**Title: Birmingham-Southern College- ACTS Key Assessment #2 Pedagogical Content Knowledge and #4 Effect on Student Learning**

**With Instrument- Internship Observation Checklist and Instruction Assessment**

This assessment is administered in the fall or spring semester during internship.

Key Assessment #2, Pedagogical Content Knowledge and Key Assessment #4, Effect on Student Learning will be evaluated using the Internship Observation Checklist and Instruction Assessment during the following courses: ED 411, Internship III; ED 413, Internship V; ED 415, Internship VII or the final internship placement.

**YEAR:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Location Where Assignment Posted: Moodle**

**Transition Levels: Prior to Transition 3, Program Exit**

**Expected Level of Performance: Candidates are expected to perform at least at the Level 2, Emerging, on the rubric.**

**Rational/Purpose:**

The candidate’s lesson plans and observed instruction will be assessed using the Internship Observation Checklist. The lessons and instruction will be evaluated by the pedagogical content knowledge displayed by candidate and the effect on student learning.

**Scoring Process for Evaluators:** The candidate’s lesson plans, assessments, instruction, and candidate’s reflection will be assessed by college supervisor using the ACTS Key Assessment #2 and #4 instrument, Internship Observation Checklist Rubric.

*KA #2- Pedagogical Content Knowledge includes Elements 1-7 on the Internship Observation Checklist and Instruction Assessment*

*KA #4- Effect on Student Learning includes Elements 8-13 on the Internship Observation Checklist and Instruction Assessment*

**Internship Observation Checklist and Instruction Assessment Rubric**

**Student \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Course\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Expected Performance**

