

**Assessment 3 (required): Pedagogical and Professional Knowledge, Skills, and Dispositions:
Assessment that demonstrates candidates can effectively plan classroom-based instruction or
activities for other roles as special educators
Section IV – Evidence for Meeting Standards**

Internship I Lesson Planning and Reflection Work Sample

1. Description of the assessment and use in the program

This assessment is introduced in the beginning of the Internship I. Interns are required to develop a timeline for the completion of at least three formal lesson plans following a prescribed format that has a direct instruction orientation. Often, the lesson plan will be developed and a Mentor/Cooperating Professional or KSC Supervisor will observe the actual teaching of the lesson. Interns learn to develop and write lesson plans in *SPED 401 Curriculum and Instructional Design*, and during Internship I, Interns have their first opportunity to write lesson plans for actual students in either elementary or secondary settings. During the Internship I seminar Interns are provided with information that builds on their previous knowledge about lesson planning and each step in the lesson plan process is reviewed. Interns are also guided to reflect on the lesson they develop which reinforces a key aspect to their ongoing professional development as a future special educator. The lesson plan provides a ideal vehicle for interns to practice focused reflection on improving their planning and teaching skills. Interns complete three formal lesson plans as part of the overall work sample.

2. A description of how this assessment specifically aligns with the standards it is cited for in Section III

The primary CEC Core Standards addressed for this work sample are **Standards 4, 6, and 7**. The focus of this work sample is on the use of instructional strategies in the development of an instructional plan. Aspects from other standards are addressed with this assessment, for example, interns will need to collaborate with their mentor and paraprofessionals in order to develop the instructional plan. Also, knowledge based standards such as 1, 2, and 3 are not directly addressed here but the knowledge learned while in the program will impact the development of their lesson plan. Elements within other standards are highlighted and noted below.

Standard 1: Foundations; Standard 2: Development and Characteristics of Learners; Standard 3: Individual Learning Differences

These standards are not directly assessed through this assessment although foundational knowledge from these standards is essential for successfully writing lesson plans, and is thereby indirectly assessed through the intern's skill performance in the following standards.

Standard 4: Instructional Strategies

Interns are assessed on their ability to develop lesson plans that apply a range of evidence-based instructional strategies to individualize instruction. Their ability to select, adapt, and use strategies in a lesson plan to promote positive learning results is also assessed. Through the use of direct instruction procedures outlined in the lesson planning approach, interns are assessed on their ability to design plans that support skill development, maintenance, and generalization.

Standard 5 Learning Environments and Social Interactions

Interns are assessed on their ability to develop lesson plans that articulate learning environments that foster cultural understanding, safety, and emotional well-being. Interns' ability to promote active engagement in learning through the development of activities that engage the interest and strengths of students is examined with this assessment approach.

Standard 6 Language

Interns are assessed on their ability to develop lesson plans that consider factors of language development and communication skill development including assistive technology devices that increase access to learning for

students. This is a requirement for at least one of the lessons they complete and will be consider in all the lessons that are developed. Interns are assessed on their ability to facilitate understanding of concepts and skills for individuals whose primary language is not English through thoughtful planning of instruction.

Standard 7 *Instructional Planning*

This is the primary standard aligned with this assessment. Interns are assessed on their ability to develop lesson plans that are anchored in both general and special education curricula and take into account a range of skill areas including transition-related skills (e.g., career development, independent living, recreation and leisure). This lesson planning model is adaptable to teaching any skill or strategy for individual or group instruction. Interns are evaluated on their ability to write meaningful and measurable lesson objectives and plans must show explicit modeling and efficient guided practice. Interns develop plans that can be modified to meet individual learning needs and reflect on how students learned after the lesson is taught. Interns consider instructional content, resources, and strategies that respond to diverse learning needs of students including cultural, language, and gender differences. The integration and inclusion of assistive technology in the instructional plan is also addressed here.

Standard 8 *Assessment*

Interns are assessed on their ability to develop lesson plans that include an assessment of learning so that they can evaluate and monitor student progress based on instructional approaches and interventions developed in the lesson plan and subsequently implemented.

Standard 10 *Collaboration*

Interns are assessed on their ability to develop lesson plans that include collaboration with other school staff to effectively teach individuals with disabilities.

