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

No changes.

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

The assessment has been redesigned to focus on fewer standards as recommended by the previous review by CEC. The task of lesson planning is a culminating activity that expects students to integrate and incorporate background knowledge and skills from a range of CEC standards. The emphasis is on Standards 4, 5, 7, and 8. See original report for descriptions.

3. A brief analysis of the data findings.

The review of the data shows that most candidates met expectations for developing the key components of lesson plans, ranging from 82%-93%. *Writing lesson objectives* and *anticipating problems* appear most challenging in 2006-2007 with improvements noted in 2007-2008 There were 17% in 2006-2007 and 7% in 2007-2008 who struggled with lesson objectives, the process of targeting and analyzing the lesson focus into sub-skills and using the format for stating what students will do at specified criteria (both qualitative and quantitative). Data do indicate that candidates worked to create clear foci on *what, why, and how* they were teaching skills and concepts and to embed them into their lessons in a sequential procedure of *I-do it, We-do it, You-do it* and in conjunction with meaningful learning experiences (consisting of engaging activities, use of literature, opportunities to do projects of writing/ problem solving, etc). The data do show that in spite of the difficulty to articulate objectives clearly, 100% candidates did identify appropriate materials and activities, plan to proceed through the lessons sequentially (93-100% met or exceeded expectations), and use substantive assessments to document student progress (91-100% met or exceeded expectations). Most of the candidates (92-94% met or exceeded expectations) offered substantive reasoning for planning lessons and anticipated potential challenges for students as they learned information or participated in the session; demonstrating forethought on how to engage students and be prepared to accommodate needs.

Candidates who needed improvement have a basic understanding of the structure of the lesson plan, but tend to lose sight of the skills and/or strategies they are targeting throughout the lesson; candidates tend to just explain without identifying opportunities for demonstration, use of guided practice techniques, and/or do independent practice as part of the instructional progression of the lesson. The candidates struggling with the written format did demonstrate greater competence in the delivery of lessons, though they entered student teaching with a *red flag*, indicating the need to provide increased support on-site and track their progress more closely than is typical.

4. Interpretation of how data provides evidence that CEC standards have been met.

Over the two years of data collection, there is evidence that the learning experiences that are part of the program do support candidates ability to plan lessons systematically, gain understanding of the skills they teach, develop specific objectives to guide a lesson, include creativity, focus and balance the content and activity of the lesson, and use formative assessment to track student progress during and after the learning experiences. The evidence

regarding lesson planning shows candidates' competence in making adjustments across grade level materials and modifying lesson outcomes or assessments for students according to needs. Candidates gained competence in their short term instructional planning and learned to focus and/or set criteria for achieving outcomes (Standards 4, 7, 8). Candidates who have difficulties articulating lesson objectives gain further experience with writing IEPs and are encouraged to do additional research on lesson foci. Writing objectives continues to challenge candidates and there is continuous re-working of their learning experiences across courses to help them become more facile.

The lessons also showed competence when candidates justify why they were teaching the content and how they were teaching that is based on characteristics of learners and individual learning differences (Standards 2, 3), establishing expectations for academic and social behaviors, and methodically engaging students in a progression of instruction and activities (Standards 4, 5, 7); making the language of explanations, directions, and materials clear and appropriate to the level and pace of students (Standard 6). Most candidates demonstrated being prepared for possible issues and challenges that might arise during the prescribed lesson and offered interventions or alternatives to support students. The data show that candidates prepared assessments of the students throughout and at the end of the lesson (Standard 8), and they reflected (Standard 9) on the qualities of the elements they designed and student outcomes after the lessons were implemented.

Learning to refine lesson objectives and format them so they lead to a lesson sequence of meaningful learning experiences and ongoing assessments is challenging and continues to be addressed throughout the program. In addition, anecdotal information indicate the need to expand approaches to literacy as well as planning for transitioning among activities within a lesson – both areas continue to be addressed through shifting of course content and experiences provided on-site in field placements.

