

**Teacher Education Model Program
W-TEMP**

**Instructional Module 1
Unpacking the Kentucky Teaching Internship Program – KTIP**

KTIP: Kentucky’s Performance Assessment for First Year Teachers

The Kentucky Teacher Internship Program (KTIP) has been in existence since 1986. KTIP from the beginning has had two goals: (1) to provide assistance to new teachers in their first year of teaching, and (2) to insure that new teachers had the knowledge and skills to be a competent teacher. That is why your three-member “committee” (your resource teacher, a teacher educator, and your principal) originally were called your assistance and assessment team. Over the past five years, Kentucky’s Education Standards Board (that grants teachers certification) has greatly increased the structure of intern teacher’s performance assessment – emphasizing Goal 2. While your resource teacher is your primary mentor and is required to meet with you at least 50 clock hours outside of classroom instruction to provide you assistance in your teaching, your committee in it’s three formal meetings (one each cycle) with you will focus on assessing your teaching performance.

Over the past decade, Kentucky has given more definition to ten teacher standards. Then three years ago, the Standards Board began requiring all teacher interns to complete ten teaching tasks to demonstrate they met the requirements of all ten teacher standards. The ten teaching tasks are organized into three components.

Component I: Classroom Teaching	
Task A	Develop a Lesson Plan
Task B	Demonstrate Teaching Skills during Classroom Observation
Task C	Analyze and Evaluate Teaching and Learning of a Lesson

Component II: Professional Responsibilities	
Task D	Collaborate to Address Special Learning Needs
Task E	Assess and Manage your Own Professional Growth
Task F	Demonstrate Professional Leadership

Component III: Instructional Unit	
Task G	Design Learning Objectives and Assessments for an Instructional Unit
Task H	Analyze, Use, and Communicate Learning Results
Task I	Design Instructional Activities for the Instructional Unit
Task J	Reflect and Evaluate Teaching and Learning in the Instructional Unit

Clear, specific, and detailed instructions for how you are to complete the above ten tasks are provided in the KTIP Teacher Performance Assessment (TPA) Handbook Fall 2008 Edition (blue book). This handbook will be your “performance bible” for the three

cycles of your internship year. The more you are familiar with the contents of the TPA handbook, the better you will understand your performance expectations during your internship. The three teaching cycles of your internship year are Cycle 1 (1-60 days), Cycle 2 (61-110 days), and Cycle 3 (111 to 140 days).

You should look at the ten KTIP teaching tasks as your opportunity to demonstrate your performance knowledge and skills as a teacher and choose lessons; collaboration, professional development, and leadership projects; and an instructional unit that will give you the opportunity to demonstrate your best performance.

The indicators and rubrics to judge your performance on the ten KTIP tasks are presented in the Intern Performance Record (IPR). You will notice that the IPR requires performance ratings on each of Kentucky's ten teacher standards and except for Tasks D, E, and F (Component II), there is not a one-to-one relationship between KTIP teaching tasks and teacher standards. Figure 1. shows the relationships of teaching tasks to Kentucky's ten teacher standards – the specific standards you should try to address as you complete each task. For most tasks, one or two standards are more important for you to attend to than others are. The scoring sheets in the IPR show the reverse relationship of what tasks relate to each standard. You will notice that the tasks that are used to judge your performance are related to the teaching cycle. For example, Tasks G – J (the Instruction Unit) provides performance data in the third cycle but not in Cycles 1 and 2. Tasks A – C (Classroom Teaching) require a different teaching exhibit for each cycle. Tasks D – F (Professional Responsibilities) are begun in Cycle 1, expanded in Cycle 2, and concluded in Cycle 3. At the end of each cycle, each of your three committee members must give a rating for each standard, even though they may have limited data in Cycles 1 and 2. Committee members mark their ratings for each Standard indicator and give a holistic score for each Standard. It is obvious that Cycles 1 and 2 are formative and Cycle 3 is summative. Therefore, you need to pay close attention to your committee member's ratings and feedback in Cycle 1 and 2 so you obtain a rating of "D" (demonstrated) for each indicator and a "3" for all standards in Cycle 3.

