***This sample IPA essay is problematic on multiple levels. First, the writer does not explicitly pull in theories to support her decisions in creating this lesson plan; she does identify and define active learning, but without mentioning any particular theorists and/or their influence on her teaching. Secondly, the writer's decision to write exclusively in the third person undermines the purpose of this essay. The purpose of the IPA is for the student to demonstrate how these standards worked in her/his classroom, NOT in a generalized classroom. The essay lacks references to how this lesson worked in this teacher's class: how did active learning actually manifest itself in the room (i.e., did the lesson, and the standard, work?). Thirdly, the essay provides a discussion of only one standard, rather than the required two. Finally, the essay rehashes the same points over and over rather than elaborating or presenting new information.***

# SAMPLE IPA ESSAY

## Standard #1 (Active Learning)

## Grade Ten

Active learning is competence to involve students in lessons by providing a non-threatening environment that allows time to answer questions, seek solutions, share thinking about a theme or topic, and respond to other's viewpoints. Active learning is the ability to arrange learning by doing. Achievement is demonstrated through application, reporting, and students' exhibition. My lesson plan is about reflections in the subject of Geometry with tenth grade students. I constructed a lesson plan that is active learning for the students throughout the entire forty-five minute class period.

I have created a lesson that is student centered and active. The students are to work in small groups to explore the definition and the relationships with reflections. Throughout the lesson the students are to discuss and create conjectures. The teacher will ask the students critical questions that will help guide the students to create their conjectures. The teacher breaks the groups into only partnerships, where they are to support or reject their conjectures. Through the lesson the students are creating their own definitions and seeking for properties that are held with reflections. The teacher is there to guide them with the instructions and to help them critically think with the discoveries. The classroom is student centered and they are actively learning.

Also, the teacher has created a non-threatening environment that allows students to ask questions, seek solutions, and share thinking about the topic. The lesson begins with the teacher passing around a mirror and asking the students what real world motions are involved with

transformations (reflections, rotations, and translations). The students will speak out answers to the question. The teacher will then ask the students if they think that transformations are involved in every motion in the real world. The class will give their answer, and then the teacher will challenge their answer by tell the students to prove it! The students will then be motivated to discover the definition and properties of reflections. This is a technique called "devil's advocate" that the teacher will use to have the students feel safe and have fun with the activities. Also, the teacher has the students cooperatively learning. They are to work together to create well thought out conjectures for all of the activities. The students will be able to listen to and give responses in the groups and with their partners before creating the conjectures. The students will also support or reject their conjectures with a partner on Geometer Sketchpad. The teacher asks for students to volunteer to read the conjecture that have been made and also ask the students question to make sure that the students are critically thinking while creating their conjectures. The teacher is only in the class as a guide for the students to make sure that all students are involved with the activities and critically thinking about the topic.

The lesson clearly provides an environment that all students are working together to collaborate well thought conjectures and is enjoying the lesson activities that have been planned. The teacher is a guide to the students while the students are discovering definitions, relationships, and conjectures about the topic. I believe that this student centered lesson plan has created a non-threatening environment that allows students to seek for solutions, share thinking, and ask question to their peers and to the teacher.