

**Rhode Island College**  
**Elementary Education Undergraduate Program Review**

**Section IV Evidence for Meeting Standards**

Assessment 3: Assessment of Candidate Ability to Plan Instruction

Program Requirements

1. **ELED 300: Concepts of Teaching - Implemented Lesson Plan and its Reflection**
  2. ELED 422: Teaching Developmental Reading I – Comprehension Lesson Plan
  3. ELED 436: Teaching Elementary Social Studies - Unit Plan
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Program Requirement 1 – ELED 300: Concepts of Teaching Artifact - Implemented Lesson Plan and its Reflection

**Brief Description of the Assessment**

Teacher candidates plan and teach six lesson (minimum) thematic non-academic units based upon their expertise and knowledge of a topic, skill, hobby, etc. Written reflections follow each lesson plan.

The Implemented Lesson Plan and its Reflection is one measure teacher candidates use to demonstrate competence in their abilities to write and execute lesson plans and reflect on the learning experience. In this initial teacher education program course teacher candidates must earn an Acceptable or Exemplary rating on the artifact, and are allowed one opportunity for revision should there be issues with their unit. It is then presented as evidence in their Preparing To Teach Portfolio prior to student teaching as documentation of readiness in this area.

**Alignment with ACEI Standards**

Teacher candidates use developing knowledge of their students, learning theory, community, and curricular goals as they plan and implement lessons and reflect on their practice in an after-school community-based setting (ACEI 3.1). They acquire knowledge about diverse learners in campus-based coursework, then apply that knowledge in the field; they must specify how and why they will adapt or modify curricular topics or goals based on individual learners' needs and strengths (ACEI 3.2). Teacher candidates' lesson plans must include specific questions and questioning strategies that reflect all levels of Bloom's taxonomy/multiple levels of knowledge (ACEI 3.3). The teacher candidates' lesson plans must include specifics of how they will challenge students' thinking through active learning and performance-based activity and several lessons must employ student-oriented models of teaching, as opposed to teacher-directed lessons (ACEI 3.4). Teacher candidates' lessons must include opportunities to learn for all children, including multiple ways to present information and multiple ways to generate participation by all learners. In addition, candidates' written reflections must be meaningful in content and well constructed in form to be deemed Acceptable (3.5).

Candidates in this initial professional course are introduced to assessment as a natural outcome of instruction, with a focus on developing an understanding of the relationship between learning outcomes and assessment activity. Candidates are required in their lesson plans to chart this relationship in terms of objectives, assessment tools to be used (ensuring a variety of assessment opportunities/ methods) and criteria for measuring success for each learner. When writing reflections, candidates are required to analyze their goals and objectives for clarity and congruence, then to provide evidence of their attainment (ACEI 4.0).

Candidates reflect on their practice in written reflections, individually, but also share collectively with their peers during weekly teaching debriefings in the classroom. Candidates are expected to present issues of interest or concern from their practice, solicit feedback from peers and provide feedback to others. Candidates use course readings/research to support their responses. They also discuss issues of professional ethics and behavior based on the School of Education's dispositions descriptors (ACEI 5.1).

### **Analysis of the Data Findings**

The lesson plan and reflection pieces are assessed weekly. With the professors' continual feedback, each teacher candidate's work should show growth over time and it is expected that each candidate show growth in all areas of the standards. The course that implements this artifact is the initial course in the teacher candidate's elementary education program and teacher candidates earning Acceptable or Exemplary ratings demonstrate competence that they are ready to move to the next level of courses. The past three semester shows that the candidates met or exceeded this requirement.

### **Interpretation of How the Data Provides Evidence for Meeting Standards**

Earning an Acceptable or Exemplary rating on this artifact informs the Department of Elementary Education that teacher candidates are developing a foundation of teaching and learning. They share a newfound knowledge of teaching approaches and some learning theory behind these approaches. As they work with their first small group of students they practice questioning strategies in their approach to teach performance-based activities. Through the lesson plans and written reflections the candidates reveal their knowledge of teaching, learning and assessing (ACEI 3.1, 3.2, 3.3, 3.4, 3.5, 4.0 and 5.1). The data provides a picture of the level of competence in teacher candidates' abilities to write and implement performance-based activities and reflect and learn from their actions.

### **Assessment Documentation**

Each candidate develops a plan and rationale for teaching a six lesson (minimum) thematic non-academic unit based upon his/her expertise and knowledge of a topic, skill, hobby, etc. Lessons developed reflect models of teaching presented and discussed in class and must also include attention to specific learner and environmental factors, classroom management strategies, developmentally appropriate learning outcomes, questioning skills, collaborative learning opportunities, and assessment of learner growth over time.

Lesson plans and reflections are the major components of each candidate's practicum or teaching grade. Each plan is submitted to the course instructor for written feedback prior to teaching and, as needed, revised. Because this is the initial course in the elementary teacher education program, revision is an essential part of the learning/mastery process; all students are expected to revise and improve some or most of their written work. All plans must earn an Acceptable level in order to be taught, lesson plans that require minimal revision are usually scored as Exemplary.

