**Title: Birmingham-Southern College- Key Assessment #3 Lesson Planning Assessment, Special Education**

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

Key Assessment #3, Lesson Planning Assessment for Special Education will be evaluated during the following courses:

EPY 320, Educational Psychology

**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 and observed instruction will be assessed using the KA #3, Lesson Planning Assessment. The lessons and instruction will be evaluated according to the InTASC Standards, ISTE Standards, and ALSDE Special Education Standards as displayed by candidate.

The purpose of the child study project is to connect learning theories and authentic classroom practice for all learners.  Candidates will be assigned a local elementary child who is underperforming, at-risk for academic failure, or has an IEP.  The time spent in the schools may be a combination of observation in child’s classroom, work with the assigned child, or a group of children.  The candidates will assess student with formal and informal assessments, collaborate with cooperating teacher, and develop at least 5 related lessons. Lessons will be implemented in 5 consecutive weeks.  Candidates must write lesson plans, including informal and formal assessment strategies and evaluation of each lesson taught.   All lesson plans must be pre-approved by the cooperating teacher and college instructor (prior to the day taught) and must include appropriate strategies, accommodations, and assessment techniques for all students. Lesson plans clearly demonstrateapplication of technology to instruct, assess and support all learners.  In addition, it must include specific state objectives, description of lesson and expectations, a variety of assessments (formative and summative), data collection and reflection following implementation

* Standards InTASC 1, 2, 5, 6, 7, 8; ISTE 5a and 5b
* Specific attention must be paid to the Special Education Standards, 1.1.1, 2.1.1, 4.1.1, 4.1.2, 5.1.1.

**Scoring Process for Evaluators:** The candidate’s lesson plans and assessments will be submitted to Instructor. Use the KA #3, Lesson Planning Assessment Rubric to evaluate the planning of instruction.

