

Section IV – Assessment 6

6. Additional assessment that addresses ACEI standards. Examples of assessments include evaluations of field experiences, case studies, portfolio tasks, tutoring assignments, and follow-up studies. Provide assessment information (items 1-5) as outlined in the directions for Section IV.

1. A brief description of the assessment and its use in the program.

This assessment piece is the lesson plan format (See Attachment Section IV – Assessment 6 - Lesson Plan). Its use and appropriate completion is incorporated into the rubrics of most of our major projects, components of which are included throughout Section IV's assessment pieces. The specific sections of rubrics, that relate to completion of the components of the lesson plan are used as data for this assessment.

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

This assessment contains two components – first, the lesson plan format that our candidates follow. Next, there are rubrics from major, in-depth projects which candidates complete in Methods. The first part of this alignment (the lesson plan format) is printed directly below. The specific rubric sections which assess the candidates' success at lesson planning and enactment are presented beneath this lesson plan format as well.

Lesson Plan's Alignment with ACEI Standards

ACEI Standard	Section From Lesson plan format used to assess candidate skill in this area
2.1 English language arts—Candidates demonstrate a high level of competence in use of English language arts and they know, understand, and use concepts from reading, language and child development, to teach reading, writing, speaking, viewing, listening, and thinking skills and to help students successfully apply their developing skills to many different situations, materials, and ideas	<p><u>Procedure:</u> Write in detail what you, as the teacher, will do as well as what the students will do. Your procedure must be in sufficient detail to allow someone to teach the lesson with only this plan as a guide. This will likely mean that this part is several pages long.</p> <p><u>Assessment:</u> What questions can you ask, actions can you take or assignments can you give so that you will have evidence of the extent to which each student has met the lesson's objectives? How might you include physical movement and/or the arts into your assessment (either formative or summative)?</p> <p>Every Lesson Reflection has the following three components:</p> <ol style="list-style-type: none">1. <u>Description:</u> (This is the shortest part of the reflection. Be concise.)...2. <u>Analysis:</u>3. <u>Planning:</u> Now that you have taught this lesson and analyzed the experience, describe how you would plan for this lesson if you were going to teach it again
2.2 Science—Candidates know, understand, and use fundamental concepts in the subject matter of science—including physical, life, and earth and space sciences—as well as concepts in science and technology, science	<p><u>Prerequisite Knowledge: Teacher:</u> What content knowledge does the teacher need to teach this lesson?</p> <p><u>Student:</u> What prerequisite knowledge does the student need for success in this lesson? Do you anticipate any misconceptions? If so, briefly describe them.</p>

in personal and social perspectives, the history and nature of science, the unifying concepts of science, and the inquiry processes scientists use in discovery of new knowledge to build a base for scientific and technological literacy	<u>Assessment</u> : How will you know how to adjust your teaching to meet the immediate needs of the students? How will you know the lesson's objectives have been met? How will the student know a skill or concept has been learned or knowledge gained?
2.3 Mathematics—Candidates know, understand, and use the major concepts, procedures, and reasoning processes of mathematics that define number systems and number sense, geometry, measurement, statistics and probability, and algebra in order to foster student understanding and use of patterns, quantities, and spatial relationships that can represent phenomena, solve problems, and manage data.	<u>Prerequisite Knowledge</u> : <u>Teacher</u> : What content knowledge does the teacher need to teach this lesson? <u>Student</u> : What prerequisite knowledge does the student need for success in this lesson? Do you anticipate any misconceptions? If so, briefly describe them. <u>Assessment</u> : How will you know how to adjust your teaching to meet the immediate needs of the students? How will you know the lesson's objectives have been met? How will the student know a skill or concept has been learned or knowledge gained?
2.4 Social studies—Candidates know, understand, and use the major concepts and modes of inquiry from the social studies—the integrated study of history, geography, the social sciences, and other related areas—to promote elementary students' abilities to make informed decisions as citizens of a culturally diverse democratic society and interdependent world.	<u>Prerequisite Knowledge</u> : <u>Teacher</u> : What content knowledge does the teacher need to teach this lesson? <u>Student</u> : What prerequisite knowledge does the student need for success in this lesson? Do you anticipate any misconceptions? If so, briefly describe them. <u>Assessment</u> : How will you know how to adjust your teaching to meet the immediate needs of the students? How will you know the lesson's objectives have been met? How will the student know a skill or concept has been learned or knowledge gained?
2.5 The arts—Candidates know, understand, and use—as appropriate to their own understanding and skills—the content, functions, and achievements of dance, music, theater, and the several visual arts as primary media for communication, inquiry, and insight among elementary students.	<u>Prerequisite Knowledge</u> : <u>Teacher</u> : What content knowledge does the teacher need to teach this lesson? <u>Student</u> : What prerequisite knowledge does the student need for success in this lesson? Do you anticipate any misconceptions? If so, briefly describe them. <u>Assessment</u> : How will you know how to adjust your teaching to meet the immediate needs of the students? How will you know the lesson's objectives have been met? How will the student know a skill or concept has been learned or knowledge gained?
2.6 Health education—Candidates know, understand, and use the major concepts in the subject matter of health education to create opportunities for student development and practice of skills that contribute to good health.	<u>Prerequisite Knowledge</u> : <u>Teacher</u> : What content knowledge does the teacher need to teach this lesson? <u>Student</u> : What prerequisite knowledge does the student need for success in this lesson? Do you anticipate any misconceptions? If so, briefly describe them. <u>Assessment</u> : How will you know how to adjust your teaching to meet the immediate needs of the students? How will you know the lesson's objectives have been met? How will the student know a skill or concept has been learned or knowledge gained?
2.7 Physical education—Candidates know, understand, and use—as appropriate to their own understanding and skills—human movement and physical activity as central elements to foster active, healthy life styles and enhanced quality of life for elementary students.	<u>Prerequisite Knowledge</u> : <u>Teacher</u> : What content knowledge does the teacher need to teach this lesson? <u>Student</u> : What prerequisite knowledge does the student need for success in this lesson? Do you anticipate any misconceptions? If so, briefly describe them. <u>Assessment</u> : How will you know how to adjust your teaching to meet the immediate needs of the