Reflections are subject to revision based on the quality of candidates' responses to specific prompts. Again, reflections must demonstrate at least an Acceptable level of thinking and writing about the candidate's experience. Candidates are allowed and encouraged to choose their best lesson plan and reflection as evidence of their reflectivity and skill development (an additional opportunity for self-reflection). ***Rubrics follow this section.***

This artifact is one of the Department of Elementary Education's Preparing to Teach Portfolio requirements and as such must have a rating of Acceptable or Exemplary. Teacher candidates are allowed one opportunity for revision should there be any issues with this work. The Acceptable and Exemplary artifact scores represent the candidates' levels of readiness in this area.

The data is listed in the columns: Exemplary, Acceptable, Revised and NA (Not Applicable). In the instance of a teacher candidate who transfers to Rhode Island College with prior experience and coursework the Department of Elementary Education Chair makes a decision about course substitutions. NA denotes that a decision was made based on the Chair's decision to substitute one course for another. The Revision column lists the number of teacher candidates who earned an unacceptable rating upon first submission, revised the artifact and upon that revision earned an Acceptable rating. The Acceptable column includes the scores from teacher candidates who earned an Acceptable rating and also includes the scores of those who revised their artifacts and earned Acceptable.

Program Requirement 1 – ELED 300: Concepts of Teaching Artifact - Implemented Lesson Plan and its Reflection

	Implemented Lesson Plan Number scored at each rating level.				Reflection Number scored at each rating level.			
	Exemplary	Acceptable	Revised	NA	Exemplary	Acceptable	Revision	NA
Spring 2010 n = 57	34	21	4	2	36	19	4	2
Fall 2009 n = 81	46	33	7	2	57	22	2	2
Spring 2009 n = 49	34	15	6	-	38	11	2	-

Rhode Island College  
Feinstein School of Education and Human Development  
Concepts of Teaching ELED 300-  
Portfolio Artifact Lesson Plan Rubric

Teacher Candidate \_\_\_\_\_

Rubric for the Lesson Plan selected by the candidate for inclusion in the Elementary Education Portfolio  
ACEI Standards: 3.1, 3.2, 3.3, 3.4, 3.5 and 4.0

**Exemplary**

- Lesson Plan demonstrated appropriate pedagogical terminology
- Objectives for the lesson stated in student outcomes.
- Materials listed, e.g. realia, books.
- Model of teaching i.e. teaching technique, teaching strategy indicated with procedure from introduction/set induction/motivation to closure.
- Assessment plan, developmentally appropriate, clearly stated and matches student outcomes.
- Rationale for choosing this particular lesson plan.
- A lesson that a colleague could teach.
- Evidence of originality.

**Acceptable**

- Lesson plan demonstrated appropriate pedagogical terminology.
- Objectives for the lesson stated in student outcomes.
- Materials listed.
- Procedure indicated from introduction/motivation/set induction to closure.
- Assessment Plan.
- Rationale for choosing this lesson plan.

**Unacceptable**

- Objectives stated too vague, not able to assess.
- Some materials listed.
- Procedure missing some steps.
- Assessment plan vague.

Exemplary

Acceptable

Unacceptable

Comments:

\_\_\_\_\_  
Professor  
Elementary Education

\_\_\_\_\_  
Date

Rhode Island College  
Feinstein School of Education and Human Development  
Concepts of Teaching ELED 300-  
Portfolio Artifact Reflection on Lesson Plan

Teacher Candidate \_\_\_\_\_

Rubric for the Reflection selected by the candidate for inclusion in the Elementary Education Portfolio.  
ACEI Standards: 3.1, 3.2, 3.3, 3.4, 3.5, 4.0 and 5.1

**Exemplary**

- Written in terms of what the candidate has learned indicating a deep understanding of the teaching-learning process.
- Reference to the objectives of the lesson.
- Addresses the RIBTS and indicators from the lesson pertaining to compliance with the standards.
- Reflective practitioner makes connections to personal experience, class discussions, readings and current issues.
- Reflective practitioner refers to the conceptual framework and connects the four themes to the lesson.
- Critical analysis of teaching that discusses how analysis will inform practice.
- Reference to what specifically went well and specifically what needs to be worked on for future lessons.
- Identifies alternatives, if appropriate, to teaching difficulties encountered in the lesson, regarding ability and equity considerations.

**Acceptable**

- Written in terms of what the candidate has learned indicating an understanding of the teaching-learning process.
- Some reference to the objectives of the lesson.
- Mention of the RIBTS in general terms pertaining to the lesson.
- Reference to the four themes of the conceptual framework.
- Reference to what went well and what needs to be worked on for future lessons.

**Unacceptable**

- Summary of what was taught rather than what the students have learned.
- Little reference to the objectives of the lesson.
- Little reference to the RIBTS pertaining to the lesson.
- Reference to what went well but little reference to what needs to be worked on for future lessons.
- Superficial and on a very descriptive level.

Exemplary

Acceptable

Unacceptable

Comments:

\_\_\_\_\_  
Professor  
Elementary Education

\_\_\_\_\_  
Date