be sure to use some of the context data from Task A-1 and your implications that should guide instruction.

Lesson Objectives

Feel free to use one of your unit objectives or several sub-objectives. If the latter, we recommend no more than three sub-objectives for a lesson. Our criteria for well-written objectives are:

- student friendly (e.g., the student can....),
- aligned with the unit and core content,
- measurable, and
- written to address the appropriate Depth of Knowledge (DOK) required by Kentucky's Core Content or Program of Studies.

Connections

You should list the program of studies and/or core content statements, along with their identification code. Notice the instructions say "no more than three."

Assessment Plan

Unless your lesson is the last in an instructional unit and you administer a unit post-test, your assessment plan will most likely describe formative assessments. Formative assessments can be developed in a variety of formats (e.g., anecdotal information, classroom oral questions, paper and pencil quizzes, or some type of performance assessment). The important concept to remember is that the assessment must provide you data with the progress of every student relative to lesson and/or unit objectives. KTIP Task C requires you to place your students in one of three categories: below criteria, meeting criteria, and exceeding criteria. Therefore, you will need formative data on each student as part of the lesson you plan. Make sure your assessments are able to measure the appropriate Depth of Knowledge (DOK) required for your objective(s). It would be advisable to include an objective higher than DOK1 to demonstrate you are able to provide instruction at that level.

Resources, Media, and Technology

In TEMP, we will be looking at your ability to use a variety of media, including technology. Therefore, it is advisable for lesson planning and observation that you select a segment of instruction that provides you the opportunity to use media to the fullest extent. If possible, you should plan instruction where your students interact with media, including computers, to enhance their learning.

Procedures

This task item asks you to describe the learning activities you have planned for this lesson and a sequence of events. Some KTIP teachers have developed extensive and detailed plans for the procedure of the lesson, including a teacher's script. The degree of simplicity or complexity is your call. It should be detailed enough to guide you through lesson activities and transitions with confidence. Also, your description of lesson procedures should provide your observer/committee person enough information to follow your sequence of purposeful teacher actions and learning with all of your students. In W-TEMP, we will be looking at your lesson plan procedures for some description of:

1. how you plan to introduce key lesson concepts and communicate learning expectations,
2. how you will engage your students in activities that provide every student opportunities to learn,
3. how you will lead and manage your students through learning activities and transitions,
4. how and when you will use formative assessments to check on student learning progress,
5. how you will use guided practice and independent practice to promote learning, and
6. how you will summarize and bring closure to your lesson.

Lesson planning is a task for which you should seek ideas and suggestions from your resource teacher and other experienced teacher colleagues. Giving your committee members a draft of your lesson plan for suggestions and feedback will likely result in a better plan and help you understand your committee member expectations relative to what they believe are best practices.