	students? How will you know the lesson's objectives have been met? How will the student know a skill or concept has been learned or knowledge gained?
2.8 Connections across the curriculum—Candidates know, understand, and use the connections among concepts, procedures, and applications from content areas to motivate elementary students, build understanding, and encourage the application of knowledge, skills, and ideas to real world issues.	<u>Prerequisite Knowledge:</u> <u>Teacher:</u> What content knowledge does the teacher need to teach this lesson? <u>Student:</u> What prerequisite knowledge does the student need for success in this lesson? Do you anticipate any misconceptions? If so, briefly describe them. <u>Introduction:</u> Make connections to students' previous learning. Assessment –How might you include physical movement and/or the arts into your assessment (either formative or summative)?
3.1 Integrating and applying knowledge for instruction—Candidates plan and implement instruction based on knowledge of students, learning theory, subject matter, curricular goals, and community.	See entire lesson plan format (Attachment Section IV – Assessment 6 - Lesson Plan).
3.3 Development of critical thinking, problem solving, performance skills—Candidates understand and use a variety of teaching strategies that encourage elementary students' development of critical thinking, problem solving, and performance skills.	See main body of lesson plan, especially: 1. Introduction: Make connections to students' previous learning; Motivate, gain attention and create interest; Discuss purpose and tell students what they will be learning; 2. Body of Learning Experience: Plan activities with objectives in mind; Use guided practice and modeling of expected activity/behavior; Use independent practice when appropriate; Use questioning techniques; Check for understanding (formative assessment) Conclusion: Summarize what students have learned Check for understanding;; Make connections to previous learning and upcoming lessons; Reteach/enrich/review as needed
3.4 Active engagement in learning—Candidates use their knowledge and understanding of individual and group motivation and behavior among students at the K-6 level to foster active engagement in learning, self motivation, and positive social interaction and to create supportive learning environments.	2. Body of Learning Experience: Plan activities with objectives in mind; Use guided practice and modeling of expected activity/behavior; Use independent practice when appropriate; Use questioning techniques; Check for understanding (formative assessment) Proactive considerations: What will you do to prevent confusion and misunderstandings about directions? What will you do to prevent behavioral or attention issues for whole group or individuals? What is built into your plan to promote cooperation and positive social interaction? What will you do to promote participation by all students? Reactive considerations: What will you do in response to student misbehavior? Will you have a sequence of steps you will take? What will you do to redirect attention if students have difficulty attending? What will you do in response to student confusion about directions?
3.5 Communication to foster collaboration—Candidates use their knowledge and understanding of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the elementary classroom.	Proactive considerations: What will you do to prevent confusion and misunderstandings about directions? What will you do to prevent behavioral or attention issues for whole group or individuals? What is built into your plan to promote cooperation and positive social interaction? What will you do to promote participation by all students?

