

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

Lesson Planning

1. Description of the assessment and use in the program

This assessment is key to examining how pre-service teachers prepare to work with students with special needs; providing evidence of their thinking, organization, decision making, and forethought. Lesson plans are points of reference as the program also examines effectiveness implementing them. The lesson plan provides the documentation for what pre-service teachers do as they get ready for direct contacts with students and create learning experiences. Lesson planning requires pre-service teachers' understanding of learners to inform their choice of lesson objectives, materials, and approaches that support instruction and provide strategies for assessing outcomes. It reflects their understanding of the teaching of reading, writing, mathematics, and social skills/ behaviors along with corresponding approaches, materials, and strategies. It involves adeptness in task analysis and adjusting and modifying materials, approaches to coordinate with student learning needs; figuring in entry-level skills, styles, language, culture, and gender.

The approach to lesson planning, used in the special education option, builds on the formats used in the preparation of elementary and secondary classroom teachers. The format used for the special education option intensifies attention to how objectives are defined and used throughout planning, the selection and coordination of approaches, materials, and activities, the connections of ongoing assessment with ensuring student mastery of skill(s)/ concept(s), focus on using and varying groupings and independent work to support student learning and attention, and attending to key aspects of pro-active approaches to establishing a positive learning environment. Pre-service teachers develop a keen attention to detail as they focus on planning lessons to address the learning needs of the individuals with whom they work and support positive outcomes for them. Given the variety of settings (ex. inclusive classrooms, resource programs, range of grade-levels) in which pre-service teachers are placed, the framework of the lesson plan and the thinking involved are considered to allow for flexibility in addressing both student and curricular requirements.

Lessons are written and competence developed through pre-service teachers' exposure during their general education courses and again during *SPED 401 Curriculum and Instructional Design*, where they demonstrate understanding of materials, approaches, and instructional activities; when and how they serve students; and how to adapt, adjust, and modify according to student needs. This is the first time pre-service teachers are evaluated with regard to lesson planning from a *special education perspective*. During the practicum/ methods (SPED 430/439) seminar they engage in learning experiences to fine tune their skills and further apply ways to match plans with learners, task analyze focuses for instruction, articulate objectives, and construct meaningful lessons. Pre-service teachers are again evaluated on how they build lessons and criteria for reflecting on their plans and performance and what students gained. During student teaching, pre-service teachers are again evaluated, using criteria established.

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

The primary CEC Standards addressed through this sample of pre-service teachers' thinking and practices are **Standards 4, 5, 7, and 8**. In evaluating alignment with the standards, it is noteworthy that pre-service teachers' performance on this assessment reflects their competence applying background information to practice. The fundamental knowledge and dispositions represented by Standards 2, 3, and 6 become evident through their completion of the assignment, which rests

on their in-depth understanding of teacher responsibilities with regard to designing learning experiences; their consideration of the range factors affecting student academic and social needs and growth; their openness to plan their use of language and teaching approaches to support student learning, behavior and participation; and their attention to anticipating possible developmental and *disability* factors that may impact student progress. The ways in which the standards are highlighted on this assessment follows. The standards are identified in the rubric.

Standard 2: Development and Characteristics of Learners;

Standard 3: Individual Learning Differences

These two standards are considered fundamental to developing lessons that address individual and/ or group needs. The ways in which pre-service teachers activate prior knowledge, establish rationale for the lesson, select methods and materials to involve students in the lessons, and design strategies to check for understanding are evidence of how they understand development and characteristics of learners and acknowledge individual learning differences. The extent to which the lessons reflect the needs and levels of the *audience* of learners is evidence of these standards.

Standard 4: Instructional Strategies

Pre-service teachers are assessed on the extent to which the lessons they develop incorporate evidence-based practices and draw on a range of instructional strategies, methods, and materials to address individual needs and the identified objective(s). Lesson plans are considered an opportunity to examine their competence in applying task analysis to inform selection, adaptation, and use of instructional strategies, methods and materials to promote positive learning results. The structure of the lesson and its proposed organization is evidence of pre-service teachers' use of direct instruction procedures, resourcefulness to coordinate materials and activities to the sequence of activity, and systematic approaches to involve students throughout the lesson and in skill development, maintenance, and generalization.