**KA #3, Lesson Planning Assessment Rubric**

**Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Expected Performance**

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| --- | --- | --- | --- | --- |
| **Elements (Criteria)**  **INTASC Standards** | **Level 4**  **Innovating** | **Level 3**  **Applying** | **Level 2**  **Emerging** | **Level 1**  **Unacceptable** |
| **1. Understanding of Learners**  **INTASC Standard 1** | Teacher candidate demonstrates an understanding of growth and development, and designs and implements developmentally appropriate and challenging learning experiences | Teacher candidate demonstrates an understanding of growth and development and designs and implements appropriate but not necessarily challenging learning experiences. | Teacher candidate demonstrates a limited understanding of growth and development. Lesson designs reflect this lack of understanding. | Teacher candidate shows no evidence of understanding growth and development. Lesson designs are not developmentally appropriate or challenging. |
| **2. Knowledge of Individual Learning Differences**  **INTASC Standard 1** | Teacher candidate demonstrates an understanding that patterns of learning vary individually within cognitive, linguistic, social, emotional, and physical growth. | Teacher candidate demonstrates an understanding that patterns of learning vary individually in at least three domains (cognitive, linguistic, social, emotional, physical) | Teacher candidate demonstrates a limited understanding that patterns of learning vary individually. This is demonstrated in two or less domains (cognitive, linguistic, social, emotional, physical) | Teacher candidate does not show evidence of understanding that patterns of learning vary individually within cognitive, linguistic, social, emotional, and physical growth. |
| **3. Understanding learning differences and diversity**  **INTASC 2, 7** | Teacher candidate uses knowledge of learner differences and diverse cultures and communities in planning for instruction to ensure inclusive learning environments. | Teacher candidate uses knowledge of learner differences or diverse cultures and communities in planning for instruction to ensure inclusive learning. | Teacher candidate uses knowledge of learner differences or diverse cultures and communities in planning for instruction but does not ensure inclusive learning. | Teacher candidate does not use knowledge of learner differences or diverse cultures. |
| **4. Knowledge of Students to encourage deep learning**  **INTASC 2** | Teacher candidate uses knowledge of learners to enable each learner to meet high standards. | Teacher candidate uses knowledge of learners to enable students to meet standards. | Teacher candidate uses knowledge of learners to enable students to partially meet standards. | Teacher candidate does knowledge of learners to enable students to meet standards. |
| **5. Planning for Rigorous Instruction**  **INTASC Standard 7** | Teacher candidate demonstrates a strong and accurate understanding of content and the ability to plan instruction to support students to meet rigorous learning goals. | Teacher candidate demonstrates an accurate understanding of content and the ability to plan instruction to support students to meet learning goals. | Teacher candidate demonstrates some understanding of content but is unable to plan instruction to support students to meet learning goals. | Teacher candidate does not demonstrate an accurate understanding of content or have the ability to plan for rigorous instruction. |
| **6. Application of Content to All Learners,**  **INTASC 5, 7** | Teacher candidate clearly demonstrates an understanding of connected curricula concepts and differing perspectives to engage all learners. | Teacher candidate demonstrates some understanding of connected curricula concepts and differing perspectives to engage all learners. | Teacher candidate demonstrates limited understanding of connected curricula concepts and differing perspectives to engage all learners. | Teacher candidate does not demonstrate an understanding of connected curricula concepts and differing perspectives to engage all learners. |
| **7. Knowledge of Instructional Strategies,**  **INTASC 8** | Teacher candidate demonstrates a clear understanding of planning a variety of appropriate learning strategies to actively engage learners to develop content area knowledge in meaningful ways. | Teacher candidate demonstrates some understanding of planning a variety of appropriate learning strategies to actively engage learners to develop content area knowledge in meaningful ways. | Teacher candidate demonstrates limited understanding of planning a variety of appropriate learning strategies to actively engage learners to develop content area in meaningful ways. | Teacher candidate does not demonstrate an understanding of planning a variety of appropriate learning strategies to actively engage learners to develop content areas in meaningful ways. |
| **8. Critical Thinking, Creativity, and Problem Solving, INTASC 5** | Teacher candidate provides multiple opportunities to engage learners in critical thinking, creativity, and collaborative problem solving related to local and global issues. | Teacher candidate provides some opportunities to engage learners in critical thinking, creativity, and collaborative problem solving related to local and global issues. | Teacher candidate provides limited opportunities to engage learners in critical thinking, creativity, and collaborative problem solving related to local and global issues. | Teacher candidate does not provide opportunities to engage learners in critical thinking, creativity, and collaborative problem solving related to local and global issues. |
| **9. Develops/ selects assessments for instruction-informal and formal,**  **INTAC 6** | Candidate plans include 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. |
| **10. Technology, ISTE 5b** | Teacher candidate uses a variety of appropriate content-specific technology in lesson series. | Teacher candidate uses appropriate content-specific technology in lesson series. | Teacher candidate uses content-specific technology in lesson series, but the use is distracting, inappropriate, or ineffective. | Teacher candidate does not use any technology in lesson series. |
| **ISTE Standard 5a Technology** | Lesson plans use technology to create, adapt, and personalize learning experiences that foster independent learning and accommodate learner differences and needs. | Lesson plans use technology to create, adapt, OR personalize learning experiences that foster independent learning OR accommodate learning differences and needs. | Lesson plans do not use technology in ways which foster independent learning and accommodate learner differences and needs. | Lesson plans do not use technology. |
| **Special Education Standards** | | | | |
| 1. Diverse Learners SE1.1.1  Understand how language, culture, and family background influence the learning of individuals with exceptionalities. | Lesson plans include specific information regarding attention to diverse learners, including specific questions and scaffolds for students who have language challenges and/or are emergent bilingual. Candidate demonstrates understanding of the impact of language, culture, family background and home/community structures by articulating how these factors can impact student outcomes and specific strategies to support these students. | Lesson plans include some information regarding attention to diverse learners, specific questions and scaffolds for students who have language challenges and/or are emergent bilingual. Candidate somewhat addresses the impact of language, culture, family background and home/community structures by articulating how these factors can impact student outcomes and general strategies to support these students. | Lesson plans include some information regarding diverse learners but does not include specific questions and scaffolds for students with language needs. Candidate generally addresses the impact of language, culture, family background and home/community structures but does not give any specific strategies to support these students. | Lesson plans do not include information regarding diverse learners. |
| 2.Collaborative Learner SE 5.1.1  Consider an individual’s abilities, interests, learning environments, and cultural and linguistic factors in the selection, development, and adaptation of learning experiences for individuals with exceptionalities. (Instructional strategies include intervention used in academic and specialized curricula.) | Lesson plans include learning activities that follow a coherent sequence, are aligned to IEP goals, and are designed to engage students in high-level cognitive activity appropriate to the student’s educational needs. Instructional strategies include interventions used in academic and specialized curricula. Instructional groups are varied appropriately, with some opportunity for student choice. | Lesson plans mostly include learning activities that are aligned with the goals outlined in the IEP and the learning progression is organized in a manner that is suitable to students with exceptionalities. Instructional activities have been designed to incorporate the abilities, interests, learning environments, and cultural and linguistic factors of students with exceptionalities. | Lesson Plans include some learning activities and materials that are aligned with the goals established by the IEP or the abilities, interests, preferred learning environments, or cultural/linguistic factors of individuals with exceptionalities | Lesson Plans rarely include considerations of an individual’s IEP goals, abilities, interests, preferred learning environments, or cultural/linguistic factors in developing learning activities. |
| 3.Collaborative Learning SE 2.1.1  Collaborate with general educators and other colleagues to create safe, inclusive, culturally responsive learning environments to engage individuals with exceptionalities in meaningful learning activities and social interactions. | In addition to the characteristics listed in the level 3 ->, lesson plans clearly incorporate input from others and demonstrate high expectations and confidence in student abilities and outcomes. | Lesson plans demonstrate collaboration with other professionals in an effort to create safe, inclusive, culturally responsive learning environments in which to engage individuals with exceptionalities in meaningful learning activities and social interactions. As evidenced by a classroom climate that celebrates differences, curriculum that is flexible to meet the needs of all students, and differentiated instruction and assessment methods that meet the needs of all students. | Lesson plans demonstrate some use of information gathered from colleagues and other service providers when establishing/ reinforcing classroom climate, sensitivity to differences in instructional strategies and assessment tools, and curricular activities that reflect student differences. | Lesson plans demonstrate little to no use of information gathered from colleagues and other service providers when establishing/ reinforcing classroom climate, sensitivity to differences in instructional strategies and assessment tools, and curricular activities that reflect student differences. |
| 4.Assessment Use  SE 4.1.1  Select and use technically sound formal and informal assessments that minimize bias. | Lesson plans demonstrate an essential understanding of informal or formal assessment as it is used to make decisions about instruction and/or to measure the achievement of students with exceptionalities. Assessment criteria and standards are clear. The candidate uses formative assessment throughout the instructional process to identify and address student misconceptions. AND teacher candidate uses assessment methodologies that have been adapted for individual students as the need has arisen. The approach to using formative assessment is well designed and includes student as well as teacher use of the assessment information. | Lesson plans demonstrate an essential understanding of informal or formal assessment as it is used to make decisions about instruction and/or to measure the achievement of students with exceptionalities. Assessment criteria and standards are clear. The candidate uses formative assessment throughout the instructional process to identify and address student misconceptions. | Lesson plans use assessment procedures that are partially congruent with instructional outcomes. The candidate’s approach to using formal and informal assessment is basic, addressing only some of the instructional outcomes, or formative assessment is not used consistently to identify and address student misconceptions | Lesson plans do not demonstrate a sound understanding of informal or formal assessment used to guide instruction or measure student achievement. |
| 5.Assessment Interpretation  SE 4.1.2  Use knowledge of measurement principles and practices to interpret assessment results and guide educational decisions for individuals with exceptionalities | In addition to characteristics listed under level 3, lesson plans employ well-developed strategies for using formative assessment to inform ongoing and subsequent instruction. | Lesson plans demonstrate the ability to use assessments to guide instructional outcomes and develop IEP goals. Lesson plan assessment criteria and standards are clear, and formative assessment is utilized effectively. | Lesson plans demonstrate the ability to use some assessments that are congruent with instructional outcomes or IEP goals. Lesson plan assessment criteria and standards have been developed, but they are not clear. The lesson plan uses formative assessment that are rudimentary, including only some of the instructional outcomes. | Lesson plans demonstrate the use of assessments that are unrelated to instructional outcomes and/or goals on IEPs. Formative assessment is rarely, if ever used. |

