

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

**Section IV Evidence for Meeting Standards**

Assessment 4: Assessment of student teaching

Program Requirements

1. **Feinstein School of Education and Human Development (FSEHD): Implemented Lesson Plan**
  2. FSEHD: Faculty Disposition Evaluation
  3. FSEHD: Final Evaluation
  4. FSEHD: Teacher Candidate Work Sample
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Program Requirement 1 – FSEHD: Implemented Lesson Plan

**Brief Description of the Assessment**

The Implemented Lesson Plan rubric is used to evaluate teacher candidates' abilities to teach during their last semester of practica experiences (before student teaching). During the practicum experience each teacher candidate, who is preparing to student teach, asks a faculty member to evaluate her/his teaching based on a lesson plan written for the course. The rubric is aligned with seven of the Rhode Island Beginning Teacher Standards and candidates must earn an overall rating of a 3 or 4 (possible ratings are 1 through 4, 1 being "Weakness" and 4 being "Strength.")

Reviewers of the Preparing to Teach portfolio tally the scores to calculate an overall rating for this rubric. An overall rating of Strength is given to teacher candidates who earn between five and seven 4's and two or fewer 3's. An overall rating of Competence can be earned in three ways; candidates can earn less than five 4's with the remaining ratings of 3, all 3's, or between five and seven 3's with remaining ratings no lower than 2. The Developing rating is given to candidates who earn less than five 3's with the remaining ratings of 2 or all 2's. A teacher candidate may make arrangements with the faculty member to teach another lesson if this happens.

**Alignment with ACEI Standards**

The Implemented Lesson Plan rubric assesses "...the extent that the candidate has addressed..." seven of the Rhode Island Beginning Teacher Standards (RIBTS) 2, 3, 4, 5, 6, 8 and 9. RIBTS 2 and 3 relate to knowledge of content and pedagogy (ACEI 2.1, 2.2, 2.3, 2.4 and 3.1) RIBTS 4 reflects the candidates' understanding the needs of diverse learners (ACEI 3.2), RIBTS 5 reflects the level that candidates are able to encourage critical thinking and problem-solving skills (ACEI 3.3) and RIBTS 6 looks at the way candidates create a supportive learning environment filled with active engagement and social interaction (ACEI 3.4). RIBTS 8 revolves around communication; the candidates' abilities to communicate as well as promote communication among the students (ACEI 3.5). RIBTS 9 assesses the candidates' integration of assessment strategies (ACEI 4.0).

**Analysis of the Data Findings**

The Implemented Lesson Plan rubric data was collected from the teacher candidates' Preparing to Teach Portfolio. Each semester of data collection shows more than 75% of the teacher candidates earned an overall Strength rating; less than one-fourth of the rating scores fell in the Competence category. Two teacher candidates earned a Developing rating. The Developing rating, in itself is not a deterrent to student teaching. The student-teaching experience provides the ultimate opportunity for these candidates to develop and grow in their abilities to teach and learn. Any teacher candidate who earns a Weakness rating must address the problem with the faculty member who provided the original evaluation.

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

There is an alignment between the RIBTS and ACEI in this Implemented Lesson Plan rubric. Teacher candidates earning Strength ratings based on RIBTS stand out as those most prepared for student teaching as they appear comfortable and confident with their knowledge of content and pedagogy (ACEI 2.1, 2.2, 2.3, 2.4 and 3.1). They use assessment data to understand the needs of diverse learners as they create a classroom community filled with engaging, thought-provoking activities and student talk (ACEI 3.4, 3.5 and 4.0). The data provides a picture of the ways a majority of the teacher candidates are prepared for student teaching.

### Assessment Documentation

Before the student-teaching experience, teacher candidates must provide evidence of their abilities to teach. The Implemented Lesson Plan rubric is the tool faculty members use to evaluate their abilities to teach and it is the responsibility of the teacher candidate to provide the rubric to a faculty member. **Assessment tool follows this section.**

The data is listed in the columns: Strength, Competence, Developing and Weakness. As stated in the "Brief Description of the Assessment" an overall rating is calculated through a tally process of the seven indicators on the rubric.

#### Program Requirement 1 – FSEHD: Implemented Lesson Plan

	Implemented Lesson Plan Number scored at each rating level.			
	Strength	Competence	Developing	Weakness
Spring 2010 n = 57, data for 55	43	11	1	0
Fall 2009 n = 81	62	18	1	0
Spring 2009 n = 49	41	9	0	0



## FEINSTEIN SCHOOL OF EDUCATION AND HUMAN DEVELOPMENT IMPLEMENTED LESSON PLAN SCORING RUBRIC

Name: \_\_\_\_\_ ID #: \_\_\_\_\_ Telephone #: \_\_\_\_\_

Teacher Preparation Program: \_\_\_\_\_ Major/Concentration: \_\_\_\_\_

**Assess the extent that the candidate addressed the following Rhode Island Beginning Teacher Standards in the implemented lesson plan. Rate the candidate's performance from 1 (area of weakness) to 4 (area of strength) for each Standard.**