Standard 5 Learning Environments and Social Interactions

The planning that involves setting rules and expectations, arranging the physical space, considering how materials and activity proceed, thinking through transitions throughout the lesson are evidence of taking the learning environment into account to foster safety, emotional well-being, pro-active approaches, student engagement, incorporation of interventions when needed. Scripted segments of the lesson and anticipated challenges represent pre-service teachers' competence in addressing behavior challenges, figuring out preventative or intervention strategies, and being attuned to antecedents and consequences for behaviors.

Standard 6 Language

The scripted sections of lesson plans indicating expectations for participation, explanations of concepts, definitions of terms, questions posed to activate prior knowledge and involve students throughout the lesson provide evidence of how pre-service teachers adjust language to the *audience* of learners; taking into account how wording is a part of communication and the needs of students as a result of development, level of understanding and/ or cultural or English language learning.

Standard 7 Instructional Planning

This is the primary standard aligned with this assessment. Pre-service teachers are assessed on how they develop lesson plans that are anchored in both general and special education curriculum, take into account factors that impact learning, draw on the resources of evidenced-based practices, instructional materials,

methods, and assessments to construct effective lessons. The lesson planning model taught and evaluated in the KSC program is adaptable to teaching any skill or strategy for individual or group instruction. Pre-service teachers are evaluated on their competence to write meaningful and measurable lesson objectives to target skills for instruction and define conditions and criteria for assessing student outcomes. Lesson plans are evaluated in terms of how they show direct teaching, explicit modeling, and guided practice; address individual learning needs, and sequence activity in a progression, attending to instructional content and using corresponding resources and strategies that are responsive to diverse learning (cultural, language, and gender) needs of students.

Standard 8 Assessment

Pre-service teachers are evaluated on how they incorporate informal assessment strategies to check for student understanding throughout the lesson and include an assessment of student outcomes that is consistent with lesson objectives and evidence of student use of the targeted skill(s)/ concept(s). Their reflections of the lesson provide further evidence of their assessments as they use student responsiveness and products to evaluate and monitor student progress and the effectiveness of instructional approaches and interventions developed in the lesson plan and subsequently implemented.

Standard 9: *Professional and Ethical Practice*

Pre-service teachers' reflections on the effectiveness of the lessons planned and implemented represent their competence in self-evaluation; examining what transpired during a lesson (teacher and student behavior and performance) and how events supported or detracted from outcomes for students. Their reflections are evidence of goal setting and determining implications for adjustments in their planning and teaching.

Standard 10 *Collaboration*

Pre-service teachers' reflections provide some evidence of their skills relating with cooperating professionals, taking feedback, sharing ideas, and designing the plans. These are informally addressed as different cooperating teachers focus on pre—service teachers' independence and others promote more cooperative planning relationships.

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. ATTACHMENT (A)
Assessment 3 (required) – Assessment Tool or Description of the Assignment
Lesson Planning

Instructions for Candidates

LESSON PLANNING AND REFLECTION

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. Of course, you will be creating many more lesson plans (formal and informal) throughout your practicum/ methods or student teaching experience. The following narrative and outline offer guidelines for designing lesson plans.

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. 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).

Lessons revolve around teaching a specific skill(s) or concept(s). 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.

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. 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.

Questions to Guide Writing Lesson Plans

1. **Instructional Objective:** 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). Consider how your focus is connected to the NH Curriculum Frameworks or the general education curriculum.

§ What skills/ information will the student acquire as a result of instruction?

§ 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:** 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 students' IEPs?

3. **Resources/ Materials/ Supplies/ Space:** indicate the strategies, media, methods and assistive technology 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?

