**Elementary Tutors – Semester Final**

**Student Reflection & Classroom Development**

**Learning Objective:**

Students enrolled in the single semester Elementary Tutor class at Clark Elementary will be expected to develop a comprehensive lesson plan proposal followed by a brief essay regarding why the lesson plan is reasonable for elementary students. Each piece will be turned in (individually) to Career Cruising in the appropriate location. Each of the two pieces will be broken down further.

**Comprehensive Lesson Plan:**

Students will develop a lesson plan using the Danielson criteria studied in class. The lesson plan needs to include the following pieces. –

* Instructional outcomes (think of it like the goal of the lesson)
* Curriculum being taught (math, English, science, social studies, etc.)
  + An explanation of why this curriculum/lesson is valid for the age group you work with.
* Instructional strategies
  + Will you be lecturing or will the activity be a guided hands on learning experience. Explain in detail, with reasoning.
* Explanation of how you will assess the students you have taught during the lesson.
  + How will you know whether or not the students learned what you wanted them to learn?
* Use the appropriate lesson planning sheet (graphic organizer).
* **Worth 40 points on the following criteria:**

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| --- | --- | --- | --- | --- |
| Graded Area | 10 Points | 8 Points | 6 Points | 0 Points |
| Instructional Outcomes (10 points) | Instructional outcomes are fully and completely explained with valid reasoning. | Instructional outcomes are mostly explained with some reasoning. | Instructional outcomes are poorly explained, with poorly explained reasoning | Instructional outcomes and/or reasoning is missing or extremely poor. |
| Curriculum (10 points) | Subject area selected. Full and complete explanation of validity of lesson. | Subject area selected. Only a partial explanation of validity of lesson. | NA | Subject area is not selected, no explanation of validity of lesson. |
| Instructional Strategies (10 points) | Full and complete explanation of intended strategy to convey the material to students | Partial explanation of intended strategy to convey material to student. | Poorly constructed explanation of strategy intended to convey material to students. | No explanation of strategy intended to teach students. |
| Explanation of Assessment (10 points) | Full explanation of how you intend to assess whether or not subject material was learned. | Partial/poor explanation of how you intend to assess whether or not subject material was learned. | NA | No explanation of how you intend to assess your students. |
| Lesson Planning Sheet (Worth 5 points, all or nothing) | Lesson planning sheet was used. | NA | NA | Lesson planning sheet was not used. |

**Justification of Lesson Essay:**

Write an essay (no longer than 300 words) justifying your lesson. It needs to include the following information –

* MLA formatting
* Clear concise reasoning of why the lesson chosen fits the group of students you work with. This should include evidence pulled from the Danielson Framework you researched in class.
* A full prediction of where you feel you might have run into issues with your lesson. In other words, what would be tough about this lesson to teach?
* **Worth 40 points based on the following criteria:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Graded Area | Exceeds Standard | Meets Standard | Approaches Standard | Below Standard |
| Lesson Reasoning (25 Points) | Lesson reasoning has been fully explained with great detail. | Lesson reasoning was explained, lacking detail. | Attempt to give reasoning but detail is lacking, and missing information. | No lesson reasoning given. |
| Prediction (10 Points) | Full prediction and explanation of what would have been a struggle with the lesson. | Partial explanation of what might have been a struggle with the lesson. | Attempt to give explanation, but lacking true pitfalls of lesson. | No prediction given. |
| MLA formatting (5 Points) | Student uses correct MLA formatting. | NA | NA | Student does not use correct MLA formatting. |

**These assignments will be scored separately in the gradebook.**