	Weakness	Developing	Competence	Strength
1 The implemented lesson plan reflected an understanding of central concepts, structures and tools of inquiry of the disciplines the candidates teach. (RIBTS 2) (ACEI 2.1, 2.2, 2.3, 2.4, 3.3)	1	2	3	4
2 The implemented lesson plan reflected an understanding of how children learn and develop. (RIBTS 3) (ACEI 3.1, 3.2, 3.3)	1	2	3	4
3 The implemented lesson plan reflected an understanding of how students differ in their approaches to learning. (RIBTS 4) (ACEI 3.1, 3.2)	1	2	3	4
4 The implemented lesson plan provided evidence of students' developing critical thinking, problem-solving and performance skills. (RIBTS 5) (ACEI 3.3, 3.4, 3.5)	1	2	3	4
5 The lesson plan was implemented in an appropriate learning environment where positive social interaction, active engagement in learning and self-motivation were evident. (RIBTS 6) (ACEI 3.5)	1	2	3	4
6 The candidate used effective communication in implementing the lesson plan such that students explored, conjectured, discussed and investigated new ideas. (RIBTS 8) (ACEI 3.3, 3.4, 3.5)	1	2	3	4
7 Formal and informal assessment strategies were integrated in the lesson plan to support student learning. (RIBTS 9) (3.1, 3.4, 3.5, 4.0)	1	2	3	4

Comments

Signature of Evaluator: \_\_\_\_\_ Date: \_\_\_\_\_

## FEINSTEIN SCHOOL OF EDUCATION AND HUMAN DEVELOPMENT IMPLEMENTED LESSON PLAN SCORING RUBRIC

Weakness	Developing	Competence	Strength
RIBTS 2: The implemented lesson plan reflected an understanding of central concepts, structures and tools of inquiry of the disciplines the candidates teach.			
Lesson reflected content errors; candidate could not make connections to other disciplines or to real-life experiences.	Candidate displayed some content knowledge, but was somewhat superficial or inaccurate; minimal connections to other disciplines or to students' personal lives was evident.	Candidate displayed basic content knowledge, made connections to other disciplines and discussed relevant issues associated to students' personal lives.	Candidate took the initiative to teach beyond the initial ideas, introduced new ideas, incorporated interdisciplinary strategies and challenged students to question their understandings.
RIBTS 3: The implemented lesson plan reflected an understanding of how children learn and develop.			
Candidate displayed minimal knowledge of developmental characteristics of learners or failed to engage students' in the learning process.	Candidate displayed knowledge of the developmental characteristics of learners, but candidate was overly reliant on didactic approaches to learning.	Candidate displayed knowledge of the developmental characteristics of learners; activities demonstrated an awareness of prerequisite knowledge, learning style and divergent thinking of students.	Candidate stimulated the learner to think and test ideas that include deliberate opportunities to discover the connections between ideas.
RIBTS 4: The implemented lesson plan reflected an understanding of how students differ in their approaches to learning.			
Candidate approached the lesson in a straightforward, traditional, one right answer way. Candidate appeared unaware of individual learning abilities and the impact of cultural background on learning.	Candidate demonstrated some success in the implementation of lessons that accommodated for a diversity of learning styles and cultural influences; had some problems expressing how to accommodate diverse learners.	Candidate demonstrated success in the implementation of the lesson. Candidate attempted to meet individual needs and was aware of cultural influences on approaches to learning and attempts to address these in planning and lesson implementation.	Candidate articulated goals for success. He/She sought out resources to the benefit of varied learners, and provided opportunities for students to challenge themselves; adaptations addressed cultural and linguistic differences.
RIBTS 5: The implemented lesson plan provided evidence of students' developing critical thinking, problem-solving and performance skills.			
Candidate relied on direct instruction to passive learners and utilized few materials/resources to develop critical thinking.	Candidate used a limited repertoire of teaching strategies to engage the learner and/or missed opportunities to explore ways to develop critical thinking.	Candidate used a variety of strategies and multiple resources to deliver materials to engage learners in problem solving and critical thinking.	Candidate demonstrated a range of strategies and resources and used involved students at every opportunity to engage in decision-making, critical thinking, collaboration, and problem solving.
RIBTS 6: The lesson plan was implemented in an appropriate learning environment where positive social interaction, active engagement in learning and self-motivation were evident.			
Candidate was unaware of student behaviors and/or did not provide expectations for behavior and/or did not engage students in learning. Students were not motivated.	Candidate provided students with expectations for learning and behavior but did not follow through in a consistent and appropriate manner. Students were somewhat motivated.	Candidate provided students with expectations for learning and behavior. Candidate addressed any issues in a consistent, prompt, and fair manner. Students were motivated.	Candidate's expectations for learning and behavior created a positive classroom climate. Candidate's reinforcement and responses were appropriate, respectful and successful. Students were highly motivated.
RIBTS 8: The candidate used effective communication in implementing the lesson plan such that students explored, conjectured, discussed and investigated ideas.			
Written and/or oral language contained grammatical/spelling errors; candidate interacted with students through recitation, asked low level questions that did not allow for student investigation.	Written and/or oral language contained one or two errors. Candidate attempted to question as a way to promote dialogue and promote understanding but was inconsistent in allowing students to question and investigate.	Written and/or oral language was clear. Candidate used appropriate vocabulary and used a variety of questions to promote student understanding. Candidate helped students to investigate and articulate ideas.	Written and oral language was expressive and well chosen. Candidate asked questions to promote risk-taking and stimulate curiosity, and insured all students had an opportunity to share.
RIBTS 9: Formal and informal assessment strategies were integrated in the lesson plan to support student learning.			
Candidate's lesson plan did not include appropriate assessments or - Candidate's lesson plan may have included a variety of appropriate assessments but he/she used few assessment strategies and/or used strategies that were inconsistent with instructional goals and did not provide constructive feedback.	Candidate's lesson plan may have shown a variety of appropriate assessments, but the information collected was superficially analyzed to adapt instruction and improve student learning.	Candidate implemented a variety of appropriate assessments that were used to collect information to adjust teaching plans and to support student learning.	Students were involved in self-assessment with personalized and descriptive feedback from candidate in order to foster continued learning. Candidate implemented a variety of assessments that were used to collect information to adjust teaching plans and to enhance student learning.