

ACTION PLAN

School Name: _____

Does your school have a process for:	Yes or No	Jot down your next steps.
1. Revising curriculum documents.		
2. Checking lesson plans and giving feedback.		
3. Sharing instructional strategies with collaborative teams and Leadership Teams.		
4. Job embedded PL to improve instructional practices.		
5. Conducting walkthroughs and sharing the impact of the PL.		

Date	Standard(s)	Learning Target(s)	Opening Teacher Led	Work Session Teacher facilitated Student led	Closing Student focused	Differentiation	Assessment	Use of Technology
	<p>List the standard and element to be taught.</p>	<p>State specific expectation(s) of what your students are expected to learn from the work session.</p> <p>Must be directly aligned to the standard and element listed.</p> <p>This is what your students are to know and learn from the lesson.</p>	<p>Warm Up: List activity and provide description.</p> <p>Teacher Role: Activate prior knowledge (schema) by reviewing what was learned previously and connect learning to real world application</p> <p>Introduce new material</p> <p>Model instructional strategies</p> <p>Set expectations for learning by discussing the standard(s) and learning target(s) included in the lesson. This explains what students are expected to learn and how they will learn it.</p>	<p>Teacher Role: Guide/facilitate student learning by: Providing detailed description how students are to utilize instructional strategies to accomplish assigned task(s) and master content</p> <p>Facilitate learning by providing rubrics, checklists, and resources needed to guide student work and promote student self-assessment</p> <p>Listen to “student talk,” ask higher order questions and clarify misunderstandings that focus students’ attention on learning target</p> <p>Listening to student discussions and clarifying misunderstandings</p> <p>Student Role: Actively engages in learning at a level appropriate to the level of rigor of the standard.</p>	<p>Teacher Role: Gathers data to inform subsequent instruction</p> <p>Provide students with a variety of ways to “show what they know”</p> <p>Examples include: TOTD, Quick Checks, 3-2-1, etc.</p> <p>Student Role: Appropriately respond to learning target.</p>	<p>Teacher Role: Utilize data to ensure your planning meets the needs of all individual students.</p> <p>List specific ways you will differentiate at least one of the following: content, process, and/or product.</p> <p>Include evidence of how data was used to identify individual student needs.</p>	<p>Teacher Role: Check for student’s understanding of content throughout the lesson using a variety of formative assessment strategies.</p> <p>Utilize multiple summative assessment strategies to allow students a variety of ways to show what they know and have learned</p>	<p>Teacher Role: Utilize technology to: expand and enhance traditional instruction while supporting the standard.</p> <p>increase student engagement</p> <p>improve student learning</p> <p>Examples of effective use of technology: Socrative, web quests, Kahoot, Google Classroom, Vizitech/ZSpace, Interactive labs, SMART notebooks . . .</p>

Notes:

Lesson Plan Feedback

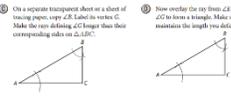
Date:						
Teacher Name:						
Categories	0	1	2	3	4	Comments
Plan submitted on time						
Standards 1. Standard(s) listed 2. Direct Focus of Work Session						
Learning Target 1. Directly Aligned to standard 2. Clearly state what students are supposed to learn						
Opening 1. Is Warm Up activity and description listed 2. Is Opening activity and description listed						
Work Session 1. Teacher's role clearly stated 2. Student activity support learning target/standard 3. Is work session activity clearly detailed						
Closing 1. Type of assessment used listed 2. Learning target/standard aligned						

Instructional Strategies 1. Research based strategies used 2. Are instructional strategies detailed						
Use of technology 1. Teacher use of technology 2. Student use of technology 3. Purposeful use of technology						
Differentiation 1. Is differentiation based on assessment data 2. Is connection to data clearly documented 3. Does differentiation meet the needs of all students						
TOTAL Points/Points Possible						/35

Rating Scale:

1. Not evident/inappropriate 2. Emerging-some evidence 3. Proficient 4. Exemplary

Evaluator's comments:

