

Demonstration Lesson Guide



PPSD's [Vision and Mission](#) are at the heart of a selection model that is driven by the Providence School Board's [Beliefs and Commitments](#).

PPSD teacher candidates will be measured against [the five PPSD domains of effective teaching and the PPSD five teacher competencies](#), both of which are grounded in academic research on teacher effectiveness in urban environments.

During the interview, you will be asked to lead a fifteen-minute sample lesson. Choose a specific learning objective that you can present effectively during this time. Prepare your sample lesson and materials in advance. You may teach a lesson of your choice for a **specific** grade level (from kindergarten to 12th grade). It is preferred that you teach the lesson for the subject and grade level for which you are interviewing.

A successful lesson is organized around a main point or learning objective that specifies a rigorous goal and makes use of age-appropriate materials and strategies to help students master information. Examples of sample lessons might include adding fractions, naming vegetables in Spanish, the difference between metaphors and similes or reviewing how a bill becomes a law.

As the teacher, you should expect some interaction, like simple questions from your "students" – the school hiring committee members. You should also expect to reflect on your lesson.

It is acceptable for you to assume prior knowledge in your "students"; you may communicate this to the school hiring committee members. You may begin your lesson by explaining those assumptions or by modeling prior knowledge assessment in the demonstration lesson. For example, you may reference an earlier lesson. (e.g., "Yesterday we began talking about similes. Today we are going to continue talking about similes and learn about another literary device called a metaphor. Can someone tell me what a simile is?")

Remember these key points for an effective sample lesson:

- You will be given no more than 15 minutes
- Lessons should have a clear beginning, middle and end
- Teachers should communicate and work with "students" to achieve a specific objective
- Lessons should be interactive, age-appropriate and include strategies for ELL and Special Education populations

Please note: Do not assume any classroom/teaching materials will be available to you. Rooms and classrooms at interview sites will vary in configuration; some are set up like typical classrooms while others are conference rooms with one large table. You should plan your lesson and bring the according materials.
