



2015 UofL Official Lesson Plan Template Source of Evidence: Context-LBD

This Source of Evidence should be written before your lesson plan and used to inform your lesson planning. It will be assessed using the Kentucky Teaching Standards # 8 U of L Rubric or rubric(s) from other professional standards for your certification area. Each question below is also mapped to the Teacher Professional Growth and Effectiveness System (PGES) Components for your reference

1. Content (PGES 1A)

Identify the enduring skills, concepts, and processes that your students should master by the end of the year.

2. Students (PGES 1B)

Identify your students' abilities regarding the identified enduring skills, concepts, and processes for your class.

Identify your students' backgrounds, special needs, cultural differences, interests, and language proficiency.

Briefly describe students in your classroom (use students' initials when appropriate). Include gender, age, disability category, cultural background, language (if other than English), academic achievement, related services, notable behavior issues, interests, etc.

Describe how you address cultural diversity in your classroom (e.g., racial diversity, socioeconomic status, family composition. etc.).

3. Resources (PGES 1D)

Develop (conduct) an inventory of the available resources and assistance. (Examples may include technology, teachers, specialists such as Speech/Language Pathologists (SLPs), Occupational Therapists (OTs), related service providers, paraprofessionals, families, and others that contribute to your efforts to meet the needs of your students.)

Resources:

Collaboration Partners: