

Assessment 3d: FSEHD Implemented Lesson Plan, Preparing To Teach Portfolio

1. Brief Description of Assessment

Teacher candidates are evaluated on an Implemented Lesson Plan using a rubric that measures their competence in meeting the Rhode Island teaching standards as part of the assessment to determine readiness for student teaching. During a practicum experience, candidates ask a faculty member to evaluate them on a lesson plan they implement in a classroom. The rubric used for Spring 2009, Fall 2009, and Spring 2010 was keyed to Rhode Island Beginning Teacher Standards 2, 3, 4, 5, 6, 8, and 9. A new rubric is in the process of being implemented through an online Checkbox system. The new rubric parallels the FSEHD Conceptual Framework, focusing on planning, acting, and reflecting and critical components in each of those areas.

2. Brief Description of How Assessment is Used

This unit-wide assessment is submitted with the Preparing To Teach Portfolio as one piece of evidence of teacher candidates' readiness to student teach. Teacher candidates are rated using one of four possible ratings: 1=Weakness; 2=Developing; 3=Competence; 4=Strength. The overall rating on the rubric must be a 3 or 4, and any teacher candidate who earns a rating of 1 needs to address the problem and teach another lesson.

3) Brief Analysis of Findings

Teacher candidates in the MAT program are rated very highly on the Implemented Lesson Plan. The minimum mean rating is 3.5, and on RIBTS 2 and 9, creating lesson plans that reflected central concepts, structures, and tools of inquiry, and using formal and informal assessment strategies to support student learning, candidates were all rated Exemplary. However, as the data table reveals, there is no data for Spring 2010. During this semester, candidates were not required to submit results of the Implemented Lesson Plan with their Preparing To Teach Portfolio; rather, data was supposed to be entered into the checkbox system. Not all faculty used the system, and since faculty were not asked to do the old paper copy, the candidates in this sample did not have data on this piece. Going forward all faculty will be using the new online checkbox system to rate the Implemented Lesson Plan, and all data will be available. A copy of the new Implemented Lesson Plan format and rubrics follows the data table.

4) Evidence of Meeting Standards

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Seven of the eleven Rhode Island Beginning Teacher Standards were covered by this assessment. As the RIBTS align closely with the ACEI Standards, the following ACEI Standards are assessed as well: Standards 1, 2.1-2.7, 3.1, 3.2, 3.3, 3.4, 3.5, 4. Specifically, the Implemented Lesson Plan is a task that allows teacher candidates to demonstrate their ability to plan, implement, and reflect upon a lesson that they have taught and that has been observed by a faculty member. Faculty consider candidates' knowledge of concepts and the multiple ways candidates are able to teach them (ACEI 1, 2.1-2.7); candidates' knowledge and application of theories of how children learn and their attention to diversity in their planning and implementation (ACEI 3.1, 3.2); candidates' use of instructional tasks that demand problem solving and critical thinking (ACEI 3.3); candidates' creation of a classroom climate conducive to learning and their management skills (ACEI 3.4); candidates' attention to and clarity in communicating concepts and use of technology (ACEI 3.5); and candidates' use of varied and appropriate assessments during the lesson (ACEI 4). The implemented lessons are used to assess candidates' content knowledge. As candidates select goals and objectives, design instructional tasks, create varied assessments, plan and use modifications for children, create a classroom climate for learning, and reflect on their effectiveness, they are demonstrating competence in the RIBTS (now RIPTS), the FSEHD Conceptual Framework, and ACEI Standards.

5) Assessment Documentation



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 has addressed the following Rhode Island Beginning Teacher Standards in the implemented lesson plan. Rate the candidate's performance 1 (an area of weakness) to 4 (an 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. <i>(RIBTS 2)</i>	1	2	3	4
2.	The implemented lesson plan reflected an understanding of how children learn and develop. <i>(RIBTS 3)</i>	1	2	3	4
3.	The implemented lesson plan reflected an understanding of how students differ in their approaches to learning. <i>(RIBTS 4)</i>	1	2	3	4
4.	The implemented lesson plan provided evidence of students developing critical thinking, problem solving, and performance skills. <i>(RIBTS 5)</i>	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. <i>(RIBTS 6)</i>	1	2	3	4
6.	The candidate used effective communication in implementing the lesson plan such that students explored, conjectured, discussed, and investigated new idea. <i>(RIBTS 8)</i>	1	2	3	4
7.	Formal and informal assessment strategies were integrated in the lesson plan to support student learning. <i>(RIBTS 9)</i>	1	2	3	4

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Comments:

