

# Official U of L KTIP adapted Lesson Plan Format (C1)

## A-1: Teaching and Learning Context

### Instructions

To address Kentucky Teaching Standard 8: Collaborates with Colleagues/Parents/Others, four "STAR" components are included in the lesson plan template. Not all lesson plan assignments will require you to complete these "STAR" components, so consult with your course professor or university supervisor. (Star below will indicate "STAR" components).



**# Students enrolled**

**Grade level(s) in class**

**Ages in class (list all that apply)**

**School and district factors:**

Identify public school information that could include Comprehensive School Improvement Plan (CSIP), School Report Card (CATS/CTBS results), or any relevant data about achievement gap groups. Non-public schools should include similar data.

**Place an 'X' beside the phrase that best describes the classroom setting.**

self-contained  lab  field  collaborative classroom

**Describe the resources (equipment, technology, and supplies) available to you for this class.**

**Place an 'X' beside the phrase that describes the types of help available to you**

instructional assistant(s)  parent volunteers  peer (student) tutors

resource teachers  classroom teacher  other (Please specify)

**Indicate the # of students in each category below.**

ESL/LEP/ELL  # with IEPs (*as identified in the A-2 context*)  # with 504 modifications (*as identified in the A-2 context*)

Title I  Gifted/GSSP  other

**List types of differences in this box.**

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Languages:

Cultures:

Achievement/Developmental Levels for this lesson:

**Indicate the # of students for each pattern of achievement**

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\_\_\_\_\_ Below grade level \_\_\_\_\_ At grade level \_\_\_\_\_ Above grade level

*This information pertains to the objective of this lesson only. Based on history of student performance through pretest, or district assessment*

**Describe other classroom conditions (if any) including student demographics that have implications for teaching and what might be observed in your classroom**

**Implications for instruction: List two or three ways the above factors influence planning and implementing instruction**

**A-1 "STAR" Component**

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(FOR "STAR" LESSONS ONLY - SEE INSTRUCTIONS AT THE TOP OF THE LESSON FOR MORE INFORMATION)

Standard 8: Collaborates with Colleagues/Parents/Others

- Identify one student whose learning would be enhanced by collaboration. Any student in need can be selected; the student does not have to have a formal plan (e.g., IEP, PSP, 504)
- Consult other parties in a collaborative effort to design a plan to enhance student learning

**A-2: Lesson Plan Format**

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**Introduction**

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|  |   |
|--|---|
| Date:                                    | Age/Grade Level:  |
| Number of Students:                      | Number of Students with Special needs: <i>(IEP, 504)</i>          |
| Number of Gifted Students: <i>(GSSP)</i> | Number of Students with Limited English Proficiency: <i>(LEP)</i> |
| Lesson Subject                           | Lesson Length:  |
| Major Content:                           | Broad goal(s) of lesson:  |

**Context**

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- Explain how this lesson relates to the unit of study or your broad goals for teaching about the topic.
- Describe the students' prior knowledge or the focus of the previous lesson.
- Describe generally any critical student characteristics or attributes that will affect student learning.

## A-2 "STAR" Component

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(FOR "STAR" LESSONS ONLY - SEE INSTRUCTIONS AT THE TOP OF THE LESSON FOR MORE INFORMATION)

Standard 8: Collaborates with Colleagues/Parents/Others

- Describe how you will implement your planned activities for the selected student and how you will engage all collaborators.

## Standards

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No standards added.

## Objectives

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State what students will demonstrate as a result of this lesson. Objectives must be student-centered and observable/measurable.

### **Three elements of a performance objective- \*\*\*\*\***

The statement of an observable behavior, or performance, on the part of the learner- performance

A description of the condition under which the learner behavior or performance is to occur- condition

The prescription of a minimally acceptable level of performance, depth of knowledge or criterion, on the part of the learner- criterion measure (rubric)

### **Example:**

*Given a paragraph in a newspaper article, the student will accurately identify the grammatical subject of each sentence and explain his or her decision for all sentences given in writing.*

### **Norman L. Webb WCER Depth of Knowledge- 1997 DOK**

Level 1 Recall- recall of a fact, information or procedure

Level 2 Skill/Concept- use information or conceptual knowledge, two or more steps, etc.

Level 3 Strategic Thinking- Requires reasoning, developing plan or a sequence of steps, some completely, more than one possible answer

Level 4 Extended Thinking- requires an investigation, time to think and process multiple conditions of the problem.

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## Connections

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Connect your goals and objectives to appropriate Kentucky Core Content and/or Program of Studies. Use no more than two or three connections, and if not obvious, explain how each objective is related to the Program of Studies and/or Core Content.

