

LESSON PLAN EVALUATION: TWO SAMPLE LESSON PLANS

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**Abstract**

This article was based on the two different lesson plans in book “*Teaching secondary and middle school mathematics*” (Brahier, 2013) and their evaluation according to the lesson plan rubric. In this article I discussed the effectiveness of these two lesson plans in terms of objectives and goals parts, materials part, engagement, exploration, explanation parts and assessment parts. At the end I evaluated their effectiveness and learned that whatever the lesson plan was prepared well, it was just a plan and should be flexible.

*Key Words:* lesson plan, evaluation, effectiveness, lesson plan evaluation

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## LESSON PLAN EVALUATION TWO SAMPLE

### **Introduction**

The purpose of this article was to compare and contrast the two sample lesson plans retrieved from the book “*Teaching secondary and middle school mathematics*” (Brahier, 2013) and evaluated them with respect to the lesson plan rubric. I evaluated the effectiveness of these two plans mainly in terms of objectives and goals, materials and recourses, engagement parts and assessment parts of them.

### **Two Sample Lesson Plans**

The sample lesson plan 1 was a middle school lesson prepared by Mr. Pack for 23 seventh grade mathematics students. The subject was the concepts of circumference and area, especially  $\pi$ . The goals and objectives were not clear enough, not measurable and not student-centered. The goal was not linked to the NCTM Standards or objectives were not included in MONE. Moreover, materials were not given in details which made them confusing. Any preparation or prescriptive also were not included in the lesson plan. Then, there was no transition word. On the other hand, engagement part was so weak that the students could not be motivated for the lesson. Not only the explanation part but also the questioning part was not explained enough. Furthermore, in the closure part, there did not mention about the summary only reminding were given. Besides, the assessment part needed to be more performance based; checklist or rubric did not complete. Finally, since not all groups were not addressed, the extension was not effective.

The sample lesson plan 2 was a high school lesson monitored by Mr. Bronson for 27 Algebra students. The subject of the lesson was functions and especially slopes of a function. As the goal included the NCTM Standards, and the objectives were clearly stated, goals and objectives were well written and aligned with MONE. The objectives were also relevant with the real life examples. Furthermore, the materials and resources were explained so clearly that even the details and numbers of equipments were given. The engagement part also was exemplified with

## LESSON PLAN EVALUATION TWO SAMPLE

the real life objects which made them appropriate most of the students. Besides, a clean and detailed correct explanation was used. Also, student-centered activities were thought. Although there were no rubric for assessment in the lesson plan, there was mentioned about the assessment strategies. Finally, the closure part included a summary and enabled the students to make inference and obtain a result. Therefore, this lesson plan was much better according to the first lesson plan. That could be said the second plan was graded as 75 out of one hundred whereas the first one was graded as 30 out of one hundred

### **Conclusion**

The purpose of this article was to evaluate two distinct lesson plans. I learned what features make lesson plan than another. And also, I learned that “The effectiveness of a lesson depends on significantly on the care with the lesson plan is prepared.” as Brahier said (2013, p.141). Therefore, I made an inference that the lesson plan which was merely the plan should be not only prepared effectively but also it should be flexible.

## LESSON PLAN EVALUATION TWO SAMPLE

### References

Brahier, D. J. (2013). Mathematics as a process. In J. W. Johnson (Eds.), *Teaching secondary and middle school mathematics* (4th ed.). (pp. 151-155) New Jersey: Pearson

"A Bilkent student does not lie, cheat, or steal or tolerate those who do. On my honor, as a Bilkent student, I have neither given nor received unauthorized aid on this academic work."

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