**Title: Birmingham-Southern College- ACTS Key Assessment #4 Effect on Student Learning**

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

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 3, Emerging, on the rubric.**

**Rational/Purpose:**

The candidate’s lesson plans, assessments, artifacts, and reflection will be assessed to determine the candidate’s effect on student learning.

**Scoring Process for Evaluators:** The candidate’s *lesson plans, assessments, artifacts, and commentary* will be assessed by college supervisor using the ACTS Key Assessment #4 Rubric, Effect on Student Learning.

**KA #4- Effect on Student Learning Rubric**

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

**Expected Performance**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Elements (Criteria)**  **ACTS/INTASC Standards** | **Level 4**  **Innovating** | **Level 3**  **Applying** | **Level 2**  **Emerging** | **Level 1**  **Unacceptable** |
| **1. Lesson Plan: Candidate**  **develops/selects assessments for instruction-informal and formal, ACTS/INTASC 6, Assessment** | 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. |
| **2. Justification of Learning Segment Plan for learner development ACTS/INTASC 1 Learner Development** | Teacher candidate specifically explains why learning tasks are appropriate based on learner development, using examples from assessment data, student’s prior academic learning and personal assets. | Teacher candidate justifies why learning tasks are appropriate based on learner development using examples from student’s assessment data, prior academic learning OR personal assets. | Teacher candidate justifies learning tasks with limited attention to assessment data, student’s prior academic learning OR personal assets. | Teacher candidate’s justification of learning tasks is either missing OR represents a deficit view of the student and his/her background. |
| **3. Justification of Learning Segment Plan for learner differences ACTS/INTASC 2 Learning Differences** | Teacher candidate specifically explains why learning tasks are adapted for each learner based on their learning differences within the group, using examples of learner development from assessment data, student’s prior academic learning and personal assets. | Teacher candidate justifies why learning tasks are adapted based on learning differences using examples of learner development from student’s assessment data, prior academic learning OR personal assets. | Teacher candidate justifies learning tasks with limited attention to assessment data, student’s prior academic learning OR personal assets. | Teacher candidate’s justification of learning tasks is either missing OR represents a deficit view of the student and his/her background. |
| **4. Explanation of Assessments included in Learning Segment, ACTS/INTASC 6, Assessment** | Lesson plans include assessments that provide multiple forms of evidence to monitor students’ use of the plans’ objectives throughout the learning segment. | Lesson plans include assessments that provide evidence to monitor student’s use of the plans’ objective during the learning segment. | Lesson plans include assessments that provide limited evidence to monitor students’ use of the plans’ objective 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. |
| **5. Analysis of Student Learning, ACTS/INTASC 6, Assessment** | 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. |
| **6. Providing Feedback to Guide Further Learning, ACTS/INTASC 6, Assessment** | 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 |
| **7. Analyzing Student’s Language Use and Content Learning**  **ACTS/INTASC 6, Assessment** | 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. |
| **8. Reflection of Using Assessment to Inform**  **Instruction, ACTS/INTASC 9, Professional 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 plan a series of 3-5 connected lessons based on assessment data and pre-test data.
* Candidates will create an assessment portfolio consisting of **all** blank assessments or descriptions of informal assessments (both formative and summative), data and analysis of assessment data that informed teaching decisions (both whole and small group assessments), copies of the actual student work with feedback provided. Each lesson must include some type of assessment and assessment data to inform all pedagogy.
* Candidates will provide a written description of what the assessment information indicated about the intervention student using specific examples from the assessment data.

**Address Each of the Following Prompts for your Commentary-**

1. Describe the school, classroom, and students you are teaching. Include specific information regarding each student (i.e., Does the student have an IEP or 504 to address *linguistic, cognitive, physical, or social-*emotional concerns? Is the student an at risk learner? Is the student an Emergent Bilingual?
2. Describe the specific standards, objectives used for your 3-5 lesson plans. These lessons should be scheduled during one week. Describe and include a blank copy of the assessments used during this learning segment. If the assessment is not a separate document, describe the assessment, how the data was collected, and how the data was analyzed. Assessments must be *developmentally appropriate* and aligned with lesson objectives. Provide a graphic (table or chart) or narrative that summarizes the student learning for your students.
3. Include the whole class summary of the data from the pre-test and specific work samples of 3-5 student who will comprise your small group. Look for learner development, individual and group differences, trends, common errors, and justify why this small group needs further instruction. This along with blank assessments and copies of each of the small group participants’ individual work WITH your feedback will comprise your Assessment Portfolio. Feedback to learners should be specific, appropriate to the age of the learner and addresses both the strengths and needs of a learner.
4. What are your next teaching steps specifically targeted to the specific needs of the intervention students (small group). These next teaching steps must be specifically connected with research and/ theory of human development, learning, and learner differences.
5. Reflect on your teaching and the teaching-learning cycle. How did your lessons effect your students’ learning? You must provide specific evidence to ground your thinking.
6. Based on this teaching segment, what are your personal strengths and weaknesses, identify relevant areas for improvement and specific actions that might impact your practice.

The candidate’s lesson plans, assessment portfolio, assessment samples, assessment data samples with feedback, lesson reflection, data analysis, and commentary will be assessed using the KA #4 Effect on Student Learning Rubric.

**Who Scores the Assignment: College Supervisor**

**Expected Level of Performance**: “3” on all indicators

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

**Standards:** ACTS/INTASC 1, 2, 4, 6

**Grading Rubric Title: Lesson Plan Rubric**

|  |  |
| --- | --- |
| Subject |  |
| Standard: | ALCOS Standard: |
| Objective: | Student(s) will be able to… |
| Materials, Including Technology: |  |
| 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: |  |