§ 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 participating in this lesson?

4. **Procedures:** 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: 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: 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: 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 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: 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**: 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**: 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**: 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?
- § 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 selected content, strategies, approaches, resources/ methods, materials, and use of space effective?
- § How did student(s) attend, participate, respond? How did language development and communication skills and cultural, linguistic, and gender considerations affect the lesson? How might you adjust the lesson next time to address these needs?
- § 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?

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 each 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 pre-service teacher shows an overall low-level of performance. Has difficulty applying knowledge and skills to construct a lesson plan with a clear focus for instruction, procedures that support student progressing from entry to desired outcome, activities to promote engagement, expectations and strategies to encourage appropriate behaviors, assessments to track student understanding and gains. Lesson provides evidence of difficulty understanding *what* is taught, accessing resources, approaching preparation systematically, or considering the needs of learners. Reflections indicate minimal use of student performance data to guide self-evaluation, and recommend limited ways for enhancing teaching to improve outcomes for students.

2 = Meeting Expectations (ME)

Through review of lesson plan writing task, the pre-service teacher shows basic-level of / acceptable performance. Has competence applying knowledge and skills to construct a lesson plan with a clear focus for instruction, procedures that support student progressing from entry to desired outcome, activities to promote engagement, expectations and strategies to encourage appropriate behaviors, assessments to track student understanding and gains; though further attention to details would enhance the quality of prepared experiences. Lesson provides evidence of understanding *what* is taught, accessing resources, approaching preparation systematically, and considering the needs of learners, though attention to further detail or analysis would add to the quality. Reflections indicate some use of student performance data to guide self-evaluation, and recommend a few ideas for enhancing teaching to improve outcomes for students.

3 = Exceeding Expectations (EE)

Through review of lesson plan writing task, the intern shows an overall high-level of performance. Has strong set of competencies applying knowledge and skills to construct a lesson plan with a clear focus for instruction, procedures that support student progressing from entry to desired outcome, activities to promote engagement, expectations and strategies to encourage appropriate behaviors, assessments to track student understanding and gains; representing quality preparation of experiences. Lesson provides evidence of solid understanding of *what* is taught, accessing resources, approaching preparation systematically, and considering the needs of learners. Reflections indicate use of student performance data to guide self-evaluation and commitments to enhancing teaching to improve outcomes for students. The pre-service teacher's skill development shows an excellent application and generalization of skills in writing well-crafted lesson plans.

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 (s) (CEC Standards 2, 3, 4,7,8) Overall Rating:		
States expected outcomes and identifies what student will learn under what conditions and at what criterion		
Addresses throughout the lesson		
Connects instructional objective to proposed assessments and general education curriculum		
2. Rationale (CEC Standards 2, 3, 4,7) Overall Rating:		
Justifies teaching the particular lesson to the students, demonstrating understanding of why skill/ concept is important and how it connects to students' lives		
Connects lesson to student interest, strengths, and IEP(s)		
3. Resources, Materials, Supplies, and Space (CEC Standards 2, 3, 4, 5, 6, 7) Overall Rating:		
Selects materials, strategies, and methods to use, taking into account learner needs (entry-levels, cultural, linguistic, and gender)		
Selects materials, strategies, and methods to use that directly address lesson objective(s) and systematically incorporate throughout the procedures		
Arranges physical layout and learning environment (e.g., seating, proximity to instruction, group vs. individual) relative to proposed activities sequence of lesson and student needs		
Incorporates modifications of materials, directions and assistive technology into the plan where appropriate		
4. Procedures (CEC Standards 2, 3, 4, 5, 6, 7,8) Overall Rating:		
Provides 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 Defines behaviors and performance expectations for students including response to rule infractions and student error correction procedures		
4b. Introduction/Anticipatory Set		
Identifies cues for gaining students' attention and interest		
Shares goal for the lesson with students in language that supports their understanding		
Reviews previous learning or relevance of topic to activate prior knowledge		
4c. Body		
Lists a step-by-step approach to presenting information, techniques for active engagement, and the sequence of activity		
Identifies how the skill/concept to be learned is demonstrated or modeled (<i>I do it</i>)		
Identifies and guides student in practice (<i>We do it</i>), checking for understanding		
Identifies independent practice activities (<i>You do it</i>), checking for understanding		
Scripts key definitions, explanations, questions, transitions between tasks and feedback to support student understanding and involvement		
Identifies ways to prompt, provide positive feedback, and correct errors		

