

Abstract

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Lesson planning is a fundamental aspect of developing the professional competencies of preservice teachers. This dissertation examines the role of written lesson preparations in teacher training, establishing a theoretical framework for their assessment and effectiveness. A key outcome of this research is the development of an evaluation rubric designed to provide structured feedback on lesson plans. The study explores the relationship between the quality of written lesson preparations and the effectiveness of delivered lesson segments. Findings indicate that structured feedback significantly enhances the quality of student lesson plans. Moreover, students who demonstrated stronger lesson planning skills also achieved higher performance scores in teaching, suggesting a direct correlation between preparation quality and teaching effectiveness.

Key words: preparation for the lesson, preservice physics teachers, lesson segment