# Florida Future Educators of America Annual State Conference "Shape the World...Teach!" January 25-27, 2019

# Student Lesson Plan Competition



## FLORIDA FUTURE EDUCATORS OF AMERICA 2019 STATE CONFERENCE

# **Student Lesson Plan Competition Entry Form**

Student Information		
Name:		
Chapter Information		
Chapter Name:		
Chapter Address:		
City	District	Zip Code
School Telephone:		
School Fax:		
Advisor's Name:		
Advisor's Email:		
Advisor's Cellular Number:		
School Category: High ()	Postsecondary ()	
Student Signature		Date
Parent Signature (If student is under 18)		Date
Advisor Signature		Date

### **Student Lesson Plan Competition**

### **OVERVIEW:**

This is an individual student competition. Students will plan and deliver a lesson in a core subject: English language arts, mathematics, science, or social studies. Students can deliver the lesson plan to elementary or pre-k students or even high school classmates.

### **ELIGIBILITY:**

- Only one student's lesson plan PER CHAPTER will be considered. Each chapter must select one student's lesson plan to represent them. If multiple lesson plans are received, those students will be disqualified.
- Students entering the Student Lesson Plan Competition are expected to register for and be present at the conference.

### **GUIDELINES:**

- 1. The original lesson plan may be written for one of the following grade levels:
  - elementary school (K-5)
  - middle school (grades 6-8)
  - high school (grades 9-12)
- 2. The original lesson plan may be written for any of the following subjects or a combination of two or more subject areas:
  - English language arts
  - mathematics
  - science
  - social studies
- 3. The lesson plan must be typed and should follow the format on the attached page.
- 4. All lesson plans should address one or more of the Florida Standards found at www.CPALMS.org.
  - a. The Standard must include the number and description (Example: MAFS.4.NF.1.1 Explain why a fraction a/b is equivalent to a fraction ( $n \times a$ )/( $n \times b$ ) by using visual fraction models. Use the principle to generate and recognize equivalent fractions).
- 5. In addition to the lesson plan, the student must provide evidence of the delivery of the lesson, including pictures of the student teaching the lesson and examples of student work. Points will be deducted from the total score if evidence of the delivery of the lesson is not included.

### **SCORING:**

- The lesson plan will be scored using the attached rubric. The maximum total number of points possible is 16.
- The first, second and third place winners will be announced during the closing session on Sunday.

### **DEADLINE:**

Submit the completed entry form, lesson plan, and delivery evidence to the FFEA State Coordinator by email (<a href="mailto:edrecruit@fldoe.org">edrecruit@fldoe.org</a>) no later than **Friday, November 16, 2018.** 

# **Lesson Plan Format**

Student Teacher Name:	Chapter Name:			
Grade Level:	Subject(s):			
Florida Standard(s) from <a href="CPALMS.org">CPALMS.org</a> (Include number and description):				
Lesson Objective/Essential Question:				
Key Vocabulary:	Materials Needed (Including Technology):			
Lesson Content:				
Engaging Activity/Activating Strategy:				
Instructional Procedure:				
Closing/Summarizing Strategy:				
Assessments:				
Accommodations: (ELL, ESE, Etc.)				
Reflection (On a separate piece of paper consider: What parts of the lesson worked well? How might these parts be improved? What parts of the lesson did not work well? Why? What will you do differently next time?)				

# **FFEA Student Lesson Plan Competition Scoring Rubric**

Student Name:	Total Points:	out of 16
Chapter Name:		

Is the lesson plan typed with various sections labeled?

YES

NO

If you answered "no" to the question above, do not continue with the scoring process.

Points Available	Accomplished	Commendable	Developing	Needs Improvement
	4	3	2	1
Components	All 11 elements of the	9-10 elements of the	7-8 elements of the	Less than 7 elements
(11 items)	lesson plan are	lesson plan are	lesson plan are	of the lesson plan are
	directly identified and	identified and	identified and relevant	identified and
	relevant to the	relevant to meet the	to meet the standard	relevant to meet the
	standard and	standard and	and objective: subject,	standard and
	objective: subject,	objective: subject,	grade level, standard,	objective: subject,
	grade level, standard,	grade level, standard,	objective, vocabulary,	grade level, standard,
	objective, vocabulary,	objective, vocabulary,	materials, activating	objective, vocabulary,
	materials, activating	materials, activating	strategy, instructional	materials, activating
	strategy, instructional	strategy, instructional	procedure, closing	strategy, instructional
	procedure, closing	procedure, closing	strategy, assessment,	procedure, closing
	strategy, assessment,	strategy, assessment,	and accommodations.	strategy, assessment,
	and accommodations.	and accommodations.		and accommodations.
Expectations	Clear and high	Clear and high	Clear and high	Clear and high
	expectations are	expectations are	expectations are	expectations are not
	evident throughout	evident in most	evident in few aspects	evident in the plan.
	every aspect of the	aspects of the plan.	of the plan. Objective is	The Florida standard
	plan. Objective is	Objective is somewhat	not relevant to the	is inaccurate for the
	relevant to the stated	relevant to the stated	stated Florida	stated grade/subject.
	Florida standard.	Florida standard.	standard.	
Sequencing	The progression of the	The progression of the	The progression of the	The progression of
Content	lesson is clearly	lesson is logically	lesson is somewhat	the lesson is unclear
	articulated and	designed to meet the	unclear, but aims to	and will not meet the
	strategically designed	Florida standard and	meet the Florida	Florida standard and
	to meet the Florida	stated objective, as	standard and stated	stated objective.
	standard and stated	well as provide one	objective.	
	objective, as well as	opportunity for		
	provide multiple	student engagement.		
	opportunities for			
- C	student engagement.	-1 C .: 1	-1 (I ··· I	C .: .
Reflection	The reflection shows	The reflection shows	The reflection shows	The reflection shows
	professional-level	thoughtful insight, but	surface-level insight	limited insight into
	insight to all facets,	does not achieve	into the planning and	the planning and
	including the planning	professional-level on	delivery of the lesson	delivery of the lesson
	and delivery of the	every facet of the	plan.	plan.
	lesson plan.	lesson plan.		

Does the lesson plan include evidence of delivery and student work samples? YES/NO (If no, minus 2 points from total score)