

This student identified this passage as the “second half” of his IPA essay, so he was aware that the IPA requires him to discuss two standards. His discussion of Standard #3 tends to be repetitive and does not demonstrate any identifiable references to education theory or to a particular philosophy of teaching. This lack of attention to the theoretical underpinnings of his decisions is a significant flaw in this essay.

SAMPLE IPA ESSAY
Standard #3 (Critical/Creative Thinking)
Grade Eight

My lesson plan consisted of teaching that exhibited coherence and continuity. I was able to make my lesson plan compatible to the student’s previous knowledge of the subject of Geometry. My lesson plan allowed the students to continue growing in this class and take their previous knowledge to the next level. I believe my lesson plan consisted of coherence and continuity because of two specific reasons. The first reason I believe this is that my lesson plan was built off the student’s prior knowledge of geometrical shapes. In a previous lesson, I would have introduced circles, circumferences, and diameter. This lesson I am introducing the approximate value of PI, which is related to the previous topic. The second reason is that each of my lesson plans learning activities were designed as stepping stones to advance to the next learning activity.

My lesson plan met the coherence and continuity standard requirement firstly because of the lesson ability to build off prior knowledge. The flow of the lesson plan was apparent because it was able to continue from previous geometrical ideas of shapes and measurements. I was able to show the students a relationship between the previous class work and the current application of the value of PI. I was able to show in my lesson plan the logical connections between prior knowledge and the ability to grow from this current application.

My lesson plan also met the coherence and continuity standard requirement because of its ability to transition from learning activity one to learning activity two and then learning activity three. My lesson plan asked the students to search the World Wide Web to find the approximate value of PI. The students needed to find this in order to meet the objective of learning activity two. After the students found their answer they applied the knowledge they acquired to finding measurements of given objects. When they found their answers they formed a chart and completed solutions given to them. I formed my lesson plan this way so that each activity would be completed with success without interruption.

I firmly believe that my lesson plan does exhibit coherence and continuity. I believe this because I am able to construct this lesson plan from previous knowledge. I am allowing the students to see a relationship between past and present lessons. Most of all I am showing the students how they can continue to grow and learn from this lesson plan. I also showed how I would have the students complete all the activities without interruption by making smooth transitions to each learning activity. If coherence and continuity were not present in my lesson plan than the students would not see organization and the activities would be meaningless.