No substantive changes.

The revised scoring guide expands the original rating scale and offers more specific criteria for evaluating candidates' performance.

REVISED -- LESSON PLANNING SCORING GUIDE

INTERN'S NAME _____   **SUBMISSION DATE** _____   **LESSON DATE** _____

COMPLETED BY:

☐ **KSC SUPERVISOR** _____   ☐ **COOPERATING PROFESSIONAL** _____   ☐ **OTHER** _____

NAME   NAME   NAME

DIRECTIONS: EXAMINE EACH ASPECT OF THE LESSON PLAN (1-8) AND THEN PROVIDE AN OVERALL RATING (1, 2, OR 3) FOR A TOTAL OF 24 POINTS. IF YOU HAVE SPECIFIC CONCERNS, CHECK BOXES IN FIRST COLUMN.

LESSON PLAN COMPONENT	NEEDS IMPROVEMENT	MEETS EXPECTATIONS	EXCEEDS EXPECTATIONS
STANDARD 4 INSTRUCTIONAL STRATEGIES **STANDARD 7 INSTRUCTIONAL PLANNING** **STANDARD 8 ASSESSMENT** **1. Instructional Objective** ☐ 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	1 Lesson plan does not have a clear outcome tor the student(s) with little or no connection to the General Education Curriculum; objective does not include conditions or a criterion for assessment	2 Lesson plan identifies outcome but does not systematically connect to General Curriculum; short range objective may be difficult to measure using informal assessment	3 Lesson plan clearly identifies the short-range outcome that connects with General Curriculum (NH Curriculum Frameworks): objective includes conditions for instruction and criteria that is observable using informal assessment
	COMMENTS		
STANDARD 2 CHARACTERISTICS OF LEARNERS **STANDARD 3 INDIVIDUAL LEARNING DIFFERENCES** **2. Rationale** ☐ Exceptional learning needs of student(s) are evident in planning ☐ Level of expectations are appropriate and challenging ☐ Lesson connects to student's developmental needs, interests, and strengths ☐ Lesson has direct connection to student needs as identified on IEP	1 Lesson plan does not describe the student's exceptional learning needs and does not have a direct connection to student's IEP; lesson plan seems generic and not tailored to the student's individual interests and strengths	2 Lesson plan describes the student's exceptional learning needs or directly connects to student's IEP, but not both; lesson plan does not provide detail on the student's individual interests and strengths	3 Lesson plan has direct connection to student's exceptional learning needs and long-range goals of IEP; expectations are appropriate and challenging; understanding of student's individual interests and strengths are incorporated
	COMMENTS		

STANDARD 4 INSTRUCTIONAL STRATEGIES STANDARD 5 LEARNING ENVIRONMENTS STANDARD 7 INSTRUCTIONAL PLANNING **3. Resources, Curriculum Materials, Supplies, and Space** ☐ Review physical layout and learning environment concerns (e.g., seating, proximity to instruction, group vs. individual) ☐ 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 ☐ Selects materials, strategies, and methods to use, taking into account learner needs (entry-levels, cultural, linguistic, and gender ☐ Incorporate assistive technology (low-tech to high tech) and/or other communication aids into the plan ☐ Incorporate material, resources, and other supports that correspond to cultural, linguistic, and gender needs of student ☐ Incorporates modification of materials, directions, and assistive technology into the plan where appropriate ☐ Identify staff to collaborate with for the success of the lesson (e.g., paraprofessionals, school counselors, volunteers)	1 Lesson plan does not explicitly describe resources, curriculum materials, supplies, or space; appropriate assistive technology not used; does not show evidence of anticipating the individualized cultural, linguistic, or gender needs of the student; little or no collaboration with resource people in classroom	2 Lesson plan includes some description of resources, materials, supplies, and space; plan for appropriate assistive technology; some general comments on cultural, linguistic, or gender needs; unclear use of resource people	3 Lesson plan clearly anticipates and plans instructional strategies that include the physical/learning environment and resource people; appropriate assistive technology is integrated into plan; evidence of understanding student's cultural, linguistic, and gender needs; very clear collaboration with resource people
	COMMENTS		

