KTIP Modified Lesson Plan Format

Name: _____ **Date:** _____ **Age/Grade Level:** _____

Subject: _____ **# of Students:** _____ **# of IEP Students:** _____

Major Content: _____ **Unit Title:** _____

ACTIONS - Described prior to observation.

Goals and Objectives:

Clearly state your broad goals and specific objectives which identify the content and skills/processes to be taught and formally assessed. Identify essential questions you want to address. Use demonstrators from the Kentucky Core Content for Assessment (http://www.kde.state.ky.us/oapd/curric/corecontent/core_content_index_version_30.asp).

Connections:

List targeted learning objectives and explain how your objectives relate to Kentucky Learner Goals and standards for learning content established by professional organizations. (Note: do not simply list the related goals and/or standards.) Also show how your objectives correlate with Bloom's Taxonomy, Engaged Learning Indicators, Teacher Technology Indicators, Multiple Intelligences, and Content Standards (if applicable).

Kentucky Learner Goals http://www.kde.state.ky.us/oapd/curric/Publications/Transformations/acadexp.html	
	Objective #'s
1. Students are able to use basic communication and mathematics skills for purposes and situations they will encounter throughout their lives.	
2. Students shall develop their abilities to apply core concepts and principles from mathematics, the sciences, the arts, the humanities, social studies, practical living studies, and vocational studies to what they will encounter throughout their lives.	
3. Students shall develop their abilities to become self-sufficient individuals.	
4. Students shall develop their abilities to become responsible members of a family, work group or community, including demonstrating effectiveness in community service.	
5. Students shall develop their abilities to think and solve problems in school situations and in a variety of situations they will encounter in life.	
6. Students shall develop their abilities to connect and integrate experiences and new knowledge from all subject matter fields with what they have previously learned and build on past learning experiences to acquire new information through various media sources.	

Bloom's Taxonomy http://www.coun.uvic.ca/learn/program/hndouts/bloom.html http://www.stedwards.edu/cte/bwheel.htm		
Competence	Skills Demonstrated	Objective #'s
Knowledge	Recall of information; cues: *list, define, tell, describe, identify, show, label, collect, examine, tabulate, quote, name, who, when, where, etc.*	
Comprehension	Understanding information; cues: *summarize, describe, interpret, contrast, predict, associate, distinguish, estimate, differentiate, discuss, extend*	
Application	Use information/solve problems using required skills or knowledge; cues: *apply, demonstrate, calculate, complete, illustrate, show, solve, examine, modify, relate, change, classify, experiment, discover*	
Analysis	Seeing patterns or meaning from parts; cues: *analyze, separate, order, explain, connect, classify, arrange, divide, compare, select, explain, infer*	
Synthesis	Relate knowledge/draw conclusions from given facts; cues: *combine, integrate, modify, rearrange, substitute, plan, create, design, invent, compose, formulate, prepare, generalize, rewrite*	
Evaluation	Verify value of ideas, theories, etc.; cues: *assess, decide, rank, grade, test, measure, recommend, convince, select, judge, explain, discriminate, support, conclude, compare, summarize*	

Indicators of Engaged Learning http://www.limestone.k12.il.us/elearning/sld002.htm		
Variable	Learner…	Objective #'s
Vision	Responsible (sets goals, chooses tasks, has big picture), passionate about learning, collaborative	
Tasks	Authentic (real-world, personally valuable to student), challenging, multidisciplinary	
Assessment	Performance-based, generative (has meaning, produces information or service), seamless and ongoing, equitable	
Instructional Model	Interactive (responsive to student needs), generative (constructs meaning, activities and experiences are meaningful)	
Learning Context	Collaborative, knowledge-building (experiences set up to bring multiple perspectives and shared understanding for all), empathetic (all students are valued)	
Grouping	Heterogeneous, equitable, flexible	
Teacher Roles	Facilitator, guide, co-learner/co-investigator	
Student Roles	Explorer (new ideas and research presented), cognitive apprentice (engage in real research), teacher (students encouraged to teach others), producer (students develop products of real use to themselves and others)	