	<p>Reactive considerations: What will you do in response to student misbehavior? Will you have a sequence of steps you will take? What will you do to redirect attention if students have difficulty attending? What will you do in response to student confusion about directions?</p> <p>Differentiation section</p>
<p>4. ASSESSMENT FOR INSTRUCTION—Candidates know, understand, and use formal and informal assessment strategies to plan, evaluate and strengthen instruction that will promote continuous intellectual, social, emotional, and physical development of each elementary student.</p>	<p><u>Assessment</u>: How will you know how to adjust your teaching to meet the immediate needs of the students? How will you know the lesson's objectives have been met? How will the student know a skill or concept has been learned or knowledge gained?</p> <p>1. <u>Formative</u>: What observations will you make and assessment techniques will you use <i>while</i> you are teaching that may influence choices you make in the lesson? 2. <u>Summative</u>: What questions can you ask, actions can you take or assignments can you give so that you will have evidence of the extent to which each student has met the lesson's objectives? How might you include physical movement and/or the arts into your assessment (either formative or summative)?</p> <p><u>Differentiation</u>: How have you planned for specific students' needs? What instructional and/or environmental modifications are needed for students with learning, attention, behavior or emotional problems? What modifications are needed for those with advanced knowledge or level of interest? Have you planned for a diverse student population -socioeconomic status, ethnicity, race, gender, etc.? (<i>Be more specific than "an aide will assist student."</i> Tell what the aide will do to ensure success.) How does this lesson honor the multiple intelligences, prior experiences and interests of the students (individually and as a group)?</p> <p>What required skills within the lesson present challenges for individual students? What components of the lesson need enrichment to promote engagement? What components of the lesson need modification to promote full engagement due to diverse student population? How can the <i>instructional plan</i> be modified to ensure success for this student? How can the <i>classroom environment</i> be modified to ensure success? How can <i>instructional materials</i> be modified to ensure success?</p>
<p>5.1 Practices and behaviors of developing career teachers—Candidates understand and apply practices and behaviors that are characteristic of developing career teachers.</p>	<p>See entire lesson plan format (Attachment Section IV – Assessment 6 - Lesson Plan).</p>
<p>5.2 Reflection and evaluation—Candidates are aware of and reflect on their practice in light of research on teaching and resources available for professional learning; they continually evaluate the effects of their professional decisions and actions on students, parents, and other professionals in the learning community and actively seek out opportunities to grow professionally.</p>	<p>Most sections of the lesson plan, especially:</p> <p>Lesson Reflection: After teaching your lesson, spend some time reflecting on the experience with a critical eye. Look as objectively as you can on what went well in your teaching of the lesson and what did not go as well. As you do this, remember that your ultimate goal is for your students to learn. Keep in mind that all good teachers, no matter how experienced, are continually improving on their teaching practice and it is through this kind of reflection that you will grow as a teacher.</p>

<p>2.1 English language arts—Candidates demonstrate a high level of competence in use of English language arts and they know, understand, and use concepts from reading, language and child development, to teach reading, writing, speaking, viewing, listening, and thinking skills and to help students successfully apply their developing skills to many different situations, materials, and ideas</p>	<p><u>Procedure:</u> Write in detail what you, as the teacher, will do as well as what the students will do. Your procedure must be in sufficient detail to allow someone to teach the lesson with only this plan as a guide. This will likely mean that this part is several pages long.</p> <p><u>Assessment</u> What questions can you ask, actions can you take or assignments can you give so that you will have evidence of the extent to which each student has met the lesson’s objectives? How might you include physical movement and/or the arts into your assessment (either formative or summative)?</p> <p>Every Lesson Reflection has the following three components:</p> <ol style="list-style-type: none"> 1. <u>Description:</u> (This is the shortest part of the reflection. Be concise.)... 2. <u>Analysis:</u> 3. <u>Planning:</u> Now that you have taught this lesson and analyzed the experience, describe how you would plan for this lesson if you were going to teach it again
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insight among elementary students.	teaching to meet the immediate needs of the students? How will you know the lesson's objectives have been met? How will the student know a skill or concept has been learned or knowledge gained?
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<p>understanding of individual and group motivation and behavior among students at the K-6 level to foster active engagement in learning, self motivation, and positive social interaction and to create supportive learning environments.</p>	<p>expected activity/behavior; Use independent practice when appropriate; Use questioning techniques; Check for understanding (formative assessment) Proactive considerations: What will you do to prevent confusion and misunderstandings about directions? What will you do to prevent behavioral or attention issues for whole group or individuals? What is built into your plan to promote cooperation and positive social interaction? What will you do to promote participation by all students? Reactive considerations: What will you do in response to student misbehavior? Will you have a sequence of steps you will take? What will you do to redirect attention if students have difficulty attending? What will you do in response to student confusion about directions?</p>
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<p>4. ASSESSMENT FOR INSTRUCTION—Candidates know, understand, and use formal and informal assessment strategies to plan, evaluate and strengthen instruction that will promote continuous intellectual, social, emotional, and physical development of each elementary student.</p>	<p><u>Assessment</u>: How will you know how to adjust your teaching to meet the immediate needs of the students? How will you know the lesson's objectives have been met? How will the student know a skill or concept has been learned or knowledge gained? 1. <u>Formative</u>: What observations will you make and assessment techniques will you use <i>while</i> you are teaching that may influence choices you make in the lesson? 2. <u>Summative</u>: What questions can you ask, actions can you take or assignments can you give so that you will have evidence of the extent to which each student has met the lesson's objectives? How might you include physical movement and/or the arts into your assessment (either formative or summative)? <u>Differentiation</u>: How have you planned for specific students' needs? What instructional and/or environmental modifications are needed for students with learning, attention, behavior or emotional problems? What modifications are needed for those with advanced knowledge or level of interest? Have you planned for a diverse student population -socioeconomic status, ethnicity, race, gender, etc.? (<i>Be more specific than "an aide will assist student."</i> Tell what the aide will do to ensure success.) How does this lesson honor the multiple intelligences, prior experiences and interests of the students (individually and as a group)? What required skills within the lesson present challenges for individual students? What components of the lesson</p>