STANDARD 4 INSTRUCTIONAL STRATEGIES STANDARD 5 LEARNING ENVIRONMENTS STANDARD 7 INSTRUCTIONAL PLANNING **4. Procedures**	1 Non-systematic planning of lesson with little or no detail; introduction, body, and conclusion are not explicit; lack of clarity of establishing positive learning environment or fostering active engagement of students	2 Basic outline for executing lesson with specifics on sequence of activities; some detail on phrasing, specific questions, and directions; expectations, body, and conclusion are included but needs more detail to demonstrate advanced planning	3 Excellent annotated outline for executing the lesson with a specific sequence of activities (e.g., phrases, specific questions to be posed, directions for task/activity); rules and expectation, body, and conclusion demonstrate strong understanding of planning procedures
4a. Rules and Expectations ☐ Defined behaviors and performance expectations for students including positive behavior interventions as well as responses to rule infractions and student error correction procedures	Little or no clarity on rules or expectations for lesson; no evidence of anticipating the use of positive behavior supports or consequences	Plan has general expectations for behavior that tends to be reactive rather than pro-active; self-motivation of students needs to be clarified	Plan demonstrates strong understanding of how to create effective learning environments that foster active engagement and self-motivation; clear expectations of behavior and use of positive behavior supports and consequences

4b. Introduction/Anticipatory Set ☐ 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	Weak or no introduction to provide an anticipatory set of understanding for the students; lack of clarity on purpose of lesson or connection to prior work	Introduction provides basic cues for student engagement; purpose written in general terms that students may not understand; some specifics on prior knowledge	Introduction has a hook for engagement of students; clear cues for attention; purpose of lesson in language the students can understand; plan to activate prior knowledge
4c. Body ☐ 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 do it*) ☐ Identify and guide student in practice (*We do it*) ☐ Identify independent practice activities (*You do it*) designing task to check for and document understanding (formative/summative) ☐ Script key definitions, explanations, questions, transitions between tasks and feedback to support student understanding and involvement, insuring language reflective of student needs ☐ Identify ways to prompt, provided positive feedback, and correct errors	Steps do not follow a logical sequence that build on modeling or generalization; little or no explicit expectation of students' use of language/ communication concepts and skills; plan does not demonstrate understanding of how to actively engage students; no plan to check for individual student understanding	Steps are in logical order; uses modeling, guided practice, and encouragement of independent work; fostering of communication skills is implicit, not explicit; the check for student understanding is general and not specific to all individual students	Steps of lesson demonstrate components with explicit modeling and guided practice for students; fosters independent work and generalization; students are strongly encouraged to use range of language/ communication skills throughout lesson; clear plan to check for individual student understanding
4d. Conclusion ☐ 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	Plan does not include detail on the conclusion and how to review, provide feedback, closure, or preview next lesson; no discussion of transition to next activity	Plan for conclusion has a review of lesson and feedback to students; closure and next steps are provided; transition to next lesson is generic and not specific to this lesson	Plan for lesson conclusion clearly wraps up lesson that includes review, feedback, closure, anticipation of next lesson, and effective transition to next lesson
	COMMENTS		
STANDARD 8 ASSESSMENT **5. Assessment** ☐ State ways to evaluate student understanding and progress of throughout lesson ☐ Develop assessment tools/tasks that directly address lessons objective(s)	1 Little or no planning to assess student behavior or learning; assessment is not connected to learning outcomes; no plan for use of rubrics, charts, or work samples	2 Basic use of informal assessment that needs refining to be more useful for progress monitoring; rubrics and charts need to correspond to outcomes for progress monitoring	3 Excellent use of informal assessment to monitor progress of relevant student behavior and learning; assessment appropriate to learning outcomes; specific plan to use rubrics, charts, or work samples, if appropriate
	COMMENTS		