As stated earlier, your performance evaluation in KTIP insures you are a "competent" teacher and have earned a Standard II provisional teaching certificate. In the education world, "competent" usually means you have met the minimum performance level to practice. In W-TEMP, the added instruction and mentoring in a graduate program is designed to enable you to rise above competency to become a "high-performing" teacher with a high probability that you can produce learning with all the students assigned to you. This higher level of performance required in W-TEMP is reflected in Appendix A, which lists what we look for from your teaching tasks over and above what KTIP requires. As you complete each of the ten tasks, we will provide you the rubric we will use to judge this high level of performance. If you fail to meet the higher level of performance required in W-TEMP, you will be given feedback, assistance with improving your performance, and given another opportunity to demonstrate the higher level of performance. In W-TEMP, the task description and prompts for each task are the same as in KTIP. You will not be required to complete an additional task to receive

credit in EDU 501, EDU 590, and EDU 596, only the higher level of performance which may require more complete or expanded documentation, analyses, and evaluations. In KTIP and especially in W-TEMP, some teaching skills are more important than others because they support teaching processes research and experience has shown to be critical for facilitating learning for all students. A list of some of these critical skills is provided in Appendix B. In addition, in Appendix B you will be provided with a worksheet that asks you to identify which of the teaching skills on the list are used in each of the ten KTIP tasks. Completing the matrix in Appendix B will help you to see the importance of specific skills to teaching and learning.

Figure 1.
From Orientation to TEMP – An Innovative Master’s Degree Program for New Teachers
Relationship of Teaching Tasks to Teaching Standards

<i>Teaching Tasks</i>		<i>Teaching Standards</i>	
A	Lesson Plan	1	The Teacher Demonstrates Applied Content Knowledge
		2	The Teacher Designs and Plans Instruction
		5	The Teacher Assesses and Communicates Learning Results
		6	The Teacher Demonstrates the Implementation of Technology
B	Classroom Teaching	1	The Teacher Demonstrates Applied Content Knowledge
		3	The Teacher Creates and Maintains a Learning Climate
		5	The Teacher Assesses and Communicates Learning Results
		6	The Teacher Demonstrates the Implementation of Technology
C	Lesson Analysis and Evaluation	7	Reflects On and Evaluates Teaching and Learning
D	Collaboration for Special Needs	8	Collaborates with Colleagues/Parents/Others
E	Professional Growth	9	Evaluates Teaching and Implements Professional Development
F	Professional Leadership	10	Provides Leadership within School/Community/Education
G	Unit Outcomes and Assessments	1	The Teacher Demonstrates Applied Content Knowledge
		2	The Teacher Designs and Plans Instruction
		5	The Teacher Assesses and Communicates Learning Results
H	Unit Instructional Strategies and Activities	1	The Teacher Demonstrates Applied Content Knowledge
		2	The Teacher Designs and Plans Instruction
		5	The Teacher Assesses and Communicates Learning Results
I	Unit Learning Results and Analysis	5	The Teacher Assesses and Communicates Learning Results
J	Reflection and Evaluation of Unit	7	Reflects On and Evaluates Teaching and Learning

Appendix A

Requirements for Your Final Document of Task Materials to be Submitted for Credit in the EDU 590 & EDU 596 Courses

Note: The Requirements listed below were provided to 2007-2009 W-TEMP teachers last spring. A revised set of more detailed requirements and expectations will be developed for 2008-2010 W-TEMP teachers.

Performance Assessment

1. The set of materials you submit to us must be a hard copy we can keep, plus an e-copy.
2. All performance assessment materials (A-J2) must be submitted by close of work 4:30 pm on Friday, April 25.
3. Since EDU 590 & EDU 596 are Pass – No Pass courses, all assessment materials must be approved by Drs. Daniel and Pankratz for you to receive credit. If any part(s) is/are unacceptable, it/they will be given back to you to revise and resubmit. A pass for EDU 501 has already been posted on TopNet.

What we are looking for is a set of quality teaching exhibits that deserve graduate credit.

We will look for the items listed below within the responses required by the handbook. However, you may address any item independently after your handbook responses if you need to add something or if the item can be better communicated by addressing it separately.

Task A1 – Teaching and Learning Context

A set of sound, logical, and useful implications for instruction based on contextual data presented.