Based on Lesson Planning Rubric Alabama A & M, Dr. Donna Pitts

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**

EPP Student \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Course \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Grade \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Date \_\_\_\_\_\_\_\_\_

**Directions: Candidates will be assigned an individual child or a small group of** elementary children who is underperforming, at-risk for academic failure, or has an IEP. The time spent in the schools may be a combination of observation in child’s classroom, work with the assigned child, or a group of children. The candidates will assess student with formal and informal assessments, collaborate with cooperating teacher, and develop at least 5 related lessons. Lessons will be implemented in 5 consecutive weeks.  Candidates must write lesson plans, including assessment strategies and evaluation of each lesson taught.   All lesson plans must be pre-approved by the cooperating teacher and college instructor (prior to the day taught) and must include appropriate strategies, accommodations, and assessment techniques for all students. Lesson plans clearly demonstrateapplication of technology to instruct, assess and support all learners.  In addition, it must include specific state objectives, description of lesson and expectations, a variety of assessments (formative and summative), data collection and reflection following implementation

* Standards InTASC 1, 2, 5, 6, 7, 8; ISTE 5a and 5b
* Specific attention must be paid to the Special Education standards, 1.1.1, 2.1.1, 4.1.1, 4.1.2, 5.1.1.

**Who Scores the Assignment:** Instructor

**Expected Level of Performance:** “3” on all indicators of the Key Assessment #3, Lesson Planning Rubric for Special Education

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

**Standards: INTASC: 1, 2, 5, 6, 7, 8; ISTE 5a, 5b; Special Education: 1.1.1, 2.1.1, 4.1.1, 4.1.2, 5.1.1**

**Grading Rubric Title: Lesson Plan Rubric**

|  |  |
| --- | --- |
| 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: |  |