LESSON PLAN COMPONENT	RATING 1 = NI 2= ME 3 = EE	COMMENTS
4d. Conclusion		
Identifies ways to review lesson		
Identifies how to provide positive feedback		
Plans for overall closure of lesson and connections to future lessons		
Plans for transitioning to next activity		
5. Assessment (CEC Standards 2, 3, 4, 5, 6, 7,8) Overall Rating:		
States ways to evaluate student understanding and progress of throughout lesson		
Develops assessment tools that directly address lesson objective(s)		
6. Anticipated Problems (CEC Standards 2, 3, 4, 5, 6, 7) Overall Rating:		
Considers factors that may interfere with participation in lesson and proposes ways to deal with these factors (e.g., attention, confusion, difficulty with materials, cultural or language barriers)		
7. Reflection on Lesson Effectiveness (CEC Standards 2, 3, 4, 5, 6, 7,8, 9, 10) Overall Rating:		
Reflects student outcomes and teaching behaviors systematically as review of lesson effectiveness		
8. Organization and Technical Aspects of Lesson Plan Overall Rating:		
Includes headings		
Uses sentences that are clear, concisely worded, and easily understood		
Conveys logical and sequential approach to follow		
Organizes and formats so a colleague may follow the lesson if asked to teach it		
Writes free of mechanical errors; including spelling, grammar, and punctuation		
FINAL SCORE/ GRADE FROM OVERALL RATINGS	/ 96	

GRADING/ SCORING: 90-99 A; 84-89 B; 78-83 B/C; 73-77 C; 68-72 CD; 60-67 D; < 59 F

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

LESSON PLAN HIGHLIGHTS FOR STUDENT

RECOMMENDATIONS

ATTACHMENT C
Assessment 3 (required) – Data Derived from Assessment
Lesson Planning

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

Proposed Data Tables for 2006-2007:

The scoring guide will be used by the evaluator for each lesson completed by pre-service teachers. However, the final lesson plan submitted during practicum for evaluation will be the source of data. The scores of each candidate's performance will be tabulated and reported by number and percentage for each category to indicate the extent to which she or he meets CEC content area standards as discerned by performance on the tasks for *Lesson Planning*. These data will be collated and charted to represent program performance. These data will allow for analysis of pre-service teachers' performance and competencies with regard to lesson plans, and contribute to understanding program effectiveness.

LESSON PLAN COMPONENT	NEEDS IMPROVEMENT	MEETS EXPECTATIONS	EXCEEDS EXPECTATIONS
N=	(#) % of Total N	(#) % of Total N	(#) % of Total N
INSTRUCTIONAL OBJECTIVE (S) (CEC Standards 2, 3, 4, 7, 8)			
RATIONALE (CEC Standards 2, 3, 4, 7)			
RESOURCES, MATERIALS, SUPPLIES, AND SPACE (CEC Standards 2, 3, 4, 5, 6, 7)			
PROCEDURES (CEC Standards 2, 3, 4, 5, 6, 7, 8)			
ASSESSMENT (CEC Standards 2, 3, 4, 5, 6, 7, 8)			
ANTICIPATED PROBLEMS (CEC Standards 2, 3, 4, 5, 6, 7)			
REFLECTION ON LESSON EFFECTIVENESS (CEC Standards 2, 3, 4, 5, 6, 7, 8, 9, 10)			
ORGANIZATION AND TECHNICAL ASPECTS OF LESSON PLAN			