3. A brief analysis of data findings

4. Interpretation of how data provide evidence for meeting standards

Data will be collected during the 2006-2007 academic year and reported in June 2007

5. Assessment Documentation

5a. Assessment Tool or Description of the Assignment

Internship I Lesson Planning and Reflection Work Sample

KEENE STATE COLLEGE
SPECIAL EDUCATION PROGRAMS
POST-BACCALAUREATE SPECIAL EDUCATION INTERNSHIP I
LESSON PLANNING AND REFLECTION WORK SAMPLE

Lesson planning is the opportunity to take responsibility for preparing and implementing instruction according to student needs. It is recommended that you maintain a folder of the lessons you plan and implement in order to make them available to your cooperating professional and KSC supervisor and to keep them for personal records. Three lesson plans and accompanying reflections will be formally evaluated during the Internship I experience. Based on your performance, you may be required to have additional lesson plans formally evaluated during the Internship II. Of course, you will be creating many more lesson plans (formal and informal) throughout the yearlong Post-Bac Internship experience. The following narrative and outline offer guidelines for designing lesson plans.

The primary *CEC Core Standard* addressed in this work sample is Standard 7 Instructional Planning. You will be required to write short-range lesson objectives incorporate direction instruction techniques of modeling, guided practice and checking for understanding in your lesson plans. In addition you will be required to select, adapt, and create materials for use in your lesson. The importance of considering assistive technology in the development of your lesson will also be assessed by your KSC Supervisor. You will also be required to reflect on the lesson plan you develop and execute (*CEC Standard 9*). Other *CEC Core Standards* are addressed in this work sample but these are not the major focus of it.

The lesson plan helps you to organize your thinking about what you are teaching, how you are going to approach instruction and involve students, and the setting you will create to deliver instruction (*CEC Standard 5*). The effectiveness of lesson plans rests on your fully understanding the skill(s) or concept(s) being taught and the ways it is relevant to the lives of students you are teaching. Lesson planning involves: 1) direct instruction - the explanations, illustrations, and modeling of specific skills or concepts; 2) activities - the opportunities in which you involve students in building on prior knowledge and experiences, learning, exploring, and responding to teacher questions and instructional materials (guided and independent practice); and 3) context or structures - the expectations, rules, procedures for participation, and instructional arrangements (groupings of students, independent, qualities of teacher direction) (*CEC Standard 7*).

Lessons revolve around teaching a specific skill(s), strategies, or concept(s). These concepts or skills can range from basic skills to transition-related skills (career development, life skills, study skills, organization skills, etc.). Considering ways to plan instructional interventions and strategies that engage and motivate learners will be critical (*CEC Standard 4*). As you prepare for the lesson, it is important to name the skill(s) or concept(s) and state the purpose(s) for teaching and learning it, conveying how and when it is used. A lesson might be designed to introduce, practice, review, and/ or evaluate where students are relative to skill/ concept acquisition and mastery. Regardless of the stage of learning, it is important to identify what you expect students will gain from the lesson, how they will use the skill(s)/ information/ concept(s) as a result of the experience, and what criteria will be used to judge student performance. A clearly stated objective(s) conveys these expectations (*CEC Standard 7*). .

The lesson objective(s) is at the core of planning. Recognizing *where the students are at* relative to the lesson objective guides how you will focus the introductory segment; structure and sequence learning experiences, tasks, and activities; design prompts and modifications to support student participation and success; and identify tools for evaluating progress. As you develop a lesson, it is therefore important to figure out how it builds on prior learning, thinking, and skills. Take into consideration what competencies are prerequisite to participating effectively in planned instruction and activity (*CEC Standard 7*). Also, figure out what materials invite and/ or reflect student interests, what procedures keep students involved,

and how the pace is moderated to insure participation and understanding is part of your planning. Vary the types of interactions (teacher directed, peer-peer, small and large group) to support student attending and understanding. *A lesson may “feel good” and students may have fun, but the measure of its effectiveness is what students got from it.* Incorporating ways to evaluate what students learn as a result of the lesson gives feedback about its effect (CEC Standard 8).