STANDARD 2 CHARACTERISTICS OF LEARNERS **STANDARD 3 INDIVIDUAL LEARNING DIFFERENCES** **STANDARD 4 INSTRUCTIONAL STRATEGIES** **STANDARD 5 LEARNING ENVIRONMENTS** **STANDARD 7 INSTRUCTIONAL PLANNING** **6. Anticipated Problems** ☐ 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)	1 Little or no planning for barriers to learning; lack of anticipation of students not responding to lesson plan	2 Lesson plan provides insight into anticipated learning needs of individual students; evidence of understanding differentiated learning styles/ needs of students	3 Lesson plan includes section that anticipates individual learning needs of students; specific ideas on ways to modify lesson/ procedures based on response of student to lesson; e.g., developmental, language, attention, memory, cultural, or behavior barriers
	COMMENTS		
STANDARD 8 ASSESSMENT **STANDARD 9 PROFESSIONAL AND ETHICAL PRACTICE** **7. Reflection on Lesson Effectiveness** ☐ 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	1 Reflection of lesson is general and descriptive but not analytical; little sense of aspects of lesson that worked or didn't work; little attention to individual students	2 Reflection of lesson focuses on a few aspects of the lesson; basic approach of beginning teacher who focuses on global aspects of lesson but not specific attention to individual students and their progress; some personal insight	3 Reflection of lesson demonstrates analytical thinking on the strengths and weaknesses of the lesson plan and implementation; insight into adjustments that can be made for future lesson; utilizes informal assessment data to monitor progress of individual students; open and honest appraisal of own attitude, behavior, and ways of communicating
	COMMENTS		
STANDARD 9 PROFESSIONAL AND ETHICAL PRACTICE **8. Organization and Technical Aspects of Lesson Plan** ☐ 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	1 Written language of candidate is unprofessional with difficulties in numerous areas including organization, vocabulary, grammar, or other writing mechanics	2 Written language of candidate is professional with minor difficulties in a couple of areas including organization, vocabulary, grammar, or other writing mechanics	3 Written language of candidate is professional with few or no difficulties in organization, vocabulary, grammar, andr other writing mechanics
	COMMENTS		

FINAL SCORE/GRADE FROM OVERALL RATINGS   _____/24

Assessment 3 Number of Candidates	Assessment # 3											
	Lesson Plan - Undergraduate											
2006-2007 N = 17 2007-2008 N = 13	N I AY 06-07		N I AY 07-08		M E AY 06-07		M E AY 07-08		E E AY 06-07		E E AY 07-08	
	#	%	#	%	#	%	#	%	#	%	#	%
Standards 4, 7, 8 Instructional Objectives	3	17.6%	1	7.7%	12	70.6%	9	69.2%	2	11.8%	3	23.1%
Standards 2, 3 Rationale	1	5.9%	1	7.7%	13	76.5%	10	76.9%	3	17.6%	2	15.4%
Standards 4, 5, 7 Resources/Materials /Space	0	0.0%	0	0.0%	17	100%	10	76.9%	0	0.0%	3	23.1%
Standards 4, 5, 7 Procedures	0	0.0%	1	7.7%	17	100%	9	69.2%	0	0.0%	3	23.1%
Standard 8 Assessment	0	0.0%	1	7.7%	15	88.2%	10	76.9%	2	11.8%	2	15.4%
Standard 2, 3, 4, 5, 7 Anticipated Problems	2	11.8%	0	0.0%	13	76.5%	9	69.2%	2	11.8%	0	0.0%
Standard s 8, 9 Reflection on Lesson Effectiveness	1	5.9%	0	0.0%	14	82.4%	9	69.2%	2	11.8%	3	23.1%
Standard 7, 9 Organizational Aspects of Lesson Plan	1	5.9%	0	0.0%	16	94.1%	11	69.2%	0	0.0%	2	23.1%

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