Task A2 – Lesson Plans and Task C – Lesson Analysis and Reflection

Three sets (one lesson plan and analysis) one for each cycle. For Cycles 1 and 2, select your best of three lesson plans and analyses. For Cycle 3, the lesson plan and analysis must be part of your instructional unit and accompany your videotape/DVD. We will look for instructional objectives that are aligned, appropriate for student friendly, formative assessments that measure progress learning objectives, varied and useful learning activities, and a sound analysis of teaching and learning.

Task B – Classroom Observation

A videotape or DVD of your teaching performance during the lesson and analysis you developed for Cycle 3. We will look for examples of classroom interaction suggested by class.

Tasks D, E, and F – Professional Responsibilities

For all three tasks, we will look for:

- Objectives that are measurable with a targeted outcome
- Descriptions of activities to achieve the objective(s):
 - for collaboration you must describe at least five activities (three events and two processes)
 - for professional development you must describe three types of activities:
 1. attainment of new knowledge and skills
 2. observation of teachers or situations where the PD goal you are seeking has been achieved
 3. start-up plan for implementing new processes and/or skills
- For leadership, you must describe at least three activities where you worked with parents, other professionals, or community patrons in a leadership role:
 - the time period and persons involved for each activity
 - a description of how you will measure progress toward your target outcome
 - documented evidence of what your target outcome or goal was achieved or if not – why
 - a reflective evaluation of your task experience

Task G – Designing an Instructional Unit

- A learning context with logical implications
- Unit objectives that are:
 - Clearly written
 - Aligned with Kentucky core content
 - Measurable
 - Includes Depth of Knowledge (DOK) of 2 or higher
 - Levels of student performance expected is written so even your students can understand them

Task H – Assessment Plan

- A description of the instructional strategies you will use in each lesson of your unit and the objective(s) addressed
- A variety of instructional strategies that address different types of objectives and different needs of students

Task J1 – Analysis of Results

- A table of pre-, post- scores for gains or losses by objectives and an indication that the expectation for each objective was met or not met
- Identification of Gender, free and reduced lunch status, special needs status (ESL or cultural background if significant)
- Visual representations for:
 - pre-post scores for all students
 - comparison of Gender Scores
 - comparison of free and reduced lunch – not free and reduced students lunch scores
 - comparison of special needs students' scores vs. not special needs scores

- A logical interpretation of scores or score differences
- Data-based evaluation of teaching and learning in your unit of instruction
- Statements about what you learned and what you will try to do in the future:
 - do more of
 - do less of
 - eliminate
 - add

Task J2 – Communication and Follow-up

- Description of how you communicated with parents and/or caregivers before, during, and after the unit of instruction
- A description of what I learned from my experience of communicating with parents

Appendix B

Identification of Critical Teaching Skills Associated with Ten KTIP Teaching Tasks

Below 13 teaching skills are listed that are critical to successful teaching and learning. In the matrix, please check the boxes showing what critical skills are associated with each of the KTIP teaching tasks. Identify to one or two most important skills with an “*”.

KTIP Task		Teaching Skills												
		1	2	3	4	5	6	7	8	9	10	11	12	13
A	Plan a Lesson													
B	Teach a Lesson													
C	Analyze and Evaluate a Lesson													
D	Collaborate with Parents and Professionals													
E	Manage your own Professional Development													
F	Provide Leadership													
G	Design Objectives & Assessments for a Unit													
H	Analyze, Use, and Communicate Learning Results													
I	Design Instructional Strategies for a Unit													
J	Reflect and Evaluate Teaching and Learning in a Unit													

Key to Critical Skills	
1	Prioritize and make decisions
2	Design a plan
3	Plan activities that facilitate learning
4	Gather data or information
5	Analyze data or information
6	Summarize data or information
7	Make an evaluation or conclusion
8	Communicate with parents
9	Communicate with colleagues
10	Interact with students
11	Link needs and solutions
12	Make astute observations
13	Seek new information or seek advice

Teacher Education Model Program
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Instructional Module 2
Planning Clear Expectations for Student Classroom Behavior

Kentucky Teacher Standard Addressed

Standard 3 - The Teacher Creates and Maintains a Positive Learning Climate

Teacher Performance Objective

Develop a set of student expectations for important classroom behavior.