Day Standard(s)	Learning Target(s) Key Vocabulary	Opening	Work Session	Closing	Differentiation	Assessment
<p>Monday 9-5-16</p> <p style="text-align: center;">LABOR DAY HOLIDAY</p>						
<p>Tuesday 9-6-16</p> <p>MGSE9-12.G.CO.8</p> <p>Explain how the criteria for triangle congruence (ASA, SAS, and SSS) follow from the definition of congruence in terms of rigid motions. (Extend to include HL and AAS.) (Lessons 6.2 and 6.3)</p> <p>MGSE9-12.G.SRT.5</p> <p>Use congruence and similarity criteria for triangles to solve problems and to prove relationships in geometric figures. (Lessons 6.2 and 6.3)</p>	<p>I can explain what the AAS Triangle Congruence Theorem tells me about triangles.</p> <p>I can explain what the HL Triangle Congruence Theorem tells me about triangles.</p> <p>6.2 – AAS Triangle Congruence Theorem, Non-Included Side</p> <p>6.3 – HL Triangle Congruence Theorem, Right Triangle, Hypotenuse, Leg</p>	<p>Teacher will take attendance and return graded assignments, if any.</p> <p>Warm-Up Name the indicated geometric figures for the figure shown. Be sure to use correct notation.</p>  <p>A Name a point. _____ B Name a ray through Y. _____ C Name a line through Z. _____ D Name a plane. _____</p> <p>As evidence of student learning is collected through observations, questioning, discussion, and closing activities, Teacher will group students by “who has it,” “who needs a little help,” and “who needs much more instruction on the concept.”</p> <p>Exploring Angle-Angle-Side Congruence Teacher will model Explore A-F for students. If two angles and a non-included side of one triangle are congruent to the corresponding angles and side of another triangle, are the triangles congruent? In this activity you’ll be copying a side and two angles from a triangle.</p> <p>① Use a compass and straightedge to copy _____ Copy $\angle A$ using TP as a side of the angle. ② How many triangles can you construct? Copy all of $\triangle EFC$ to the transparency. Then overlap it on $\triangle ABC$. Are the triangles congruent? How do you know? ③ On a separate transparent sheet or a sheet of tracing paper, copy $\triangle EFC$. Label its vertices E'. Make the ray extending $E'C'$ longer than their corresponding sides on $\triangle ABC$. ④ Now overlay the ray from E' with the ray from E to form a triangle. Make sure that ray $E'C'$ maintains the length you defined for it.</p>  <p>Teacher Questioning “If you know the measures of two angles in a triangle, and the length of a side that is not included, does this describe a unique triangle? What is the relationship between the information necessary to describe a unique triangle and the information necessary to prove two triangles congruent?” “If you know the measures of two angles of a triangle, what theorem gives you a way to determine the measure of the third angle?” “How does the AAS Congruence Theorem differ from the ASA Congruence Theorem?” “If AAS is used as the method of proof, can the triangles also be proved congruent using ASA?” “When is the distance formula useful for proving two triangles to be congruent? How would you use it?” “Could you use SAS on the triangles we are discussing here? Explain.” “With what kind of triangles can you use the Pythagorean Theorem?” “Are all right angles congruent? Explain.” “Will a right angle ever be the included angle between the hypotenuse and a leg?” “What type of triangle must be given to use HL as a method of proof?”</p>	<p>Teacher will help students individually or in small groups.</p> <p>Teacher will conduct small group reteaching when needed and have students work in pairs.</p> <p>Teacher will facilitate student learning through lesson 6.2 by providing students with Explain 1 notes – Justifying Angle-Angle-Side Congruence. Teacher will model using these notes to complete 6.2 Explain 1 Reflect problems 3 and 4.</p> <p>Teacher will facilitate student learning through lesson 6.2 by providing students with Explain 2 notes – Using Angle-Angle-Side Congruence. Students will use their notes (as teacher modeled previously) to complete 6.2 Explain 2 Your Turn problem 5.</p> <p>Teacher will facilitate student learning through lesson 6.2 by providing students with Explain 3 notes – Applying Angle-Angle-Side Congruence. Students will use their notes to complete 6.2 Explain 3 Your Turn problems 7 and 8.</p> <p>Teacher will lead students through the 6.3 Explore notes - Is There a Side-Side-Angle Congruence Theorem?</p> <p>Teacher will lead students through the 6.3 Explain 1 notes – Justifying the Hypotenuse-Leg Congruence Theorem.</p> <p>Students will use their notes to complete 6.3 Explain 1 Your Turn problem 3.</p> <p>Teacher will lead students through the 6.3 Explain 2 notes – Applying the HL Triangle Congruence Theorem.</p> <p>Students will use their notes to complete 6.3 Explain 2 Your Turn problem 5</p>	<p>Think, Pair, Share Is it possible for a right triangle with a leg that is 10 inches long and a hypotenuse that is 26 inches long to be congruent to a right triangle with a leg that is 24 inches long and a hypotenuse that is 26 inches long? Explain</p> <p>Teacher will use data from closing to assess student mastery of today’s learning target(s).</p> <p>Homework: Evaluate: Homework and Practice</p>	<p>Auditory Cues As students work through the lesson, have them identify orally whether the triangles are congruent by ASA, AAS, SAS, or SSS. Then have them work with a partner (peer-to-peer interaction) to identify the congruent parts and to determine if the congruent pairs of angles or sides are corresponding parts.</p> <p>Visual Cues Use colored pencils to trace over congruent legs and hypotenuses in different colors to help students better visualize the sides that are congruent.</p> <p>Differentiation Strategies will be used during the Opening and/or Work Session.</p> <p>Struggling students will be provided reading strategies and reteach opportunities.</p>	<p>Daily formative assessment (such as lesson 6.2, Explain 2, problem 5 and Explain 3, problems 7 and 8 and lesson 6.3 Explain 1, problem 3 and Explain 2, problem 5) will be used to help me decide if additional practice is needed, whether I need to re-teach, or whether I can move on to the next part of the lesson.</p> <p>Feedback from closing’s Think, Pair, Share activity will also be utilized to assess student mastery of learning target as well as to make needed adjustments to subsequent instructional plans and activities. This is how whether or not additional practice or re-teaching is necessary of if we can move on to the next part of the lesson</p>