Signature of Supervisor _____ Date _____

DATA TABLE

FSEHD Implemented Lesson Plan PTT Portfolio Master of Arts in Teaching, Elementary Education Candidates Mean Scores*							
	RIBTS 1	RIBTS 2	RIBTS 3	RIBTS 4	RIBTS 5	RIBTS 6	RIBTS 7
Spring 2009 n=4	4	3.75	4	3.75	3.75	3.75	4
Fall 2009 n=2	4	3.5	3.5	4	4	4	4
Spring 2010 n=8	Missing data—see explanation above						

*Out of a possible 4 in each category

- Scoring:**
- (4) Exemplary
 - (3) Competent
 - (2) Developing
 - (1) Unsatisfactory

**FSEHD Teacher Candidate Observation and Progress Report
for
IMPLEMENTED LESSON PLAN
Preparing to Teach - FALL 2010**

Teacher Candidate: _____ Emplid: _____

Practicum Professor/College Supervisor's Name: _____

Cooperating Teacher's Name: _____

Grade Level/Content Area Assignment: _____

Cooperating School District/School: _____

Person Completing This Observation (Check one): Cooperating Teacher
 Practicum Professor/College Supervisor

Date: _____

The purpose of this instrument is to provide instructive feedback about the teacher candidate's teaching performance and to assess the Implemented Lesson Plan during Practicum. Prior to the lesson, the observer will review the teacher candidate's lesson plan. During the lesson, the observer takes notes and then completes SECTION ONE of this instrument. SECTION TWO is optional. The observer completes SECTION THREE and FOUR following a post-observation conference with the teacher candidate.

While this is the same Observation and Progress Report used for teacher candidates during student teaching, it is expected that teacher candidates in Practicum will be at an earlier stage of development on the indicators than student teachers. Consequently, items rated as "developing" are adequate at this stage.

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In addition, the range of indicators suitable for assessment during Practicum may be narrower than during student teaching. Items marked with an asterisk (*) in the instrument are optional.

Signature of Person Completing This Form

Date

SECTION ONE: LESSON INDICATORS

In this section of the protocol, rate indicators associated with effective lesson delivery: Planning, Implementation, Content, Climate, and Classroom Management. For each indicator, identify the level of proficiency demonstrated by the teacher candidate during the observed lesson.

Use the following rating scale to rate the Planning indicators.

0 Unacceptable	1-2 Developing	3-4 Acceptable	5-6 Target
Not present. The candidate does not include the indicator in his/her planning, action, or reflection.	Elements of the indicator are clearly present but are partially or ineffectively carried out. The candidate is developing an awareness and may be beginning to meet the knowledge, skills, and competencies needed to meet the needs of some learners.	Elements of the indicator are of good quality, but there is room for improvement. The candidate knows and demonstrates the methods, skills, and strategies needed to meet the needs of most learners.	High quality implementation of indicator. The candidate knows and consistently demonstrates the methods, skills, and strategies needed to meet students' diverse needs and interests.

Use the Comments section to note factors that were influential in determining the ratings or to record specific examples or quotes to illustrate the noted factors.

PLANNING

Planning Indicators

1. The design of the lesson demonstrates careful planning and organization, from appropriate set induction to closure.
2. Lesson objectives are measurable and observable.
3. The lesson plan objectives are aligned with GLEs, GSEs, and/or appropriate standards.
4. The instructional strategies, activities and technical resources (e.g. manipulatives, adaptive or assistive technologies, electronic technology) in this lesson plan demonstrate attention to

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students' experience, preparedness, and/or learning styles.

5. The instructional strategies, activities and technical resources (e.g. manipulatives, adaptive or assistive technologies, electronic technology) in this lesson plan demonstrate attention to issues of access, equity, and diversity for students. _____
6. The lesson design demonstrates an accurate understanding of content. _____
7. The lesson is designed to engage students in meaningful instructional tasks related to content. _____
8. The lesson is designed to be student-centered, take advantage of students' curiosity, and be highly engaging. _____
9. Formative and/or summative assessments are aligned with objectives. _____
10. The lesson incorporates flexibility and plans for reteaching and/or extension, if needed _____

Comments:

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Use the following rating scale to the Implementation and Content Indicators.

0 Unacceptable	1-2 Developing	3-4 Acceptable	5-6 Target
Not present. The candidate does not include the indicator in his/her planning, action, or reflection.	Elements of the indicator are clearly present but are partially or ineffectively carried out. The candidate is developing an awareness and may be beginning to meet the knowledge, skills, and competencies needed to meet the needs of some learners.	Elements of the indicator are of good quality, but there is room for improvement. The candidate knows and demonstrates the methods, skills, and strategies needed to meet the needs of most learners.	High quality implementation of indicator. The candidate knows and consistently demonstrates the methods, skills, and strategies needed to meet students' diverse needs and interests.