Introduction

If you already have developed clear expectations and you plan to communicate to your students includes: (1) how students talk to each other, (2) how students get their questions answered, (3) how and when students can move about in your classroom, and (4) how students participate responsibly in instructional activities, this module will help you validate or improve the expectations you have established. However, if you have not established a set of clear expectations for classroom behavior, this instructional module will greatly help you develop a positive learning environment and facilitate learning that is more efficient.

There is a lot of evidence from research and experience that your effectiveness as a teacher will be directly related to the clarity with which you communicate how students are to behave in your class. Randy Sprik, PhD, Mickey Garrison, PhD, and Lisa Howard, M.S. (all teachers) have developed a set of modules designed to facilitate a "Proactive approach to classroom management.*" Module 3: Expectations (in their book *CHAMPS*) provides teachers expert guidance about how to avoid the most common behaviors that occur in a typical classroom by developing clear expectations about five major issues that affect student behavior problems.

Conversation	Expectations about how students may or may not talk to each other during classroom activities
Help	Expectations about students getting their questions answered
Activity	Expectations about work tasks, objectives or intended products
Movement	Expectations about the extent to which students can move about in the classroom
Participation	Expectations about behavior that represents full classroom participation

*Randall S. Sprik, Mickey Garrison, and Lisa Howard: "Champs: A Proactive and Positive Approach to Classroom Management." 1998 SOPRIS West, Longmount, CO 80504.

Seminar Learning Activities

Activity 1	Read pages 107 – 115 of Sprik, Garrison, and Howard. Then, complete the <u>CHAMPS Classroom Activities List</u> on page 113 for your classroom. Then, share your list with two of your colleagues.
Activity 2	Complete the <u>CHAMPS Classroom Activity Work Sheet</u> on page 116 for your class. Then, share your expectations for your classroom with two colleagues.
Activity 3	Read pages 125 – 128. Complete the <u>CHAMPS Transition Worksheet</u> on page 129 for your classroom. Share your expectations for transitions with two colleagues.
Activity 4	<p>To be completed back home. Read <u>Lessons and Expectations</u> on pages 139 – 148 and develop a preliminary plan for how you will teach your expectations. Your plan should include:</p> <ul style="list-style-type: none">• The content of the expectations you will communicate to your students• The activities you will use to present, demonstrate, and practice your expectations• The materials (e.g., visual displays, charts, icons, etc.) you will use. <p>Share your plan with your resource teacher and obtain feedback.</p> <p>Be prepared to share your plan with your W-TEMP colleagues at the next Saturday seminar.</p>

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**Instructional Module 3
Planning, Designing, and Using Curriculum Maps**

Kentucky Teacher Standard Addressed

Standard 2 – Designs Instruction

Teacher Performance Objective

Develop and use curriculum maps to design instructional units that address all of Kentucky’s core content standards expectations for the grade level of my students.

Introduction to Curriculum Mapping

Q1	What is a curriculum map?
A1	<p>A guide for determining what is most important to teach and how to organize and sequence instruction throughout the school year for a given content area and grade level. Curriculum mapping is approached differently in districts around Kentucky.</p> <p>However, all curriculum maps:</p> <ul style="list-style-type: none">• are based on Kentucky’s core content and program of studies• state learning goals and/or essential questions related to Kentucky’s core content• show a time sequence for delivering instruction over the school year <p>Some curriculum maps:</p> <ul style="list-style-type: none">• identify units of study throughout the school year• list the key concepts to be addressed for learning goals• suggest resources for instruction related to learning goals• types of assessments related to units and/or learning goals• list broad learning activities
Q2	Why should I, as a first-year teacher intern, be concerned with curriculum mapping?
A2	<ul style="list-style-type: none">• Develop a good understanding about what the state and my district expect of my students relative to Kentucky’s core content standards• Help me as a new teacher know what is most important to teach, including the Depth of Knowledge (DOK)• Learn what was supposedly taught to my students over the previous school year• Begin thinking about units of instruction from the start rather than just focusing on individual lesson plans• Develop the capacity to plan ahead and identify what part of the curriculum you will use to best demonstrate your teaching skills, including your Cycle 3 Work Sample

Q3	How best can I learn about curriculum mapping so I can make good use of curriculum maps?
A3	<p>Talk to your resource teacher relative to the district's and your school's previous work on curriculum maps and how you can best learn how, when, and where curriculum maps could and are being used. Also, you can:</p> <ul style="list-style-type: none"> • Consult your school's curricula coordinator for a second look at curriculum mapping activities in your school • Go to the Kentucky Department of Education website at http://www.kde.state.ky.us/KDE/, click on instructional tools on the left side of your screen. Examine the description and exemplars of curriculum maps and how they are used • Contact the designated staff member(s) listed on the KDE website and look for training session(s) throughout this year on curriculum mapping • Develop and/or modify a curriculum map you find on the KDE website.