Questions to Guide Writing Lesson Plans

1. **Instructional Objective** (CEC Standard 4, 7): state the expected outcomes of the lesson; identify what the student will learn or master, under what conditions (when, how, given specific materials, etc.), and at what criterion (expected level of mastery stated in terms of percentages, frequency, scores, or qualitative description). Show a connection to the NH Curriculum Frameworks or the general education curriculum.
 - What skills/ information will the student acquire as a result of instruction?
 - What instructional strategies or ways to modify the learning environment will be embedded in your objectives?
 - What will the student do as a result of the lesson? How will the student be expected to demonstrate what is learned?
 - Against what criteria is student performance judged (accuracy, qualities, rate)?
2. **Rationale** (CEC Standard 2, 3, 7): justify teaching the particular lesson to the student(s).
 - Why are you teaching this lesson to these students at this point in time?
 - Of what (immediate) value does the experience have for the student?
 - How is this lesson connected to students' interests and strengths?
 - How does this lesson connect to individual student's needs as identified on the IEPs?
3. **Resources/Materials/ Supplies/ Space** (CEC Standard 5, 7, 10): indicate the strategies, media, assistive technology, and methods to be used during the lesson and the physical layout of the instructional setting.
 - What materials are needed to illustrate or demonstrate the skill? What materials give students opportunity to practice and be involved?
 - How will physical space be arranged (ex. seating, your placement) to maximize student participation in the lesson? How will you create a positive and safe learning environment?
 - What cultural, linguistic, and gender differences do you need to consider in the development and selection of content, strategies, approaches and resources.
 - What types of assistive technology devices and tools could enhance access for students partaking in this lesson?
 - Who will you need to collaborate with in order to be effective and efficient with the lesson? Do you need to prepare paraprofessionals or volunteers?
4. **Procedures** (CEC Standard 7) : make an annotated outline for executing the lesson, specifying the sequence of talk and activity. Write out key phrases, specific questions to be posed, directions for task/ activity in which the teacher and student(s) are involved. Script the sequence of events to give the lesson a beginning, middle, and end.
 - How will the lesson be organized? What is going to take place?

Rules and Expectations (CEC Standard 5): define what behaviors and performance are expected and are not acceptable and what consequences and error correction procedures will be used in response to rule infractions and student errors.

- What are the rules for the particular lesson and how will they be stated for the students? What behaviors are acceptable/ unacceptable during the lesson? Write out how you will state them to the students (be positive). How do these shift as the activities change?
- How do students get teacher attention, help, etc.? What strategies will you use to get student attention? What type(s) of feedback, rewards will be used during the lesson?
- What behavioral/ social/ attending issues might you anticipate in this situation? How will you intervene with students (ex. proximity control, positive statements, restating rules, use of an agenda, contingency statements, logical consequences)? How will you respond to inappropriate behavior (what will you say and do)?

Introduction/ Anticipatory Set (CEC Standards 4, 7)

: identify cues for gaining student attention and interest, ways to communicate the goal of the lesson and relevance for student, and strategies for engaging in a meaningful review of past learning/ activation of prior knowledge.

- What will you say to initiate the lesson? How will prior learning be reviewed? What will you use to "hook" students into the lesson and sustain interest? How will the lesson be made relevant and exciting for the student and engage him/ her?
- How will the targeted skill be introduced? How will you label the skill being taught, define it and related terms, and justify its use for the student?

Body (CEC Standard 6, 7): list the step-by-step approach to presenting information, techniques for active engagement, and the sequence of activity; identifying how the skill/ concept to be learned is modeled (*I do it*), specific questions to pose, the types of prompts and correction procedures to use during guided practice (*We do it*) and independent practice (*You do it*). Describe ways to check for understanding.

- How do you incorporate – *I do it, We do it, You do it*? How are modeling, demonstration, guided and independent practice included in the lesson? What does this mean in terms of teacher talk? How will directions to tasks be stated or presented? How will transitions between tasks/ activities be structured?
- What types of communication and language development issues need to be considered?
- How will students participate during the lesson? How will you keep track of student understanding during the lesson as you move from one step to the next? How will they be actively involved?

Conclusion (CEC Standard 7): describe ways to provide positive feedback to students, review work completed and progress made, bring closure to the lesson, preview next lesson, and transition to next activity.

- How will you summarize information presented? How will you bring closure to the lesson? How will you transition to the next activity?

5. **Assessment** (CEC Standard 8): state ways to evaluate student understanding and progress throughout the lesson.

- How is student progress documented during the lesson?
- What will you ask students to do to demonstrate understanding of skills/ concepts? How will you record these data (ex. chart, collection of work sample)?

6. **Anticipated Problems** (CEC Standards 4, 7): consider possible factors (ex. attention, confusion, difficulty with materials) that may interfere with participation in the lesson. It is helpful to consider prerequisite skills and figure out what to do if you discover the student is missing one or more of them. You may incorporate ideas for modifications in the context of the body of the lesson plan and behavioral interventions under the rules and expectations.

- What types of performance challenges might the student experience?
- How will you prepare for these anticipated concerns?