	need enrichment to promote engagement? What components of the lesson need modification to promote full engagement due to diverse student population? How can the <i>instructional plan</i> be modified to ensure success for this student? How can the <i>classroom environment</i> be modified to ensure success? How can <i>instructional materials</i> be modified to ensure success?
5.1 Practices and behaviors of developing career teachers—Candidates understand and apply practices and behaviors that are characteristic of developing career teachers.	Entire lesson plan
5.2 Reflection and evaluation—Candidates are aware of and reflect on their practice in light of research on teaching and resources available for professional learning; they continually evaluate the effects of their professional decisions and actions on students, parents, and other professionals in the learning community and actively seek out opportunities to grow professionally.	Most sections of the lesson plan, especially: Lesson Reflection: After teaching your lesson, spend some time reflecting on the experience with a critical eye. Look as objectively as you can on what went well in your teaching of the lesson and what did not go as well. As you do this, remember that your ultimate goal is for your students to learn. Keep in mind that all good teachers, no matter how experienced, are continually improving on their teaching practice and it is through this kind of reflection that you will grow as a teacher.

There are specific sections of the rubrics of our core projects in Math, Science, Social Studies and the Arts that assess how our students are meeting our expectations on completion of the lesson plan. These sections are as follows:

Elementary Methods – Math (In original report)

Section IIB Most components of the Methods Lesson Plan format addressed in a basic manner. Some components addressed at a deeper level. Lessons involve multiple ways to explore and present math concepts. Student work samples and final reflection both demonstrate some analysis of the effectiveness of the lesson and the teaching in terms of student learning.

Methods – Science Project (In original report)

Section ID All Lesson Plan components addressed in a basic manner. Some components addressed at a deeper level. Prior knowledge activation and examination of possible student misconceptions are key elements within the lesson plan.

Section 2B All components of Lesson Plan format addressed. Response to student work samples & rubrics demonstrates ability to analyze effectiveness of the lesson in terms of students' learning of science concepts and includes discussion of appropriate next steps.

EDUC 321 - Elementary Methods 1 Social Studies (See Section IV Assessment 2)

Section IIB. All components of the Methods Lesson Plan format addressed in a basic manner. Some components addressed at a deeper level. Follow-up activity/assessment is relevant to topic and demonstrates thoughtful planning.

EDUC 321 - Elementary Methods 1 Arts (See Section IV Assessment 2)

Section 3 All L.P. format components developed at a basic level. Some addressed at a deeper level. Good lesson flow. Materials were ready for students' use.

3. A brief analysis of the data findings

Generally, our candidates did well on preparing their lesson plans. The average was above the “meet expectations” category. There only exists one semester of data for Social studies – the new program, but it is of interest that these students are grasping lesson planning well.

4. An interpretation of how the data provides evidence for meeting standards

The specific sections of the rubrics examined in this section were very specifically geared towards completion of the lesson plan in a satisfactory manner. In referring back to the sections above, the examiners can see that sections of the lesson plan directly relate to the ACEI standards identified. The data indicates that our candidates are meeting the expectations in each of these critically important areas.

5. Attachment of assessment documentation

See Attachment Section 4 – Assessment 6 – Lesson Plan Data.