Professional Development Tasks to Jump Start your use of Curriculum Maps in KTIP

1. Find some other beginning teachers and review the curriculum maps posted as exemplars on the KDE website
2. Agree on a core content area and grade level to develop the initial structures of a curriculum map
3. Review the combined core content/program of studies document for the content area and grade level you chose
4. Begin to group Kentucky's core content around major topics of "chunks" of instruction that could be used for instructional units over a school year. Assume you will have 30 good weeks of instruction, allowing time for spring CATS testing, down time near holidays, and the close out of school. Attempt to identify seven to ten instructional units that will address all core content and program of studies expectations for the school year.
5. one of the units you identified in the sequence of instruction in the school year, develop three to five student learning goals that focus on the most important concepts and understandings described in the core content and program of studies.
6. Share your work with your resource teacher or the other threesomes that were formed in your Saturday Seminar Group or colleagues in your school.

**Teacher Education Model Program
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**Instructional Module 4: Task A-1 Teaching and Learning Context
Gathering and Using Contextual Information about your
School, Classroom, and Students**

KTIP: Kentucky's Performance Assessment for First Year Teachers

Kentucky Teacher Standards Addressed

Standard 2: The Teacher Designs and Plans Instruction

Standard 4: The Teacher Implements and Manages Instruction

Teacher Performance Objective

The teacher gathers and analyzes important contextual information about his/her school, classroom, and students and develops a set of implications for teaching and learning.

Why Learning Context is an Important Teaching Task

Webster defines "context" as "the whole situation, background or environment relevant to a particular event, personality or creation, etc."

In 1990, Kentucky's school reform law (KERA) began requiring all schools to be accountable for the learning of all children. CATS tests are administered every year and each school's performance is published. The No Child Left Behind Act of 2000 (NCLB) not only holds each school accountable for the achievement of their students but also accountable for the achievement of groups of students that, in the past, often were neglected (e.g., minority students, ESL students with IEPs, and students from low-income families). Both the state and federal mandates have made it clear that what is taught (content standards) is the same for all students but how students learn is different and must be addressed. Thus, teachers need to gather all the information possible about each student, the conditions under which teaching and learning must occur, and the resources available so they will be able to maximize learning for every student placed under their care. Like medical doctors, teachers need the best diagnostic information possible to provide the proper treatment. Producing learning with all students is rocket science and like medical practice, teaching is a complex, highly-professional activity. Only teachers don't get paid for their services like their counterparts in the medical profession.

From 1999 to 2005, Western was the leader for eleven state universities in a 5.8 million dollar Renaissance Partnership for Improving Teacher Quality project. As part of this effort, teacher educators in all eleven institutions voted "using teaching context data to design instruction" as one of seven teaching processes most critical to produce learning with all students. KTIP's new performance assessment program has adopted this process and requires all new teacher interns to use information about school,

classroom, and student context to design and implement instruction - thus, KTIP task A-1. The template on page 14 of the TPA handbook requires specific context data in seven areas and then asks the intern teacher to describe the implications for teaching and learning of this data. An electronic template to match Task A-1 can be found on the College of Education and Behavioral Sciences website <http://edtech@wku.edu> (on the home page, click on Centers and Projects, then on KTIP).

The data requested in Task A-1 is easily found and can be entered in a perfunctory manner, followed by several obvious implications. However, in W-TEMP we want you to think more deeply about each of the seven items for which context data is required and develop a more thoughtful and helpful set of implications for designing and implementing instruction. The “prompts” below were developed to begin this thoughtful process.