\* Note: Please do not simply list the related goals and/or standards.

## A-2 "STAR" Component

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(FOR "STAR" LESSONS ONLY - SEE INSTRUCTIONS AT THE TOP OF THE LESSON FOR MORE INFORMATION)

Standard 8: Collaborates with Colleagues/Parents/Others

- Elaborate on the modifications and/or accommodations designed for the selected student.

### Assessment Plan- In tabular format organize how each objective will be assessed.

| Objective Number | Type of Assessment | Description of Assessment              | Depth of Knowledge Level | Adaptations and/or Accommodations  |
|------------------|--------------------|--|--------------------------|------------------------------------|
| Objective 1      | Formative          | Target Questions                       | 1                        | Use visuals or translation         |
| Objective 2      | Summative          | Written response for student portfolio | 2                        | Word Banks for student reading IEP |
| Objective 3      |                    |  |                          |                                    |

### Insert (*attach*) any assessment instruments and rubrics applicable to this lesson plan.

*Depth of Knowledge as described in objective section*

### Resources, media, and technology

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- List the specific materials and equipment needed for the lesson. Attach copies of printed materials to be used with the students.
- If appropriate, list technology resources for the lesson including hardware, software, and Internet URLs, and be sure to cite the sources used to develop this lesson.

### Procedures: State the strategies and activities you will use to involve students and accomplish your objectives

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#### Step 1

**Introduce/Engage:** Describe an interest builder that "hooks" students and connects the lesson topic to their lives and previous learning. Describe how the interest builder informs students of the lesson's purpose/outcome and what will occur during the lesson.

## Step 2

**Activities/Explore/Explain:** Describe how you will present the concept/new learning stated in the objective(s). Include examples, demonstrations, technology applications, directions, and thought provoking questions. Describe how you will differentiate instruction and support the needs of diverse learners.

## Step 3

**Elaborate:** How will you actively involve students and get them to communicate about the concept and ideas and make connections? Identify how you will determine what students know and able to do as a result of this lesson.

**Closure:** Describe how you and the students will wrap-up the lesson. Describe how you will highlight and reinforce the learner outcome(s).

## **B: Demonstrate Teaching Skills During Classroom Observation**

**Demonstrate teaching skills while teaching the planned lesson to your class.**

- Standard II – Creates & Maintains Learning Climate
- Standard III – Implements & Manages Instruction
- Standard VIII – Demonstrates Applied Content Knowledge
- Standard IX – Demonstrates Implementation of Technology
- Standard IV – Assessment and Communication of Learning Results

During your observed lesson, you should make a purposeful effort to demonstrate Standards II, III, VIII, and IX indicators.

## **C: Lesson Analysis and Reflection**

**Analyze and Evaluate your lesson**

### Standard 7 – Reflects on & Evaluates Teaching & Learning

Write a narrative that analyzes and evaluates the teaching and learning. Provide evidence of what the teacher and students said and did during the instruction, practice and closure. Include enough detail so the reader has a sense of how the students were engaged and demonstrated their learning.

**Explain how you determined the levels of student performance on your objective**

Write a narrative about how you determined the rules for deciding about the cut off between the categories-below, meeting and exceeding standards. If you used percentages, points etc make it clear to the reader how the division between the categories was determined.

Attach rubric(s) and any final analyses.

**Sort the students' performance (cite evidence) into three categories and determine what number of students met the criteria in each category:**

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Please include the number of students in the sample.

*Below criteria \_\_\_\_\_ # of students*

*Meeting criteria \_\_\_\_\_ # of students*

*Exceeding criteria \_\_\_\_\_ # of students*

**For each category, describe the students' strengths and learning needs, if any.**

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Standard 5.4 Describes, analyzes and evaluates student performance

Standard 1.5 Identifies and addresses students' misconceptions of content

*Below criteria*

*Meeting criteria*

*Exceeding criteria*

**For each category of students, how will you differentiate or adapt instruction to move them forward?**

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*Below criteria*

*Meeting criteria*

*Exceeding criteria*

**Based on your assessment data, reflect on the following:**

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Standard 7.3 Uses data to reflect on and identify areas for professional growth

What does the analysis of your students' performance tell you about the effectiveness of your instruction in meeting your students' needs?

How useful were the assessments in capturing useful evidence of student learning?  
Did they address the needs of your students' differences?

What does this analysis of your students' performance tell you about the success of the instructional strategies used in the lesson?

Describe any patterns or trends in the students' performance. How can these patterns or trends be used in planning and instruction?