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| --- | --- | --- | --- | --- | --- |
| **Elements (Criteria)**  **ACTS/INTASC Standards** | **Sources of Evidence/ Key Assessment** | **Level 4**  **Innovating** | **Level 3**  **Applying** | **Level 2**  **Emerging** | **Level 1**  **Unacceptable** |
| **1. Standard:**  **Candidate selects AL COS Standard, ACTS/INTASC Standard 1, Learner Development** | Lesson Plan  *KA #2- Pedagogical Content Knowledge* | Appropriate AL COS standard selected | AL COS standard selected but is mis-matched in some way/not aligned with plan. | AL COS is inappropriate for students. | No AL COS stated |
| **2. Objective:**  **Candidate aligns appropriately AL COS standard for Content Area, ACTS/INTASC Standard 1, Learner Development** | Lesson Plan  *KA #2- Pedagogical Content Knowledge* | Is specifically aligned to AL COS standard and is specific and complete including the audience, behavior, condition and degree | Is mostly aligned to AL COS standard and specific but is missing one or more of the following: audience, behavior, condition or degree. | Is mostly aligned to AL COS but is not specific AND is missing more than one of the following: audience, behavior, condition or degree. | Is not aligned with AL COS standard. |
| **3.Knowledge of Students to Inform Teaching and Learning ACTS/INTASC 1, 2** | Lesson Plan Assessment and Assessments Used  *KA #2- Pedagogical Content Knowledge* | Teacher candidate uses assessment portfolio, including formative and summative assessments, and prior academic knowledge, and personal, cultural and community assets, **explicitly grounded in research,**to construct learning opportunities that support learners. | Teacher candidate uses assessment portfolio, including formative and summative assessments, and prior academic knowledge, and personal, cultural and community assets to assess,**loosely connected to research,** to construct learning opportunities that support learners. | Teacher candidate uses assessment portfolio, including formative and summative assessments AND prior academic knowledge OR personal, cultural and community assets to assess learners needs and strengths.  Connections to research are not given to construct learning opportunities that support learners. | Teacher candidate does not consistently use information from the assessment portfolio, prior academic knowledge, personal, cultural and community assets to asses and there are no connections to research to assess learners needs and strengths. |
| **4. Lesson Plan: Candidate includes teacher modeling and application of learned skills, ACTS/INTASC Standard 2, Application of Content** | Lesson Plan and Observation  *KA #2- Pedagogical Content Knowledge* | Lesson plan includes multiple opportunities for teacher demonstration and modeling of content area skills to help students successfully apply their developing skills to **many different situations, materials, and ideas.** | Lesson plan includes **few opportunities** for teacher demonstration and modeling of content area skills to help students successfully apply their **developing skills and/or limited opportunities for student application** skills to **many different situations, materials, and ideas.** | Lesson plan includes **limited opportunities** for teacher demonstration and modeling of content area skills to help students successfully apply their **developing skills and/or limited opportunities for student application** skills to **many different situations, materials, and ideas.** | Lesson plan includes **no opportunities** for teacher demonstration and modeling of content area skills. |
| **5. Lesson Plan: Content Knowledge Candidate understands the central concepts, tools of inquiry, and structure of the discipline, ACTS/INTASC Standard 4, Content Knowledge** | Lesson Plan and Observation  *KA #2- Pedagogical Content Knowledge* | Lesson plan clearly demonstrates the teacher candidate’s strong and accurate knowledge of content. Lesson plan clearly demonstrates the ability to use this content knowledge to design and **implement high-quality lessons which support engagement with academic content**. | Lesson plan demonstrates the teacher candidate’s knowledge of content. Lesson plan clearly demonstrates the ability to use this content knowledge to design and **implement high-quality lessons which support engagement with academic content**. | Lesson plan demonstrates the teacher candidate’s emerging knowledge of content. Lesson plan demonstrates the ability to use this content knowledge to design and **implement lessons which generally support engagement with academic content**. | Lesson plan demonstrates the teacher candidate’s **misunderstanding, and/or lack of content knowledge**. Lesson plan is reflective of content knowledge. |
| **6. Lesson Plan: Applying knowledge for instruction**  **Candidate**  **understands how to connect concepts and use differing perspectives to engage all learners, ACTS/INTASC Standards 1 Learner Development, 2 Learning Differences, and 4 Content Knowledge** | Lesson Plans and Observation  *KA #2- Pedagogical Content Knowledge* | Lesson plan demonstrates the candidate’s **strong understanding** of individual students, understanding of learning theory, understanding of cross-curricular connections, knowledge of curricular goals, and community considerations. | Lesson plan demonstrates the candidate’s **accurate understanding** of individual students, understanding of learning theory, understanding of cross-curricular connections, knowledge of curricular goals, and community considerations. | Lesson plan demonstrates the candidate’s **limited understanding** of individual students, understanding of learning theory, understanding of cross-curricular connections, knowledge of curricular goals, or community considerations. | Lesson plan **demonstrates little to no understanding** of individual students, understanding of learning theory, understanding of cross-curricular connections, knowledge of curricular goals, or community considerations. |
| **7. Lesson Plan: Candidate**  **develops/selects assessments for instruction-informal and formal, ACTS/INTASC Standard 6, Assessment** | Assessments Used and Observation  *KA #4- Effect on Student Learning* | Candidate plans encompass both formal and informal assessments which are aligned with the instructional objectives. **Assessments support ongoing learning for all learners and promote student self-reflection and future learning**. | Candidate plans **include formal or informal assessments which are aligned with the instructional objectives**. | Candidate plans do not **include appropriate formal and/or informal assessments.** | Candidate plans **do not include formal and/or informal assessments**. |