School and District Factors

Every school has a Comprehensive School Improvement Plan (CSIP), School Report Card, and CATS/CTBS achievement results. The CSIP will describe what areas of instruction are priority in your school, how teachers are to implement the plan, and to what extent you and your students will be part of the CSIP. Your School Report Card provides key information about your school, its learning environment, and how your school ensures educational equity in instruction for all students. Your School Report Card also shows overall CATS/CTBS scores for students, reading readiness assessments, and specific data on the school environment, parent involvement, and teacher qualification. Your school’s annual School Achievement Report can provide you with specific achievement data on your student’s achievement by gender, race, achievement levels, and several other classifications. The School Achievement Report has very interesting and meaningful data on what students thought they had an opportunity to learn and perceive learning experiences. Student perceptions, while they may or may not present an accurate picture of what really happened, is useful data every teacher should attend to. You should ask your principal, curriculum coordinator, or resource teacher to see your school’s CSIP. Your school’s report card and School Achievement Report can be downloaded directly from the Kentucky Department of Education (KDE) website <http://www.education.ky.gov/kde> .

Resources

This item asks you to describe the equipment, technology, and supplies available to you. First of all, you might ask your resource teacher or experienced teacher colleagues about other resources that are not obvious from your initial classroom experience. In relation to resources, you might list resources you really need that are not immediately available so you can look for them elsewhere or plan how you can improvise.

Assistance

This item lists five categories of persons that you are assigned or that you might use to augment instruction in and outside of your classroom. You should stretch your thinking here and ask around about other professionals in your school and community that

would be helpful if arrangements were made. Don't forget to find out how your special education teachers, counselors, and media specialists can play an important role in your instructional plans. Don't be bashful – ask, beg, borrow, and steal the assistance you need.

Student Differences

Again, the A-1 template lists four categories for students with special needs. Highly-successful teacher interns with which we have had experience in the past often go beyond the numbers and describe more specifically the special needs of the students in your room or classes who fit into the five categories.

Student Diversity

In rural Kentucky, most schools have a very limited number of minority students and we are tempted to think diversity in minimal. Over the past decade, that picture has changed as more ESL students from Mexico, Vietnam, and Cambodia have populated our classrooms. Cultural differences have become more obvious. However, we often overlook the diversity that differences in income level and differences in religions bring to our classrooms. The differences in values and customs created by socioeconomic status and religious affiliations can be as great as that from different ethnic groups. It is important to be aware of and recognize all types of diversity and how this can and will affect learning in your classes or classrooms.

Patterns of Achievement

This item is another example of how you can put your students into three boxes and feel you recognize patterns of achievement. You would be advised to look beyond the three categories listed for other ways to describe patterns of achievement in your classes or classroom. One way to enrich the picture of achievement patterns is to look for and describe factors that have contributed to the achievement level of specific students, such as ability, handicap or challenging conditions, home environments, and temperament. More robust and comprehensive descriptions will serve us better to guide instructional planning and decisions.

Other Classroom Conditions

This catch all item is about anything else we forgot to ask. For example, nothing has been mentioned about space and/or time for learning that might be a contextual factor. Unless something stands out, you probably have enough to think about.

Implications for Instruction

With the added, more complete set of data the context for teaching and learning in your classes or classroom has become far more complex and any consideration about what these data mean for the design and implementation of instruction will likely be daunting, especially to a novice teacher. A much-expanded description of “the whole of the situation” certainly gives you more to work with and think about.

In an attempt to eat the tiger one bite at a time, start by giving consideration to what your context data means for the following:

- The need for remediation and “catch up” instruction – who, how, when, and where
- How ideas and concepts related to learning are communicated – what, how, when, and where - both for teacher/student interaction and student/student interaction
- What activities will most likely cause learning for different students – group, individual, teacher directed, student directed, etc.
- Use of real-life examples of concepts and processes. Most teachers will say relating learning to real-life experiences is essential to learning. What does your context data say about the “what and how” of using real-life examples?
- Learning experiences that are challenging to the learner with respect to interest, cognitive level, and complexity. What does your data suggest for different groups and individuals under your care?

It is doubtful that your pre-service preparation provided you with all the understandings and tools to develop a very complete set of implications. This is probably a situation where you need to solicit the wisdom and advice of seasoned and expert practitioners in your school. Start with your resource teacher and then look around for experienced colleagues you can relate to.

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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.