7. **Reflection of lesson effectiveness** (CEC Standards 2, 3, 4, 7, 9, 10): describe the execution of the lesson and offer constructive criticism of what transpired. The effectiveness of the lesson should be judged in terms of what students have gained from the experience and the ways in which you connected with students and conveyed intended content and directed planned activities.

- How did the lesson go? What went well, felt comfortable, was effective?
- Describe how well you considered cultural, linguistic, and gender differences in the development and selection of content, strategies, approaches and resources.
- Were objectives met? What evidence do you have that students learned the targeted skills at the intended level? What was the evidence?
- To what degree were methods, materials, use of space effective?
- How did language development and communication skills affect the lesson? How might you adjust the lesson next time to address these needs?
- How did student(s) attend, participate, respond?
- What do you feel you did during the lesson to contribute to its effectiveness and/ or challenges? What did you do to communicate with students and engage them in activity? How prepared did you feel? What was effective and challenging? What might you do differently next time?

5b. Scoring Guide for the Assessment

Internship I Lesson Planning and Reflection Work Sample

LESSON PLAN SCORING GUIDE

Directions

Rate each individual item according to the scale below and enter in the appropriate number on the evaluation form. After individual items are rated, an overall rating for a lesson plan area will be assigned (e.g., Rationale, Reflection). If the majority of items in an area are “Needs Improvement” then you will need to assign a “1” for the performance in that area of lesson plan writing. At the end of the rating tool, you will have an important opportunity to add summative evaluation comments. Scores of **16 or higher** will meet expectations on this assignment. The maximum score is 24.

RATING SCALE

1 = Needs Improvement (NI)

Through review of lesson plan writing task, the intern shows an overall low level of performance and applies knowledge and skills inconsistently and unsystematically which reveals incomplete mastery lesson planning skill(s). The intern needs to focus more energy on bringing this aspect of teaching to a basic level. The supervisor should provide resources and specific suggestions for improvement in any such areas. It is expected that interns will have some areas that need improvement initially, but that with focused and supportive feedback, they will be able to improve on lesson plan writing skills.

2 = Meeting Expectations (ME)

Through review of lesson plan writing task, the intern shows an overall basic level of performance and applies knowledge and skills consistently and systematically which reveals mastery of lesson planning skill(s). The intern's skill development shows that she/he has the ability to write successful lesson plans. Remember that it is not appropriate to compare intern's work to that of an experienced teacher. The observer should provide suggestions and next steps for the intern so she/he can continue to improve and strengthen his/her performance as some specific areas may need to be addressed. The general expectation is that many interns fall within this level of performance.

3 = Exceeding Expectations (EE)

Through review of lesson plan writing task, the intern shows an overall high level of performance and applies knowledge skills consistently and systematically which reveals an impressive intern mastery of lesson planning skills. The intern's skill development shows an excellent application and generalization of skills and the ability to write well crafted lesson plans. Criteria where the intern is exceeding expectations are considered strengths of the intern, and should be noted as such in comments. The general expectation is that fewer interns fall within this level of performance.

NA = Not Applicable or Not Observed

Any item on the form that does not apply write N/A.

LESSON PLAN SCORING GUIDE

LESSON PLAN COMPONENT	RATING 1 = NI 2 = ME 3 = EE	COMMENTS
1. Instructional Objective (<i>CEC Standards 4, 7</i>)		
Overall Rating:		
State expected outcomes and identify what student will learn under what conditions and at what criterion		
Connect instructional objective to the NH Curriculum Frameworks or general education curriculum and include intervention, skill, and strategy to be used		
2. Rationale (<i>CEC Standards 2, 3, 7</i>)		
Overall Rating:		
Justify teaching the particular lesson to the students		
Connect lesson to student interest and strengths		
Connect lesson to individual student needs as identified on IEPs		
3. Resources, Materials, Supplies, and Space (<i>CEC Standards 4, 5, 6, 7, 10</i>)		
Overall Rating:		
Indicate instructional strategies and methods to use		
Review physical layout and learning environment concerns (e.g., seating, proximity to instruction, group vs. individual)		
Consider cultural, linguistic, and gender issues in the selection of materials, resources, and other supports		
Identify staff to collaborate with for the success of the lesson (e.g., paraprofessionals, school counselors, volunteers)		
Incorporate assistive technology and other communication aids into the plan		
4. Procedures (<i>CEC Standard 7</i>)		
Overall Rating:		
Provide an annotated outline for executing the lesson, specifying the specific sequence of activities (e.g., write out phrases, specific questions to be posed, directions for task/activity)		
4a. Rules and Expectations (<i>CEC Standard 5</i>)		
Defined behaviors and performance expectations for students including response to rule infractions and student error correction procedures		
4b. Introduction/Anticipatory Set (<i>CEC Standards 4, 7</i>)		
Identify cues for gaining students attention and interest		
Share goal for the lesson with students in their language		
Review previous learning to activate prior knowledge		
4c. Body (<i>CEC Standard 4, 6, 7</i>)		
List a step-by-step approach to presenting information, techniques for active engagement, and the sequence of activity		
Identify how the skill/concept to be learned is demonstrated or modeled (<i>I do it</i>)		
Identify and guide student in practice (<i>We do it</i>)		
Identify independent practice activities (<i>You do it</i>)		
Plan for communication and language issues as you teach skills or strategies in the body of the lesson		
Identify ways to prompt, provided positive feedback, and correct errors		
Identify how to check for understanding of the concept of skill being taught		

