1. Narrative

Section a. Description of the assessment and its use in the program

As part of their literacy methods course (EDU427) taken in the Fall semester and their concurrent field experiences, our candidates are required to create a detailed written plan for a series of innovative literacy lessons, following a prescribed format and set of guiding questions (see Section e) designed to ensure that they pay explicit attention to various elements of planning. Their work is also informed by detailed scoring rubrics (see Section f) which are intended to help them (as well as the instructor) evaluate the extent to which they have addressed (1) each of the lesson plan component we want them to include in their planning and (2) the most relevant NAEYC standards (i.e., #4a-d).

Candidates cannot engage in their first student teaching experience unless they complete this Lesson Plan Assignment satisfactorily (i.e., they should receive no 1’s and a 3 or above in most of Part I rubrics). This assignment also represents a major assessment in their literacy methods course, as it provides a demonstration that the candidate knows and can apply all the teaching and learning principles learned during this course.

Section b. Alignment with NAEYC standards

This assignment is intended to assess our candidates’ ability to plan high quality lessons, and as such it addresses at least some elements within NAEYC standards 4a-d.

The first section of the evaluation form (see Part I within Section f) addresses whether specific elements we consider critical for a good lesson plan have been satisfactorily addressed by the candidate; therefore, there is no one-to-one correlation of these rubrics with specific NAEYC standards, although when taken as a whole they help determine whether the candidate shows evidence for at least some elements within NAEYC standard #4.

To make this relationship more explicit, however, starting with Fall 2006 we have added a new section to the scoring guide (see Part II within Section f) that asks instructors to also evaluate the mastery achieved by each candidate with respect to the NAEYC standards most relevant to planning lessons – i.e., 4a-d.

Section c. Data findings

All candidates completed this assessment satisfactorily –and proceed to complete their first student teaching experience, and complete the literacy methods course with a passing grade. With respect to specific NAEYC Standards, these lesson plans provide evidence that all candidates scored 3 or above with respect to NAEYC Standards 4a-d, thus demonstrating achievement of the minimum required proficiency even at this early stage in the program.
Section d. Data interpretation

These results show that all our early childhood teacher candidates have essentially mastered the basics of lesson planning by the time they start their student teaching experience. Although at this stage they are novices in planning instruction, they already demonstrate ‘basic proficiency’ with respect to NAEYC standards #4a-d, and in most cases ‘outstanding performance’ with respect to these standards. While the lesson plan assignment occurs at the beginning stages of an early childhood teacher candidate’s program, we have evidence from later assessments (such as Assessments 4 and 6) that they continue to meet these standards throughout their program.

2. Assessment documentation

Sections e. Information on the assessment tool

The following written information and guidelines are provided to all candidates, along with a copy of the rubrics used for their evaluation (see Section f). These directions were changed since our previous 2008 report to provide better directions to candidates regarding including attention to the special needs of English Language Learners (ELLs) and students with disabilities, and more generally making the directions clearer. However, no changes were made in the rubrics for this assessment.

Warner School of Education—University of Rochester
Lesson Plan Assignment

LESSON PLAN DESCRIPTION AND GUIDING QUESTIONS

Standard Lesson Plan Heading:
• Candidate
• Date
• Cooperating teacher
• Grade level
• Subject area
• Title of unit of which this lesson is a part
• Lesson title
• Duration of lesson

Definitions of Standard Lesson Plan Criteria:
Note: Differentiation, adaptations, accommodations, and/or modifications should be purposefully infused throughout the appropriate components of the lesson plan (e.g., assessments, procedures, resources, etc.)
1. **Content Area:**
Candidates should (1) indicate the predominant content area to be addressed in the lesson, and (2) when applicable, how it will be connected to other content areas.

*Guiding questions:* What are the predominant content areas you are addressing? How will you make connections to other content areas (curriculum integration)?

2. **Purposes/Goals:**
Candidates should describe: (1) what the students will learn as a result of their participation in the lesson, (2) why the goals of the lesson are important, and (3) the “big idea” that will help students connect the lesson to the world beyond the classroom.

*Guiding questions:* What do you want your students to learn from this lesson? What is the goal of this lesson and why is it important? How are the lesson goals related to other ongoing areas of study? What is the “big idea” that has enduring value for students beyond the classroom, that assists all students with difficult ideas or misconceptions, and that engages them in meaningful learning?

3. **Objectives:**
Candidates should identify: (1) the specific objectives that they want their students to achieve, (2) briefly describe how they will demonstrate that they have achieved them, and (3) briefly describe how the goals/objectives for this lesson consider students’ working towards accomplishing their IEP goals and objectives.

*Guiding questions:* What specific objectives do you want your students to achieve? What will your students do to accomplish the goal/s of this lesson? (e.g., students will create a graphic organizer to …) How do the objectives/goals for this lesson consider students’ working towards accomplishing their IEP goals and objectives?

4. **National and/or New York State Standards:**
Candidates should identify the specific national (professional organization) and NYS standards or performance indicators they will address in the lesson. This section should be written as a narrative, and should not be presented as a list of standards.

*Guiding questions:* What are the specific national (professional organization) and/or state standards, key ideas, performance indicators, and major understandings that you will address in this lesson? Explain how this lesson meets these standards in a brief narrative.