Teacher Technology Indicators http://www.kde.state.ky.us/otec/epsb/standards/exp_teach_stds.asp#std.10	
The teacher…	Objective #'s
1. Operates a multimedia computer and peripherals to install and use a variety of software.	
2. Uses terminology related to computers and technology appropriate in written and verbal communication.	
3. Demonstrates knowledge of the use of technology in business, industry, and society.	
4. Demonstrates basic knowledge of computer/peripheral parts and attends to simple connections and installations.	
5. Creates multimedia presentations using scanners, digital cameras, and video cameras.	
6. Uses the computer to do word processing, create databases and spreadsheets, access electronic mail and the Internet, make presentations, and use other emerging technologies to enhance professional productivity and support instruction.	
7. Uses computers and other technologies such as interactive instruction, audio/video conferencing, and other distance learning applications to enhance professional productivity and support instruction.	
8. Requests and uses appropriate assistive and adaptive devices for students with special needs.	
9. Designs lessons that include technology and human issues to address diverse student needs and different learning styles.	
10. Practices equitable and legal use of computers and technology in both professional and personal activities.	
11. Facilitates the lifelong learning of self and others through the use of technology.	
12. Explores, uses, and evaluates technology resources: software, applications, and related documentation.	
13. Applies research-based instructional practices that use computers and other technology.	
14. Designs lessons that integrate computers and other technology to create effective groupings to meet the needs of diverse learners.	
15. Uses technology to support multiple assessments of student learning.	
16. Designs lessons that ask students to practice the equitable, ethical, and legal use of technology.	

Use of Multiple Intelligences http://www.twoteach.com/MultipleIntelligenceProfiles.htm	
	Objective #'s
Bodily-Kinesthetic	
Interpersonal	
Intrapersonal	
Logical-Mathematical	
Musical	
Verbal-Linguistic	
Visual-Spatial	

National Content Standards (if applicable)

Business Education: http://www.nbea.org/curfbes.html
Civics & Government: http://www.civiced/org/stds.html
Dance, Music, Theatre, Visual Arts: http://artsedge.kennedy-center.org/professional_resources/standards/nat_standards_main.html
Economic Education: http://www.economicsamerica.org/standards/contents.html
English/Language Arts: http://www.ncte.org/standards/standards.shtml
Family/Consumer Sciences: http://www.facse.org/nat.htm
Foreign Language: http://www.cal.org/earlylang/stanovr.htm
Geography: http://www.ncge.org/publications/tutorial/standards/
Health: http://www.ed.gov/databases/ERIC_Digests/ed387483.html
History: http://www.sscnet.ucla.edu/nchs/standards/
Library/Media: http://www.ala.org/aasl/ip_nine.html
Math: http://standards.nctm.org/
Science: http://books.nap.edu/html/nses/html/overview.html#content
Social Studies: http://www.socialstudies.org/standards/toc.html
Theatre: http://www.byu.edu/tma/arts-ed/

To search for additional national content standards: http://search.ed.gov/

	Objective #'s

Context:
Clearly describe how these objectives and this lesson relate to your broad goals for teaching about the topic. Explain the major focus of the unit to which this lesson plan belongs, and how the lesson relates to the unit. Address any personal, social, cultural, and global concerns that will be relevant to student learning.

Resources:
List resources (i.e., all materials including specific technology applications) which will be used during the lesson. Attach printed material to be used with students.

Procedures:
Describe the strategies and activities you will use to involve students and accomplish your objectives including how you will trigger prior knowledge and adapt strategies to meet individual student needs and the diversity in your classroom.

Student Assessment:
Clearly state how you will assess student progress in meeting the above objectives, including performance criteria you will use. Attach written assessment measures used in relation to the lesson.

IMPACT – Prepared after the lesson and post-observation conference.

Reflection/Analysis of Teaching and Learning:
Discuss student progress in relation to the stated objectives (i.e., what they learned with indicators of achievement). Discuss success of instruction as it relates to assessment of student progress. Include three student samples (high, average, low) and an analysis of their performance based on assessment results.

REFINEMENT- Prepared after the lesson and post-observation conference.

Lesson Extension/Follow-up: (complete after the lesson)
Based on your reflection, discuss plans for subsequent lessons to reinforce and extend understanding particularly for students who did not make satisfactory progress. Also note refinements or lesson extensions for the technology component, as well as plans to meet the needs of students who did not make satisfactory progress.