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Professional Teaching Practices

Your Name

Daytona State College

Author’s Note: This paper was prepared January 31, 2018 (use due date) for EDG 4323 Professional Teaching practices (type in your current course) taught by Dr. Maryann Gromoll (type in name of current professor).
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ABSTRACT

Your abstract is a synopsis of the major points made in your assignment / paper. It should be succinct and approximately one paragraph. You may include key words below.

Key words: Social Cognitive Models, Constructivism, etc. . . .
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(Delete all hints in red font)

Lesson Plan Format:

Title of Lesson

Subject Area                  Grade Level

Lesson Duration

Student Learning Outcomes

Objective (provide a brief overall objective for the lesson; this should be 1 to 2 sentences. This language should come from standards and be stated “Students will . . .”)

Standards Addressed

Next Generation Sunshine State Standards: (Use the DOE CPALMS website to research the most applicable NGSS standard(s) for the lesson. List the benchmark numbers and objective statements)

Common Core State Standards: (Use the DOE CPALMS website to research the most applicable CCSS standard(s) for the lesson. List the benchmark numbers and objective statements)

Materials and Resources

Teacher Materials: (What materials will you need to teach the lesson?)

Student Materials: (What materials will the students need to use to complete the lesson?)

Lesson Procedures

Pre-Assessment: (How will you access and assess the prior knowledge and skills related to this lesson? Is there applicable data could be used as a baseline measure for learning? Your pre-assessment should assess student’s prior knowledge of the skills / content addressed by the standards used.)

Motivation: (What will you say or do to get the students interested in the lesson?)

Teacher Explanation: (How will you explain what they will be learning and why learning it is important?)

Teacher Modeling: (How will you demonstrate what they will do? – Consider including / showing an example to students (exemplars / non-exemplars).

Guided Practice: (How will you take them step by step through the lesson?)

Check for Understanding: (How will you determine if they are ready to practice on their own?)
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Independent Practice: (What will they do to practice what you have taught them?)

Closure: (How will you review or celebrate the learning that has taken place?)

Post Assessment: (How will you know that your objective has been met? How will you determine which students need further instruction?)

Use of Formative Assessment Data

Interpretation of Formative Assessments – (Interpret the data gathered from the pre- and post-tests administered. Discuss the need for corrective instruction for students who need it. Identify specific skills / concepts that need to be mastered.)

Plan for Corrective Instruction: (How will you provide additional / corrective instruction for the students who did not meet the objective?)

Differentiating Instruction (adaptations / modifications for ELL/ESE students)

Universal Design for Learning: (Provide at least one component from each of the three areas and explain how you could implement each strategy for diverse learners.)

1. Provide Multiple Means of Representation -
2. Provide Multiple Means of Action and Expression -
3. Provide Multiple Means of Engagement -

Strategies for English Language Learners: (Identify one or more applicable teaching strategies to aid ELL students. Name the strategy and explain how you could implement it in the lesson.)

References

(Use APA formatting for website references. *The best resource to view for APA reference help is the Purdue OWL website: http://owl.english.purdue.edu/owl/resource/560/01/)