5. **Assessment:**
Candidates should describe: (1) the methods and strategies they will use to measure student learning throughout the lesson and at its conclusion, (2) what will count as “evidence” of learning, (3) the ways that the assessment in the lesson is connected to more summative assessments, (4) how the assessment in this lesson will inform instruction on an ongoing basis, and (5) the ways that the assessment will be differentiated, adapted, accommodated, and/or modified to meet the diverse learning needs of all students, including English Language Learners and students with disability labels.

*Guiding questions:*
**Summative:**
How will you know students have learned what you wanted them to learn, that the objectives have been accomplished, and that the goals have been achieved? What will count as evidence of learning? How does this summative assessment of the lesson link to your summative unit and/or curriculum assessments?

Formative:
How will your assessment inform instruction on an ongoing basis? How will you assess in the process of student learning throughout the lesson and how will you make adjustments?
Contextualize the response to this question to include possible scenarios that could take place during the lesson.

6. Community Knowledge and Experience:
Candidates should describe: (1) how they will account for, or incorporate students’ knowledge and experiences in the lesson, (2) how they will ensure that English Language Learners and students with disability labels are fully included members of the learning community, and (3) how their knowledge and experiences will be shared or included in the learning process so that they are engaged with their students as a member of the learning community.

Guiding questions: How will you help the students make connections to what they know and have experienced? How will you bring students’ experiences and knowledge into this lesson? How will you use students’ knowledge and experiences as resources for this lesson (and for your curriculum more generally)? How will you ensure that all students, including English Language Learners and students with disability labels are fully included members of the learning community? How will you connect your own personal and professional knowledge to the lesson so you are included as a member of the learning community?

7. Procedures:
Candidates should describe: (1) how the lesson will begin, (2) the activities that will help students to achieve the learning objectives of the lesson, (3) the duration of each of the main components of the lesson, (4) how transitions will be made between the major components of the lesson, (4) strategies for altering the procedure if the lesson does not go as planned, and (5) how they will conclude the lesson.

Guiding questions: How will you begin this lesson? What activities will help achieve your goal/s and objectives? How will you organize these activities? How long will each of the main components of the lesson last? How will you hand transitions within the lesson? Are your activities and strategies differentiated through multiple means of representation, expression, and engagement that reflect high, appropriate expectations for all students, including English Language Learners and students with disability labels? Are accommodations and/or modifications indicated on IEPs incorporated into the lesson? What back up plan do you have if the lesson does not go as you expect? How will you end the lesson?

8. Differentiated Instruction:
Candidates should describe: (1) how activities and strategies will be differentiated through multiple means of representation, expression, and engagement that reflect high, appropriate expectations for all students, including English Language Learners and students with disabilities, (2) how activities and strategies enhance students’ verbal, writing, and content area vocabulary skills, and (3) how accommodations and/or modifications indicated on IEP are incorporated into the lesson.
Guiding questions: How are your activities and strategies differentiated through multiple means of representation, expression, and engagement that reflect high, appropriate expectations for all students, including English Language Learners and students with disability labels? How do the activities and strategies enhance students’ verbal, written, and content area vocabulary skills? How does this lesson engage and interest students, offer appropriate challenges, and increase motivation, self-reliance, self-control, and self-esteem? Does this lesson incorporate accommodations and/or modifications indicated on students’ IEPs?

9. Resources:
Candidates should: (1) list the human and material resources (including technology and assistive technology) they will need to conduct the lesson, (3) describe how these will be used to enhance learning, (4) how resources will be differentiated, adapted, accommodated, and/or modified to meet the diverse learning needs, including the need for assistive technology for communication, of all students, including English Language Learners and students with disability labels, and (5) when applicable, how they will be distributed.

Guiding questions: What materials/resources will you need? Have you considered the assistive technology needs of students? How will materials/resources be differentiated, adapted, accommodated, and/or modified to meet the diverse learning needs, including the need for assistive technology for communication, of all students, including English Language Learners and students with disability labels? How will you distribute the resources?

10. Applications, Connections & Extensions:
Candidates should describe how they would help students to apply what they have learned, make connections to other topics, concepts, or ideas, and extend their learning beyond the lesson.

Guiding questions: How will you follow up what was learned in future lessons? How will you assist students in making connections between what they learn in this lesson to other lessons or to larger issues beyond the classroom?

11. Personal Reflection:
Candidates should describe and reflect on: (1) how the lesson is inclusive of all students’ strengths and abilities, and (2) how it will address the diversity characteristics most relevant to their classroom population, including English language ability, hearing, sight and mobility impairments, social and cultural norms and traditions, sexual orientation, academic ability, and so on. Candidate should provide context for the instructional choices made in the lesson plan to specifically address consideration of, among other, students’ IEPs and collaboration with related services professionals and ESL teachers.

Guiding questions: How is this lesson inclusive of all students’ abilities and capabilities? How did you design instruction to meet the strengths/needs of a heterogeneous group of students (e.g., social, cultural, linguistic, ability, etc. differences)? This section should be a narrative that provides context for the instructional choices made in the lesson plan that specifically addresses consideration of, among other things, students’ IEPs and collaboration with related services professionals and ESL teachers.

In cases where the lesson has been taught, candidates should reflect on: (1) their ability to construct a meaningful learning community, (2) the strengths and limitations of the lesson, (3)