

**Florida Future Educators of America
Annual State Conference
“Building the Future, One Mind at a Time”
January 31 – February 2, 2020**

Student Lesson Plan Competition



FFEA 2020

BUILDING THE FUTURE: ONE MIND AT A TIME

Student Lesson Plan Competition Entry Form

Student Information

Name: _____

Chapter Information

Chapter Name: _____

Chapter Address: _____
Street

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:
 - VPK (pre-k)
 - 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 top 5 winners will be announced during the closing session on Sunday.

***Please note: Both high school and postsecondary entries will be scored within the same category based on the attached rubrics.**

DEADLINE:

Submit the completed entry form, lesson plan, and delivery evidence to the FFEA State Coordinator by email (edrecruit@fldoe.org) no later than **Friday, November 22, 2019**.

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

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