



FEA Ohio 2014 Lesson Plan Pre-judged Competition

I. Contest Purpose

The preparation of active, engaging lessons constitutes much of an educator's work. This competition provides students an opportunity to demonstrate their planning and teaching skills. **This competition is not aligned to the National Lesson Plan competition.**

II. Eligibility for Entry

Read and follow carefully all competition rules and guidelines listed on the Consolidated Competition Entry Form.

III. Procedures

- ❖ The topic of the lesson plan is not set; however, the lesson time limit is 15 minutes. If the plan covers an entire class period, contestants should indicate which part of the plan would be included in the 15 minute presentation, if chosen.
- ❖ Contestants should use the FEA Ohio Lesson Plan Template (included) for their submission.
- ❖ All written submissions will be evaluated by a judging committee prior to the conference. The top three lesson plans will be notified at least 14 days prior to the conference and will present their lessons at the conference for final award placement.
- ❖ Contestants will check in at the conference registration to verify assigned time and location for lesson presentation.
- ❖ Contestants may include up to ten "class members" in their presentation. Conference participants will also be invited to observe in an audience setting. The audience will be limited to 20.

IV. Guidelines

Read and follow carefully all guidelines listed on the FEA Ohio 2014 Chapter Level Display Competition – Scoring Rubric.

V. Judging and Awards

- ❖ Lesson plans submitted are preliminarily judged by a panel of educators using the Pre-Competition Scoring Rubric. The Top 3 Lesson Plan writers will be notified regarding presenting their lessons at the FEA Ohio Conference at least two weeks before March 7, 2014.



Please refer to the competition guidelines and scoring rubric.

Name:
School:
E-mail:

Title of Lesson:

Curriculum Category:

Subject/Grade Level:	Length of Time:
-----------------------------	------------------------

Lesson Objectives:

Ohio Academic/Career and Technical Content Standards (Limit 3):

<http://www.ode.state.oh.us>

National Educational Technology Standards (Optional--Limit 3):

http://cnets.iste.org/students/s_stands.html

Assessment:

(Description of how student learning will be assessed. Please include the tools, criteria for scoring, and alignment to the lesson goals.)

Resources/Technology *(List all materials, web sites, specific software, hardware, and other needs to conduct this lesson):*

Lesson Development:

(Provide the steps to complete this lesson, including introductory activities, guiding questions, and instructional activities.)

Modifications/Extensions:

(List any accommodations needed to meet the needs of a diverse group of students.)

Sources:

Please attach any supplemental materials to be used, such as handouts or visual presentations. Lesson may not include any copyrighted works without proof of permission from the owner.

FEA Ohio 2014

Lesson Plan Pre-Competition Rubric

Criteria	20 - 16 Exceptional	15 - 11 Commendable	10 - 6 Emerging	5 - 1 Needs Improvement	Score
Objective(s)	Objectives are clear, observable and measurable Based on Ohio Academic Content Standards Appropriate to stated learners	Objectives are observable and possibly measurable Based on Ohio Academic Content Standards Appropriate to majority of stated learners	Objectives are broadly stated Standards-based Possibly appropriate to stated learners	Objectives are barely stated Inappropriate for stated learners	
Organizing Content for Student Learning	Demonstrates a logical progression and thoughtful attention to smooth transitions from one activity to the next Connects the lesson to prior learning	Demonstrates progression within the lesson and transitions from one activity to the next Connects the lesson to other learning	Demonstrates some progression with minimal attention to transitions	Demonstrates little if any attention to organizing for student learning Makes no effort to connect the lesson to prior learning	
Creating an Environment for Student Learning	Provides obvious assessment of the lesson's objectives Promotes independent practice Explicitly extends to the next lesson	Provides assessment of the lesson's objectives Promotes independent practice to an extent Extends to the next lesson	Provides indirect assessment of the lesson's objectives Promotes little, if any, independent practice Extends to the next lesson to an extent	Provides no assessment of the lesson's objectives Promotes no independent practice Fails to extend the lesson	
Teaching for Student Learning	Maximizes student participation by planning instruction that advances the learning of each student	Maximizes student participation by planning instruction that advances the learning of most students	Maximizes student participation by planning instruction that advances the learning of some students	Maximizes student participation by planning instruction that advances the learning of few, if any, students	
Materials and Use of Technology	Based on researched best practice Technology is used when appropriate	Based on best practice Technology is used when appropriate	Some materials and technology used	Inappropriate or no use of materials and technology	
Professionalism	Professional format: no errors in grammar, mechanics or punctuation	Professional format: no grammar or spelling errors	Somewhat professional format: minimal errors	Less professional format: loose application of rules of grammar and mechanics	
Guidelines <i>NOTE: Entries that fail to fulfill ALL guidelines will be disqualified.</i>	Use of copyrighted materials without permission will be disqualified				
TOTAL Possible 120					

*FEA Ohio is working to align contests and rubrics with National. At this time, scores may vary from state judging to national judging.

Lesson Plan Presentation Rubric for On-Site Competition

Criteria	20 - 16 Exceptional	15 - 11 Commendable	10 - 6 Emerging	5 - 1 Needs Improvement	Score
Goals	Clearly stated lesson goal	Lesson goal is stated	Broadly stated goal	Barely or not stated goal	
Organizing Content for Student Learning	Demonstrates a logical progression and thoughtful attention to smooth transitions from one activity to the next Connects the lesson to prior learning	Demonstrates progression within the lesson and transitions from one activity to the next Connects the lesson to other learning	Demonstrates some progression with minimal attention to transitions	Demonstrates little if any attention to organizing for student learning Makes no effort to connect the lesson to prior learning	
Creating an Environment for Student Learning	Provides obvious assessment of the lesson's objectives Promotes independent practice Explicitly extends to the next lesson	Provides assessment of the lesson's objectives Promotes independent practice to an extent Extends to the next lesson	Provides indirect assessment of the lesson's objectives Promotes little, if any, independent practice Extends to the next lesson to an extent	Provides no assessment of the lesson's objectives Promotes no independent practice Fails to extend the lesson	
Teaching for Student Learning	Maximizes student participation by giving instruction that advances the learning of each student	Maximizes student participation by giving instruction that advances the learning of most students	Maximizes student participation by giving instruction that advances the learning of some students	Maximizes student participation by giving instruction that advances the learning of few, if any, students	
Materials and Use of Technology	Organized and ready to go; enhance the lesson	Materials and technology support the lesson	Some materials and technology used	Inappropriate or no use of materials and technology; materials not ready to go	
Professionalism	<ul style="list-style-type: none"> • Appropriate dress • Proper grammar • Voice is loud and clear • Teacher moves about the room and engages students • Enthusiasm for learning is evident 	<ul style="list-style-type: none"> • Appropriate dress • Proper grammar • Voice projects well • Teacher moves about the room • Enthusiasm for learning is somewhat evident 	<ul style="list-style-type: none"> • Adequate dress • Grammar mistakes • Voice is audible • Teacher is stationary for the most part • Enthusiasm for learning is minimal 	<ul style="list-style-type: none"> • Inappropriate dress • Issues with grammar • Voice does not project • Teacher is stationary or blocks view of lesson • No enthusiasm 	
Guidelines <i>NOTE: Entries that fail to fulfill ALL guidelines will be disqualified.</i>	Use of copyrighted materials without permission will be disqualified Maximum total points would be 130				
TOTAL Possible 120					

*FEA Ohio is working to align contests and rubrics with National. At this time, scores may vary from state judging to national judging.