| **8.Justification of Learning Segment Plan and Technology, ACTS/INTASC 1 Learner Development, 2 Learning Differences; ISTE 5b** | Samples of Data and Lesson Plan Reflection  *KA #4- Effect on Student Learning* | Teacher candidate specifically explains why learning tasks are appropriate using examples of assessment data, student’s prior academic learning and personal assets. Uses a variety of meaningful technology in lessons. | Teacher candidate justifies why learning tasks are appropriate using examples of student’s assessment data, prior academic learning OR personal assets. Uses limited, meaningful technology in lessons. | Teacher candidate justifies learning tasks with limited attention to assessment data, student’s prior academic learning OR personal assets. Uses technology but is not directly meaningful to lesson. | Teacher candidate’s justification of learning tasks is either missing OR represents a deficit view of the student and his/her background. No technology is used in lesson. |
| **9.Explanation of Assessments included in Learning Segment, ACTS/INTASC 6, Assessment** | Lesson Plans and Reflection  *KA #4- Effect on Student Learning* | Lesson plans include assessments that provide multiple forms of evidence to monitor student’s use of the essential literacy strategy AND related skills throughout the learning segment. | Lesson plans include assessments that provide evidence to monitor student’s use of the essential literacy strategy AND related skills during the learning segment. | Lesson plans include assessments that provide limited evidence to monitor student’s use of the essential literacy strategy OR related skills during the learning segment. | Lesson plans include assignments that only provide evidence of student’s use of skills OR there is little or no attention given to assessment. |
| **10.Analysis of Student Learning, ACTS/INTASC 6, Assessment** | Lesson Plans and Analysis  *KA #4- Effect on Student Learning* | Teacher candidate provides pictorial and narrative analysis about student learning, using specific examples from assessment samples, to demonstrate patterns for the whole class, small groups, and individual learning. It is evident from the information how to proceed with future planning. | Teacher candidate provides pictorial and narrative data about the student learning, using assessment samples, to demonstrate patterns for whole class and individual learning. It is evident from the information how to proceed with future planning. | Teacher candidate provides pictorial and narrative data about the student learning to demonstrate patterns for whole group learning AND needs and indicate how to use the results for future whole-class planning. | Teacher candidate provides pictorial and narrative data about the student learning to demonstrate patterns for whole group student learning needs. |
| **11.Providing Feedback to Guide Further Learning, ACTS/INTASC 6, Assessment** | Student Feedback and Observation  *KA #4- Effect on Student Learning* | Teacher candidate provides feedback that is specific and addresses both strengths AND needs related to the learning objective.  The teacher candidate explains how the feedback is provided to the learner, the support teacher and/or the student’s family. | Teacher candidate provides feedback that is specific and addresses either needs OR strengths related to the learning objectives.  The teacher candidate explains how the feedback is provided to the learner. | Teacher candidate provides feedback that is general and addresses needs and/or strengths related to the learning objectives. | Teacher candidate provides feedback that addresses only the student’s strength OR area for improvement OR is unrelated to the learning objectives OR is developmentally inappropriate OR feedback contains significant content inaccuracies OR no feedback is provided |
| **12.Analyzing Student’s Language Use and Literacy Learning, ACTS/INTASC 6, Assessment** | Analysis  *KA #4- Effect on Student Learning* | Teacher candidate specifically explains and provides specific evidence of student’s use of an identified language function, vocabulary AND either discourse OR syntax.  The teacher candidate specifically articulates how the student’s language use develops understanding of the lesson objectives using specific examples. | Teacher candidate generally explains and provides general evidence of student’s use of the language function AND one or more additional language demands (vocabulary, discourse, syntax). The teacher candidate articulates in general how the student’s language use develops understanding of the lesson objectives. | Teacher candidate describes how the student’s use of only one language demand (vocabulary, function, syntax, discourse).  The teacher candidate does not explain how the student’s language use develops understanding of the lesson objectives. | Teacher candidate identifies student language use that is superficially related or unrelated to the language demands (function, vocabulary, syntax, discourse) OR the teacher candidate’s description or explanation of language use is not consistent with the evidence submitted OR the teacher candidate does not address the student’s misconception or misuse of vocabulary. |
| **13.Reflection of Using Assessment to Inform**  **Instruction, ACTS/INTASC 6, Assessment** | Reflection  *KA #4- Effect on Student Learning* | Teacher candidate provides next steps that are targeted to the student to improve his/her learning relative to the lesson objectives and the next steps are connected with research and/or theory.  Through reflection of the teaching-learning cycle, the teacher candidate describes his/her identified strengths and weakness, identifies relevant areas for improvement, and includes specific actions to improve teaching practice to effect student learning. | Teacher candidate provides next steps that propose general support that improves the student’s learning related to assessed learning objectives and next steps are loosely connected with research and/or theory.  Through reflection of the teaching-learning cycle, the teacher candidate describes areas for improvement and includes specific actions to improve teaching practice to effect student learning. | Teacher candidate provides next steps primarily focused on changes to teaching practice that are superficially related to student learning needs (e.g., repeated instruction, pacing, or management lessons).  Through reflection of the teaching-learning cycle, the teacher candidate describes his/her areas for improvement but does not provide specific actions for improving teaching practice to effect student learning. | Teacher candidate proposes next steps that do not follow from the analysis OR are not relevant to the learning objectives assessed OR are not described in sufficient detail to understand them.  The teacher candidate describes his/her identified areas of strengths or weaknesses but there is little or no evidence of reflection based in the teaching-learning cycle and actions to improve teaching are unrelated to effecting student learning. |