What knowledge, skills and/or resources could help you increase your instructional effectiveness?

**Describe how you have reported or plan to communicate learning results to students and parents.**

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Standard 5.5 Communicating learning results to students and parents

Write a narrative about how you shared or will share the results with the classroom students. Include how parents will be informed of their child's progress.

## **C "STAR" Component**

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(FOR "STAR" LESSONS ONLY - SEE INSTRUCTIONS AT THE TOP OF THE LESSON FOR MORE INFORMATION)

Standard 8: Collaborates with Colleagues/Parents/Others

- Analyze student's data to evaluate the outcome of the collaborative efforts on the student's learning of the lesson's objectives.
- Identify next steps to support the student's continued learning of those objectives.

## Assessment Criteria

### Lesson Plan Rubric (\* - only applies to those courses addressing the Standard 8 Collaboration components)

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|  | Target (3 pts)   | Acceptable (2 pts)  | Unacceptable (1 pt)  |
|--|--|---|--|
| <b>TASK A-1 Uses contextual data to design instruction relevant to students</b> (1, 8%)<br>KY-KTS-08.1                     | Plans and designs MOST instruction that is clearly and appropriately based on significant student, community, and/or cultural data | Plans and designs SOME instruction that is appropriately based on some student, community, and/or cultural data.  | Plans and designs LITTLE TO NO instruction that is based on student, community, and cultural data OR planning and design reflect biased or inappropriate use of data |
| <b>*TASK A-1* Identifies students whose learning could be enhanced by collaboration</b> (1, 8%)<br>KY-KTS-08.8             | Identifies two or more students whose learning could be enhanced by collaboration AND provides an appropriate rationale            | Identifies one student whose learning could be enhanced by collaboration AND provides an appropriate rationale  | Does not identify any students whose learning could be enhanced by collaboration or identifies students but provides no or an inappropriate rationale                |
| <b>TASK A-2 Develops significant objectives aligned with standards</b> (1, 8%)<br>KY-KTS-08.2                              | States learning objectives that reflect key concepts of the discipline AND are aligned with local or state standards               | States learning objectives that reflect key concepts of the discipline but are not aligned with local or state standards OR states learning objectives that do not reflect key concepts of the discipline | Uses objectives that are not clearly stated or are trivial AND are not aligned with local or state standards   |
| <b>TASK A- 2 Plans assessments to guide instruction and measure learning objectives</b> (1, 8%)<br>KY-KTS-08.2 KY-KTS-08.5 | Plans MOST assessments that guide instruction, measure learning  | Plans SOME assessments that guide instruction,  | Plans FEW assessments that guide instruction, measure learning   |



|  |  |  |   |
|--|--|--|---|
|  | results, and are aligned with learning objectives  | measure learning results, and are aligned with learning objectives   | results, and are aligned with learning objectives   |
| <b>TASK A-2 Procedures</b> (1, 8%)<br>KY-KTS-08.2 KY-KTS-08.4  | Evidenced by the following:<br>Engages students into the lesson by relating to their interests, background experiences, and prior learning. Designs activities and instructional strategies to support and scaffold student learning as described in the lesson standards and objectives. Provides clear directions are clear that follow a logical sequence. Implements lesson within a realistic time frame and moves easily from one activity to the next. Provides activities that are engaging, varied, and related to varied learning styles and to multiple intelligences. Describes lesson clearly enough to enable a third party to teach the lesson. | Evidenced by the following:<br>Lesson somewhat engages students into the lesson by relating to their interests, background experiences, and prior learning. Designs activities and instructional strategies that somewhat support and scaffold student learning as described in the lesson standards and objectives. Provides directions that are somewhat clear that follow a logical sequence. Implements lesson within a realistic time frame and engages some of the learners. | Evidenced by the following: The lesson has limited or no appeal to the learner and does not address student background or prior learning. Activities are not clearly tied to the objectives for the lesson. Learners will move awkwardly from one activity to the next. Methods lack creativity or do not adequately engage the students. The lesson clearly overestimates or underestimates the time frame for the lesson. |
| <b>TASK A-2 Plans instructional strategies and activities that address learning objectives for all students</b> (1, 8%)<br>KY-KTS-08.2 KY-KTS-08.5 | Aligns MOST instructional strategies and activities with learning objectives for all students  | Aligns SOME instructional strategies and activities with learning objectives for all students  | Aligns FEW instructional strategies and activities with learning objectives for all students  |