LESSON PLAN COMPONENT	RATING 1 = NI 2 = ME 3 = EE	COMMENTS
4d. Conclusion (CEC Standard 4, 7)		
Identify ways to review		
Identify how to provide positive feedback		
Plan for overall closure of lesson		
Plan for previewing next lesson		
Plan for transitioning to next activity		
5. Assessment (CEC Standard 8)		
Overall Rating:		
State ways to evaluate student understanding and progress of throughout lesson		
6. Anticipated Problems (CEC Standard 2, 4, 5, 7)		
Overall Rating:		
Consider factors that may interfere with participation in lesson and propose ways to deal with these factors (e.g., development, language, communication, attention, social and behavioral issues, confusion, difficulty with materials, cultural or language barriers)		
7. Reflection on Lesson Effectiveness (CEC Standard 2, 3, 4, 7, 10)		
Overall Rating:		
Effectiveness of the lesson in terms of the materials, strategies, interventions, and language and communication needs		
Appropriateness of the lesson objective and targets for the lesson		
Participation level of the students, positives aspects about the lesson, and problems encountered		
Reflection about challenges and next steps for your improvement		
8. Organization and Technical Aspects of Lesson Plan (CEC Standards 7, 9)		
Overall Rating:		
Headings included		
Sentences clear, concisely worded, and easily understood		
Logic and sequence is easy to follow		
Organization and format allows for a colleague to follow the lesson if asked to teach it		
Writing is free of mechanical errors, including spelling, grammar, and punctuation		
FINAL SCORE/GRADE FROM OVERALL RATINGS	/24	

GRADING CRITERIA: Below 16 = C; 17-20 = B; 21+ = A.

SUMMATIVE EVALUATION COMMENTS: (USE BACK OF THIS FORM IF NECESSARY)
SUMMARIZE STUDENT STRENGTHS

LESSON PLAN HIGHLIGHTS FOR STUDENT

RECOMMENDATIONS

5c. Data Derived from Assessment***Internship I Lesson Planning and Reflection Work Sample***

Data will be collected during the 2006-2007 academic year and reported in June 2007

Proposed Data Tables for 2006-2007:

The percentage and number of candidates will be reported for each category of the lesson planning and reflection assessment which will allow for analysis of intern performance on program skills related to developing lesson plans and reflecting on their effectiveness. Scores from the first lesson plan will not be entered into the data tables as this is primarily a feedback only evaluation. The remaining two lesson plan scores will be entered into the table below.

LESSON PLAN COMPONENT	NEEDS IMPROVEMENT	MEETS EXPECTATIONS	EXCEEDS EXPECTATIONS
INSTRUCTIONAL OBJECTIVE	(#) % of Total N	(#) % of Total N	(#) % of Total N
RATIONALE			
RESOURCES, MATERIALS, SUPPLIES, AND SPACE			
PROCEDURES			
ASSESSMENT			
ANTICIPATED PROBLEMS			
REFLECTION ON LESSON EFFECTIVENESS			
ORGANIZATION AND TECHNICAL ASPECTS OF LESSON PLAN			

Candidates can range from 0-24 points on their overall score for the portfolio. A minimum score of "16" is a passing score for the Lesson Planning and Reflection assignment. Overall scores will be reported in the following ranges by percentage and number of candidates.

	Overall Lesson Plan Score		
Year	0-15	16-20	21-24
2006 -2007	(#) % of Total N and the range of scores received	(#) % of Total N and the range of scores received	(#) % of Total N and the range of scores received