ACTION

Implementation Indicators

1. The teacher candidate arranges the physical environment to maximize learning in this particular lesson.
2. The teacher candidate attends to individual student needs, including learning and behavioral issues.
3. The teacher candidate designs or adapts relevant learning experiences that incorporate digital tools and resources (e.g. manipulatives, adaptive or assistive technologies, electronic technology) to promote student learning and creativity.
4. The pace of the lesson is appropriate for the developmental levels/needs of the students and the purposes of the lesson.
5. The teacher candidate customizes and personalizes learning activities using digital tools and resources (e.g. manipulatives, adaptive or assistive technologies, electronic technology).
6. The teacher candidate uses multiple forms of assessment (e.g., observation, rubrics, oral questioning, etc.) to measure student learning.
7. The teacher candidate's questioning strategies are likely to enhance the development of student conceptual understanding/problem solving (e.g., emphasized higher order questions,

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appropriately used “wait time,” identified prior conceptions and misconceptions).

8. The lesson is modified as needed based on formative assessment within the lesson.

Comments:

Content Indicators

1. The content of the lesson is significant and worthwhile.
2. The content of the lesson is appropriate for the developmental levels of the students in this class.
3. Students are intellectually engaged with important ideas relevant to the focus of the lesson.
4. The teacher candidate provides accurate content information and displays an understanding of important concepts.
5. Appropriate connections are made to other areas of the discipline, to other disciplines, and/or to real-world contexts.

Rating

Comments:

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Use the following rating scale to rate the Climate and Classroom Management Indicators.

0 Unacceptable	1-2 Developing	3-4 Acceptable	5-6 Target
Not present. The candidate does not include the indicator in his/her planning, action, or reflection.	Elements of the indicator are clearly present but are partially or ineffectively carried out. The candidate is developing an awareness and may be beginning to meet the knowledge, skills, and competencies needed to meet the needs of some learners.	Elements of the indicator are of good quality, but there is room for improvement. The candidate knows and demonstrates the methods, skills, and strategies needed to meet the needs of most learners.	High quality implementation of indicator. The candidate knows and consistently demonstrates the methods, skills, and strategies needed to meet students' diverse needs and interests.

Climate Indicators

1. The teacher candidate demonstrates positive relationships with his/her students through interactions, including talk, body language, comments on papers, etc.*
2. There is a sense of community in the classroom. Students treat each other and the teacher candidate with respect.*
3. Active participation of all is encouraged and valued.
4. The teacher candidate's language and behavior clearly demonstrate that s/he is approachable, sensitive, and supportive to all students.
5. The climate of the lesson encourages students to generate ideas, questions, conjectures, and/or propositions.
6. Intellectual rigor, constructive criticism, and the challenging of ideas are evident.
7. There was a high proportion of student-to-student communication about the content of the lesson.

Rating

* _____
 * _____

Comments:

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Classroom Management Indicators

Rating

- | | |
|--|------------|
| 1. The teacher candidate has an effective way of getting all students in the class to be attentive. | _____ |
| 2. The teacher candidate does not try to “talk over” the students. | _____ |
| 3. The majority of class time is spent devoted to academic tasks, and time is divided in a meaningful, constructive way. | _____ |
| 4. The teacher candidate circulates the room in order to keep students on task, to listen, and to challenge students with questions, when appropriate. | _____ |
| 5. The teacher candidate provides clear, concise, and specific directions prior to transitions and checks for understanding before moving on to the next task or activity. | _____ |
| 6. The teacher candidate applies a set of fair classroom rules, and behavioral interventions are based on logical consequences.* | *
_____ |

Comments:

* Optional item.

SECTION TWO: CAPSULE RATING OF OBSERVED LESSON* (Optional)

In this final rating of the lesson, consider all available information about the lesson, its context and purpose, and your own judgment of the relative importance of the ratings you have made. Select the capsule description that best characterizes the lesson you observed. Keep in mind that this rating is not intended to be an average of all the previous ratings, but should encapsulate your overall assessment of the quality and likely impact of the lesson you just observed. Please provide a brief rationale for your final capsule description of the lesson in the space provided.

