Florida Future Educators of America Annual State Conference "Lights, Camera, Teach!!" January 31 – February 2, 2025

Student Lesson Plan Competition



FLORIDA FUTURE EDUCATORS OF AMERICA 2025 STATE CONFERENCE

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 Cell Phone 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 either English language arts or mathematics using the B.E.S.T. Standards. Students can deliver the lesson plan to elementary, middle school 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:

- 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)
- The original lesson plan may be written for any of the following subjects:
 - English language arts
 - Mathematics
- The lesson plan must be typed and should follow the format on the attached page.
- All lesson plans should address one or more of the B.E.S.T. Standards found at CPALMS.org.
 - The Standards must include the number and description (Example: *ELA.1.F.1.1 Locate the title, table of contents, names of author(s) and illustrator(s), and glossary of books*).
- In addition to the lesson plan, the student must provide evidence of the delivery of the lesson as well as a reflection of the lesson. Evidence may include pictures of the student teaching the lesson and examples of student work. Points will be deducted from the total score if the reflection of the lesson or evidence of the delivery of the lesson is not included. Please refer to the lesson plan format and rubric for additional details.

SCORING:

- The lesson plan will be scored using the attached rubric. The maximum total number of points possible is 16.
- The top three winners will be announced during the closing session on Sunday, February 2, 2025.

*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, reflection and delivery evidence using the following link: 2025 FFEA Student Lesson Plan Competition Submission no later than Friday, December 6, 2024, at 11:59 p.m. ET.

Lesson Plan Format

Student Teacher Name:	Chapter Name:			
Grade Level:	Subject(s):			
B.E.S.T. Standard(s) from CPALMS.org (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:				
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 10 elements of the	8-9 elements of the	6-7 elements of the	Less than 6 elements
(10 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 and	objective: subject and	and grade level,	objective: subject and
	grade level, standard,	grade level, standard,	standard, objective,	grade level, standard,
	objective, vocabulary,	objective, vocabulary,	vocabulary, materials,	objective, vocabulary,
	materials, activating	materials, activating	activating strategy,	materials, activating
	strategy, instructional	strategy, instructional	instructional	strategy, instructional
	procedure, closing	procedure, closing	procedure, closing	procedure, closing
	strategy, assessment	strategy, assessment	strategy, assessment	strategy, assessment
	and accommodations.	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 B.E.S.T.
	plan. Objective is	Objective is somewhat	not relevant to the	standard(s) is
	relevant to the stated	relevant to the stated	stated B.E.S.T.	inaccurate for the
	B.E.S.T. standard(s).	B.E.S.T. standard(s).	standard(s).	stated grade/subject.
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	B.E.S.T. standard and	meet the B.E.S.T.	B.E.S.T. standard and
	to meet the B.E.S.T.	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			
	student engagement.			
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, subtract 2 points from total score)