

Instructional Goal: Teachers at Overton Public School will use the Lumio software platform to embed resources and create lesson content to use for anticipatory sets/bell-ringers, checks for understanding/assessment, enrichment, or closure in a lesson of their choosing.		
Terminal Objective (performance context): When constructing a lesson or unit of instruction for their students, teachers at Overton Public School will successfully use the Lumio software platform to embed resources and create lesson content for anticipatory sets/bell-ringers, checks for understanding/assessment, enrichment, or closure. This will be evidenced by uploading files, linking YouTube videos, searching for teacher-created content, editing activity templates, or embedding simulations.		
Terminal Objective (learning context): During an inservice training attended by teachers at Overton Public School, teachers will successfully use the Lumio software platform to embed resources and create lesson content for anticipatory sets/bell-ringers, checks for understanding/assessment, enrichment, or closure. This will be evidenced by uploading files, linking YouTube videos, searching for teacher-created content, editing activity templates, or embedding simulations.		
Skill	Performance Objective	Acceptable Performance Criteria
Determine the learning objective of the lesson.	Given a pre-defined curricular learning target such as a content area standard, teachers will write a learning objective that specifies an expected learner behavior, the prevailing conditions under which it will be performed, and the criteria with which it will be measured.	The objective contains a skill, condition, and criteria and is related to an identified curricular learning target.
Determine the parts of a lesson that should be included in order for students to meet the learning objective.	Given the previously-created learning objective and their own pedagogical knowledge*, teachers will select component parts to include in their lesson; including but not limited to anticipatory sets/bell-ringers, checks for understanding/assessment, enrichment, or closure.	The selected parts of a lesson are pedagogically related to the learning objective and promote student engagement.
For each part of the lesson, determine the type of content that best serves the learning objective.	Given their own pedagogical content knowledge* and potential types of content delivery formats (including but not limited to videos, verbal instruction, visual presentations, games, and reflection activities), teachers will match lesson content to appropriate learning activities and delivery formats; including but not limited to verbal instruction, videos, games, reflection activities, and visual presentations.	The teacher articulates knowledge of a diversity of content types and how they promote student engagement and effectively deliver content.
Plan/develop the content of each part of the lesson.	Given their chosen learning activities/lesson parts and their own content knowledge*, teachers will plan and develop the content for each learning activity/lesson part by either locating and using	The teacher can find, modify, or create content that helps students achieve the learning objective.

*https://www.researchgate.net/figure/The-relationships-between-content-and-pedagogical-knowledge_fig1_342150676

	pre-existing content, locating and modifying pre-existing content, or creating original content.	
Determine the desired order of the lesson parts.	Given their developed learning activities and lesson parts and their own pedagogical content knowledge, teachers will order the parts in a logical sequence that progresses students from initial exposure to mastery of the learning objective using scaffolding methodologies.	The teacher organizes the lesson parts into a logical flow that aids retention and engagement.
Open a new Lumio lesson project.	Given a computing device, an Internet connection, a Web link, and account credentials, teachers will navigate to the Lumio website, log in, and create a new lesson project; this will be done with no memory aids.	The teacher can log into a website and open a project without a memory aid.
For each part of the lesson, embed developed content into the Lumio lesson project.	Given a computing device with an Internet connection and the open Lumio lesson project, teachers will embed the content they have developed into the project; embedded content will follow one of the following formats: a file ending in .pdf/.ppt(x)/.notebook, teacher-created content that has been shared publicly on the Lumio platform, a YouTube video, a Desmos graphing calculator, a PhET Interactive Solutions simulation, a blank Lumio slide template, an interactive/game-based activity, or a ready-made graphic organizer or manipulative.	The teacher can combine different types of learning materials into a single lesson presentation, reducing the time it takes to transition from one part of a lesson to another.
Complete revisions and edits of the Lumio lesson project.	Given a computing device with an Internet connection and the open Lumio lesson project with content and activities that have been added, teachers will determine whether the slides of the lesson are in the desired order and whether the content of the slides is accurate; if so, teachers will choose a title and finish editing, and if not, teachers will revise the lesson project until satisfied.	The teacher can proofread content and viewing the lesson through the eyes of a student, can judge whether the order of lesson parts is coherent.