

Tusculum College

Student Teaching

- **Lesson Planning Information in Student Teaching Handbook**
 - **P. 9- "Daily Lesson Plan Book" requirement**
 - **Pp. 23-26- Weekly Unit Template with example for one day of week for two subject/grade ranges**
 - **Pp. 41-42- Lesson Plan Template (Daily)**

EVALUATION REQUIREMENTS

Student Teaching Portfolio/Notebook

Students are to develop a portfolio containing lesson plans, observations, evaluations, grading plans, classroom management plans, description of learning games/centers/bulletin boards, test samples, handouts, and other materials pertaining to the student teaching experience. Please get a large 3-ring notebook and divide and label it in these sections:

A. Student Teaching Agreement, Daily Classroom Schedule, Student Teaching Planning Form

B. Daily Lesson Plan Book: Students will be required to complete daily lessons for all subjects/periods taught. Lessons must be read and approved by the supervising teacher prior to teaching. Students must provide the following information in their lesson plan for ALL lessons they plan and/or assist in planning:

- State Standard
- Essential Question
- Strategy
- Assignment
- Assessment
- Modification
- Reflection

If using a computerized lesson plan, students must highlight those lessons that they are responsible for teaching. **A copy of the weekly lessons must be emailed to the student's College Supervisor by 7:00pm Friday evenings beginning the second full week of each placement (August 29th and October 24th).** Students are only required to submit plans that they will co-teach and teach. Lesson plan book must be complete for all lessons in which the student is responsible for teaching. If any part is missing, the student will receive a 0 for that week.

C. Classroom Management Plan and Grading Plan: This section will include a written plan created by the student teacher. It must be grade appropriate for the current placement and written in parent-friendly language.

Classroom Management Plan

Class Rules

Consequences

Preventive Discipline Techniques

Description of the Process

Grading Plan

Explanation of Plan

Grading Scale or Indicators for Non-graded

Percentages if applicable

Daily Lesson Plan Book Format
Example

Name _____ Week beginning/ending _____

	Monday	Tuesday	Wednesday	Thursday	Friday
Subject/Grade Social Studies/8th	<u>Standard</u> 8.74 <u>Essential Q</u> How did the political climate affect campaign strategies for the presidential candidates of 1860? <u>Strategy</u> Independent reading, small group work, group presentation <u>Assignment</u> Independent textbook reading and research of each candidate's platform and campaign strategies. Small group creation of 3 additional campaign strategies, including a campaign slogan and an icon to represent their assigned candidate.	Standard Essential Q Strategy Assignment Assessment Modification Reflection	Standard Essential Q Strategy Assignment Assessment Modification Reflection	Standard Essential Q Strategy Assignment Assessment Modification Reflection	Standard Essential Q Strategy Assignment Assessment Modification Reflection

	<p><u>Assessment</u></p> <p>Group presentations will be assessed for accuracy and level of detail in reflecting campaign views.</p> <p>Data will be used to determine if additional re-teaching and/or practice is needed.</p> <p><u>Modification</u></p> <p>Groups will be predetermined by teacher and will reflect balanced academic level and social compatibility.</p> <p><u>Reflection</u></p> <p>Students need more specific direction when assigning tasks within small groups.</p>				
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Daily Lesson Plan Book Format *Example*

Name _____ Week beginning/ending _____

	Monday	Tuesday	Wednesday	Thursday	Friday
Subject/Grade ELA/3rd	<u>Standard</u> ELA 3.4b <u>Essential Q</u> How can I make my oral reading sound interesting? <u>Strategy</u> Echo read (teacher model use of expression by emphasizing punctuation), individual student read-aloud <u>Assignment</u> Students will read aloud one stanza of a poem selected based upon their individual reading level, demonstrating oral fluency and expression. <u>Assessment</u> Accurate use of punctuation to	Standard Essential Q Strategy Assignment Assessment Modification Reflection	Standard Essential Q Strategy Assignment Assessment Modification Reflection	Standard Essential Q Strategy Assignment Assessment Modification Reflection	Standard Essential Q Strategy Assignment Assessment Modification Reflection

	<p>emphasize fluency and expression in oral read-aloud. Data will be used to determine if additional re-teaching and/or practice is needed.</p> <p><u>Modification</u></p> <p>Poetry stanza will reflect each student's independent reading level.</p> <p><u>Reflection</u></p> <p>More poetry choices needed to accommodate varying reading levels.</p>				
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Tusculum College Lesson Plan Template

Name:

Subject/Grade:

Estimated Time Frame:

Standard(s):	
Big Idea(s)/Essential Question(s):	
	<p>New Learning:</p> <p>Vocabulary –</p> <p>Concepts –</p> <p>Skills –</p> <p>Applications -</p>
Learning Target(s)/Objective(s):	
Summative Assessment:	
Instructional Strategies/Activities:	
Materials and Resources:	

INSTRUCTIONAL STEPS

BEGINNING	Assessment	Anticipated Learning Difficulties/Misunderstandings and Strategies to Address Them

MIDDLE		
	Assessment	Anticipated Learning Difficulties/Misunderstandings and Strategies to Address Them
Content Input (“I do” activities):		
Guided Practice (We do):		
Independent Practice (You do; may include Homework):		

END