0 Points: Ineffective Instruction

Instruction is highly unlikely to enhance students' understanding of the discipline or to develop their capacity to successfully "do" the discipline. For example, instruction may be pedantic or uninspiring; students may be passive recipients of information from the teacher candidate or textbook; or material may be presented in a way that is inaccessible to many of the students. Alternatively, students may be involved in hands-on activities or other individual or group work, but it may appear to be activity for activity's sake, without a clear sense of purpose and/or a clear link to conceptual development.

Immediate intervention involving the college supervisor, cooperating teacher, and candidate is needed.

1-2 Points: Some Elements of Effective Instruction

Instruction contains some elements of effective practice, but there are problems in the design, implementation, content, and/or appropriateness for many students in the class. For example, the content may lack importance and/or appropriateness; instruction may not successfully address the difficulties that many students are experiencing, etc. Overall, the lesson is very limited in its likelihood to enhance students' understanding of the discipline or to develop their capacity to successfully "do" the discipline.

If this is other than a first observation, student performance at this level may indicate that intervention is needed.

3-4 Points: Effective Instruction

Instruction is well-designed, purposeful and characterized by most elements of effective practice. Students are usually engaged in meaningful work, but there are some weaknesses in the design, implementation, or content of instruction. For example, instruction addresses the needs of most students, but the classroom climate may limit the effectiveness of an otherwise well-designed lesson. Overall, the lesson is likely to enhance students' understanding of the discipline and develop their capacity to successfully "do" the discipline.

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5-6 Points: Accomplished Instruction

Instruction is purposeful and engaging. Students actively participate in meaningful work (e.g., investigations, student presentations, collaborative activities, physical demonstrations, reading) throughout the lesson. The lesson is well-designed and implemented. The teacher candidate is responsive to students' diverse needs and interests. Instruction enhances students' understanding of the discipline and develops their capacity to successfully "do" the discipline.

Capsule Rating (Circle only one number): * 0 1 2 3 4 5 6

Rationale for Capsule Rating:*

* Optional section.

SECTION THREE: POST OBSERVATION

This section is to be completed following a post-observation conference with the teacher candidate.

Use the following rating scale to rate the Reflection Indicators.

0 Unacceptable	1-2 Developing	3-4 Acceptable	5-6 Target
Not present. The candidate does not include the indicator in his/her planning, action, or reflection.	Elements of the indicator are clearly present but are partially or ineffectively carried out. The candidate is developing an awareness and may be beginning to meet the knowledge, skills, and competencies needed to meet the needs of some learners.	Elements of the indicator are of good quality, but there is room for improvement. The candidate knows and demonstrates the methods, skills, and strategies needed to meet the needs of most learners.	High quality implementation of indicator. The candidate knows and consistently demonstrates the methods, skills, and strategies needed to meet students' diverse needs and interests.

REFLECTION

Reflection Indicators

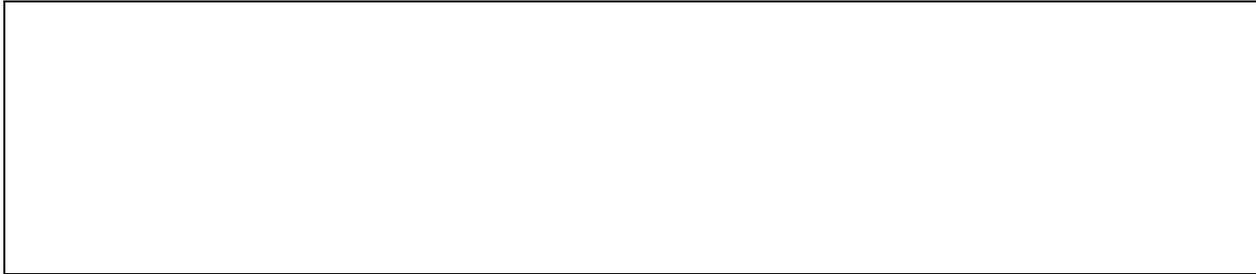
- | | |
|--|--------|
| 1. The teacher candidate describes how s/he made decisions for planning and implementation. | Rating |
| 2. The teacher candidate discusses the strengths and weaknesses of the lesson and generates appropriate ideas for possible improvements. | _____ |
| 3. The teacher candidate accurately analyzes and assesses student engagement, progress toward meeting the lesson objectives, and classroom management issues. | _____ |
| 4. The teacher candidate is aware of how his/her demeanor, actions, and reactions affect the classroom climate and individual students. | _____ |
| 5. Based on this lesson, the teacher candidate sets concrete goals (e.g. related to flexibility, pace, response to behavioral issues, etc.) s/he will focus on for future lessons. | _____ |

Comments:

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Goals*

Use the space below to record goals for the teacher candidate. Goals are based on the observation and subsequent conversation with the teacher candidate. *Note to observer:* Review goals prior to next observation.