|   |  |  |   |
|---|--|--|---|
| <p><b>TASK A -2 Plans instructional strategies and activities that facilitate multiple levels of learning</b> (1, 8%)<br/>KY-KTS-08.2 KY-KTS-08.4</p> | <p>Plans MOST instructional strategies that include several levels of learning with SOME requiring higher order thinking</p> | <p>Plans instructional strategies that include at least TWO levels of learning with at least ONE requiring higher order thinking</p> | <p>Plans instructional strategies that do not include levels of learning OR do not require higher order thinking</p>        |
| <p><b>TASK C Uses assessments that are aligned with learning objectives</b> (1, 8%)<br/>KY-KTS-08.5</p>   | <p>Aligns ALL assessments with learning objectives</p>   | <p>Aligns SOME assessments with learning objectives</p>  | <p>Does not align assessments with learning objectives</p>  |
| <p><b>TASK C Analyzes assessment data to guide instruction and learning and to measure learning progress</b> (1, 8%)<br/>KY-KTS-08.5</p>              | <p>Analyzes assessment data to guide instruction and learning and measure learning progress</p>                              | <p>Analyzes assessment data to guide instruction and learning OR to measure learning progress</p>                                    | <p>Does not analyze assessment data to guide instruction or measure learning progress</p>                                   |
| <p><b>TASK C Uses data to reflect on and evaluate student learning</b> (1, 8%)<br/>KY-KTS-08.5</p>  | <p>REGULARLY reflects on and evaluates student learning using appropriate data</p>   | <p>SOMETIMES reflects on and evaluates student learning using appropriate data</p>   | <p>RARELY or NEVER reflects on and evaluates student learning using appropriate data</p>                                    |
| <p><b>Task C Uses data to reflect on and evaluate instructional practice</b> (1, 8%)<br/>KY-KTS-08.5</p>  | <p>REGULARLY reflects on and evaluates instructional practice using appropriate data</p>                                     | <p>SOMETIMES reflects on and evaluates instructional practice using appropriate data</p>   | <p>RARELY or NEVER reflects on and evaluates instructional practice using appropriate data</p>                              |
| <p><b>*Task C*</b> (1, 8%)</p>  | <p>Provides detailed analysis of individual learners related to how planned activities enhanced students' learning.</p>      | <p>Provides general analysis of individual learners related to how planned activities enhanced students' learning.</p>               | <p>Provides little or no analysis of individual learners related to how planned activities enhanced students' learning.</p> |

## Standards

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**KY-  
KTS-  
08.1** THE TEACHER DEMONSTRATES APPLIED CONTENT KNOWLEDGE: The teacher demonstrates a current and sufficient academic knowledge of certified content areas to develop student knowledge and performance in those areas.

**KY-  
KTS-  
08.2** THE TEACHER DESIGNS AND PLANS INSTRUCTION: The teacher designs/plans instruction that develops student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.

**KY-  
KTS-  
08.3** THE TEACHER CREATES AND MAINTAINS LEARNING CLIMATE: The teacher creates a learning climate that supports the development of student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.

**KY-  
KTS-  
08.4** THE TEACHER IMPLEMENTS AND MANAGES INSTRUCTION: The teacher introduces/implements/manages instruction that develops student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.

**KY-  
KTS-  
08.5** THE TEACHER ASSESSES AND COMMUNICATES LEARNING RESULTS: The teacher assesses learning and communicates results to students and others with respect to student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.

**KY-  
KTS-  
08.6** THE TEACHER DEMONSTRATES THE IMPLEMENTATION OF TECHNOLOGY: The teacher uses technology to support instruction; access and manipulate data; enhance professional growth and productivity; communicate and collaborate with colleagues, parents, and the community; and conduct research.

**KY-  
KTS-  
08.7** REFLECTS ON AND EVALUATES TEACHING AND LEARNING: The teacher reflects on and evaluates specific teaching/learning situations and/or programs.

**KY-  
KTS-  
08.8** COLLABORATES WITH COLLEAGUES/PARENTS/OTHERS: The teacher collaborates with colleagues, parents, and other agencies to design, implement, and support learning programs that develop student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.

**KY-  
KTS-  
08.9** EVALUATES TEACHING AND IMPLEMENTS PROFESSIONAL DEVELOPMENT: The teacher evaluates his/her overall performance with respect to modeling and teaching Kentucky's learning goals, refines the skills and processes necessary, and implements a professional development plan.

**KY-  
KTS-  
08.10** PROVIDES LEADERSHIP WITHIN SCHOOL/COMMUNITY/PROFESSION: The teacher provides professional leadership within the school, community, and education profession to improve student learning and well-being.