

**TAP Coaching PLC, 2014-15  
LESSON PLAN**

<b>Lesson Title</b>		<b>Program of Study and CIP Code</b>
Pre-NOCTI Score Analysis		Culinary Arts - CIP 12.0508 Institutional Food Worker (This lesson can be used in any program that administers the Pre-NOCTI)
<b>What unit is this lesson plan part of (if applicable)?</b>		
NOCTI Preparation		
<b>Student Level (if applicable)</b>		
Level 2 and/or 3 (depending on when students take Pre-NOCTI)		
<b>Lesson Objective or Task</b>		
<ul style="list-style-type: none"><li>• Using calculated percentages, students will analyze Pre-NOCTI score reports to identify at least 1 duty strength and at least 1 focus area.</li><li>• By calculating percentages, students will analyze task linked reports for Pre-NOCTI performance to identify at least 1 task strength and at least 1 focus task.</li><li>• After analyzing Pre-NOCTI performance, students will identify at least 2 methods for improving NOCTI proficiency.</li></ul>		
<b>Lesson Duration</b>		
1 – 42 minute period		
<b>Materials Needed</b>		
<ul style="list-style-type: none"><li>• Folder to organize papers</li><li>• Lesson Overview</li><li>• Data Analysis Worksheet</li><li>• Color Coding Key</li><li>• NOCTI Cut Scores</li><li>• Pre-NOCTI Reports (score report and task linked report)</li><li>• Highlighters<ul style="list-style-type: none"><li>○ Green</li><li>○ Yellow</li><li>○ Pink</li></ul></li></ul>		

<b>Safety</b>	
All students will adhere to the national NASAFCS safety standard of employing food service management safety/sanitation program procedures, including CPR and first aid. (This is a theory based lesson so safety regulations are limited to lab work or demonstrations.)	
<b>Essential Question(s)</b>	
Why is it important to develop data analysis skills?	
<b>Assessment</b>	
Accuracy of data analysis worksheet completion.	
<b>Standards Addressed</b>	
<p><b>ELA:</b></p> <ul style="list-style-type: none"> <li>• <b>CC.3.5.11-12.B:</b> Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.</li> <li>• <b>CC.1.5.11-12.A:</b> Initiate and participate effectively in a range of collaborative discussions on grades level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</li> </ul> <p><b>Math:</b></p> <ul style="list-style-type: none"> <li>• CC.2.1.HS.F.2: Apply properties of rational and irrational numbers to solve real world or mathematical problems.</li> <li>• CC.2.1.HS.F.3: Apply quantitative reasoning to choose and Interpret units and scales in formulas, graphs and data displays.</li> </ul>	
<b>Vocabulary Introduced/Reviewed</b>	
<b>Accommodations / Adaptations</b>	
Percentages can be calculated ahead of time. Calculators can be used or not allowed depending on the group of students.	
<b>Lesson Steps / Description</b>	
<ul style="list-style-type: none"> <li>• Pre-NOCTI quick write ("What is the NOCTI and why is it important to you?") Share out with a group discussion</li> <li>• Students will receive individual score sheets reflecting performance on Pre-NOCTI and cut score</li> <li>• Students will read through the scores (individually) and identify the highest scoring area/duty and lowest scoring area/duty</li> <li>• Students will review the tasked linked report and calculate percentage correct for each task so they can identify strengths and weaknesses</li> <li>• Students code their task linked report results using the 3 highlighters</li> <li>• Students identify methods they can use to improve their scores</li> <li>• Exit ticket – How is the information on the task linked report different from the information you learned on the score report?</li> </ul>	
<b>Prepared By</b>	
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