How this section is used is program specific.

SECTION FOUR: ONGOING PROGRESS
Completed by Practicum Professor/College Supervisor

Professional Behavior and Technology Indicators are based on the cooperating teacher’s observations of and interactions with the teacher candidate up to this point in the student teaching experience.

Use the following rating scale to rate the Professional Behavioral Indicators.

0 Unacceptable	1-2 Developing	3-4 Acceptable	5-6 Target
Not present. The candidate does not include the indicator in his/her planning, action, or reflection.	Elements of the indicator are clearly present but are partially or ineffectively carried out. The candidate is developing an awareness and may be beginning to meet the knowledge, skills, and competencies needed to meet the needs of some learners.	Elements of the indicator are of good quality, but there is room for improvement. The candidate knows and demonstrates the methods, skills, and strategies needed to meet the needs of most learners.	High quality implementation of indicator. The candidate knows and consistently demonstrates the methods, skills, and strategies needed to meet students’ diverse needs and interests.

Professional Behavior Indicators

1. The teacher candidate treats her cooperating teacher, administrators, other teachers, and paraprofessionals with courtesy, respect, and honesty.
2. The teacher candidate is on time and is prepared.
3. The teacher candidate dresses professionally.
4. The teacher candidate attends, is attentive, and when applicable, takes an active role in department, faculty and other meetings relating to students (i.e., IEP meetings, parent conferences, Open House).*
5. The teacher candidate is able to accept constructive feedback and make the appropriate adjustments.
6. The teacher candidate balances collaboration (with his/her cooperating teacher, special education teachers, etc .) and independent work in a professional manner.

Rating

 * _____

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- 7. The teacher candidate is a thoughtful listener to her students, her colleagues, and parents. _____
 - 8. The teacher candidate maintains a nonjudgmental stance toward students, parents, and colleagues. _____
 - 9. The teacher candidate is a student advocate.* * _____
 - 10. Reacts professionally to distractions, schedule changes, or new responsibilities _____
 - 11. Maintains confidentiality when speaking with other professionals or with a child _____
 - 12. Seeks extra responsibility, as appropriate* * _____
- Comments:

* Optional item.

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Use the following rating scale to rate the Technology Indicators.

0 Unacceptable	1-2 Developing	3-4 Acceptable	5-6 Target
Not present. The candidate does not include the indicator in his/her planning, action, or reflection.	Elements of the indicator are clearly present but are partially or ineffectively carried out. The candidate is developing an awareness and may be beginning to meet the knowledge, skills, and competencies needed to meet the needs of some learners.	Elements of the indicator are of good quality, but there is room for improvement. The candidate knows and demonstrates the methods, skills, and strategies needed to meet the needs of most learners.	High quality implementation of indicator. The candidate knows and consistently demonstrates the methods, skills, and strategies needed to meet students' diverse needs and interests.

Technology Indicators

1. The teacher candidate designs or adapts relevant learning experiences that incorporate digital tools and resources (e.g. manipulatives, adaptive or assistive technologies, electronic technology) to promote student learning and creativity.*
2. The teacher candidate develops technology-enriched learning environments that enable all students to pursue their individual curiosities and become active participants in setting their own educational goals, managing their own learning, and assessing their own progress. *
3. The teacher candidate customizes and personalizes learning activities using digital tools and resources (e.g. manipulatives, adaptive or assistive technologies, electronic technology). *
4. The teacher candidate demonstrates fluency with available technology systems. *
5. The teacher candidate communicates relevant information and ideas effectively to students, parents, and peers using a variety of digital-age media and formats. *
6. The teacher candidate models and facilitates effective use of current and emerging digital tools to locate, analyze, evaluate, and use information resources to support research and learning. *

Rating

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 * _____
 * _____

Comments:

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Identify technical resources (e.g. manipulatives, adaptive or assistive technologies, electronic technology) within the classroom that are available to the teacher candidate. Check all that apply.

- | | | | |
|--------------------------|-----------------------------|--------------------------|-----------------------|
| <input type="checkbox"/> | Computer for teacher use | <input type="checkbox"/> | Smart Board |
| <input type="checkbox"/> | Computer(s) for student use | <input type="checkbox"/> | Overhead projector |
| <input type="checkbox"/> | Calculators | <input type="checkbox"/> | LCD Projector |
| <input type="checkbox"/> | Document camera | <input type="checkbox"/> | Internet connection |
| <input type="checkbox"/> | Other (specify) _____ | <input type="checkbox"/> | Other (specify) _____ |