Explanations of the Levels:

Level 4 – Innovating: The assessment provides explicit and convincing evidence of addressing the standards

Level 3 – Applying: The assessment provides adequate evidence of addressing the standards

Level 2 – Emergent: The assessment provides partial evidence of being addressed.

Level 1 – Unacceptable: The assessment does not provide evidence that the standards were met.

Remediation when score not met: Candidate must repeat the parts of the assessment that are scored below Level “3”, Applying.



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**Birmingham-Southern College Lesson Planning Template**

Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Course \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Grade \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_

**Directions:**

* This assignment is for the candidate’s second internship placement (ED 412 Internship 3, ED 414 Internship V, and ED 416Internship VII). Additionally, the Elementary/Collaborative candidates will complete a second assignment in their Special Education Internship, ED 499, Internship I. Interns will be assigned a student or small group of students in need of academic intervention.
* Candidates will spend time observing lessons, planning lessons, teaching lessons and assessing the effect of instruction designed for student(s).
* Candidates will create an assessment portfolio of assessments and assessment analysis in the Assessment Portfolio. These assessments will be administered to the student(s) and will be collected during the first weeks of the placement.
* Candidates will provide a written description of what the assessment information indicated about the intervention student using specific examples from the assessment data.
* Using the assessment information from the Assessment Portfolio, Candidates will develop 3-5 lesson plans designed to purposefully and intentionally teach the intervention student(s) based on assessment data. The plans must include an appropriate state course of study standard, aligned learning objectives, instructional strategies, and instructional resources and materials needed for the three lessons. Lessons will be submitted to the course instructor and cooperating teacher for review and will be revised as needed based on feedback prior to teaching the lesson with the intervention student.
* The lessons will be implemented in three consecutive weeks.
* The candidate will reflect on the effect of instruction on the learning of the intervention student by analyzing the assessments.
* The candidate will provide appropriate feedback to the intervention student(s) that is specific and that addresses both the strengths and needs of the learner.
* The candidate will identify next teaching steps that are targeted to the specific needs of the intervention student and these next teaching steps are specifically connected with research and/or theory.
* The candidate will reflect on the teaching-learning cycle and describe in writing his/her identified strengths and weaknesses, identify relevant areas for improvement and include specific actions to improve teaching practice and to affect student learning.

The candidate’s lesson plans will be assessed using the ACTS Internship Observation Checklist and Instruction Assessment Rubric. The candidate will graded based on the following pieces of evidence: observation of one lesson, lesson plans, assessment portfolio, assessment samples, assessment data samples with feedback, lesson reflection, data analysis, and reflection.

**Who Scores the Assignment: College Supervisor**

**Expected Level of Performance**: “2” on all indicators

**Remediation Instructions:**Resubmission of unmet indicators in revised lesson plan.

**Standards:** ACTS/INTASC 1, 2, 4, 6; ISTE 5b

**Grading Rubric Title: Lesson Plan Rubric**

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| --- | --- |
| Subject |  |
| Standard: | ALCOS Standard: |
| Objective: | Student(s) will be able to… |
| Materials: |  |
| Plan: (Include sequence and pacing, transitions, multiple, different strategies, problem-solving, modeling strategy, opportunities for students to practice, opportunity for collaboration, questions, accommodations) |  |
| Assessment: (include the assessment with the plan, summative/formative, information about how you will document assessment info., and assessment criteria) |  |
| Teacher Notes and Reflection: |  |