Key Licensure Assessment #3: Ability to Plan Lessons
AYA Science: EDUC 590
Overview
Advanced Teacher Preparation Program
Educator Preparation Unit
Muskingum University

1. Description of the Assessment and Its Use in the Program

The Ability to Plan Lessons assessment serves as an assessment of a candidate’s ability to plan for instruction. The candidate is charged with selecting a set of multiple lessons or a unit of instruction from his/her clinical practice experience to include as a component of the Professional Portfolio at the conclusion of clinical practice. The Portfolio is a requirement for Clinical Practice Seminar (EDUC 590).

A lesson plan format provides the structure for this assessment. The initial directions for the lesson plan call for candidates to attend to specific candidate proficiencies stated in the conceptual framework as well as elements articulated in the standards of the National Science Teachers Association (NSTA). The lesson plan format guides the candidate in writing lesson plans. The sections of the lesson plan format are: (1) learning goals, (2) student background knowledge and experiences used in planning, (3) instructional procedures, including teaching methods and student groupings, (4) resources and materials, (5) lesson sequence, (6) assessment/evaluation, and (7) adaptations. After the candidate has taught the lesson using the selected lesson plan written for this assessment, s/he is expected to reflect (Section 8) on the achievement of students, what worked and did not work, and how one might account for the performance of individuals and groups of students.

This Key Licensure Assessment #3 is accompanied by Key Program Assessment #6. Both focus on the Ability to Plan Lessons. One portfolio product is developed for these two assessments, using the directions noted below. The product is then assessed using two different scoring guides – the Key Licensure Assessment is aligned with the standards of the respective specialized professional association (SPA) while the Key Program Assessment is aligned with candidate proficiencies of the conceptual framework.

To exit the licensure program at Gateway 3, a candidate must complete Key Licensure Assessments #3 - #7 (Ability to Plan Lessons, Clinical Practice, Effect on Student Learning, Professional Knowledge and Skills, and Safety Inquiry Activity Project) with at least 80% of the elements of the NSTA standards across the five assessments rated at meets element and no element rated unacceptable.

2. Description of How the Assessment Specifically Aligns with the National Science Teachers Association (NSTA) Standards (2010)

The following elements of the NSTA standards are evaluated through this key licensure assessment.

<table>
<thead>
<tr>
<th>NSTA Element #</th>
<th>NSTA Element Description</th>
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<tbody>
<tr>
<td>1c</td>
<td>Show an understanding of state and national curriculum standards and their impact on the content knowledge necessary for teaching P-12 students.</td>
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<tr>
<td>2a</td>
<td>Plan multiple lessons using a variety of inquiry approaches that demonstrate their knowledge and understanding of how students learn science.</td>
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<td>2b</td>
<td>Include active inquiry lessons where students collect and interpret data in order to develop and communicate concepts and understand scientific processes, relationships and natural patterns from empirical experiences. Applications of science-specific technology are included in the lessons when appropriate.</td>
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3. The Assessment Instrument

Professional Portfolio

Ability to Plan Lessons Assignment Guidelines

As you complete the following, refer to the scoring guide for Key Licensure Assessment #3 and the scoring guide for Key Program Assessment #6 to ensure that you include all expectations for this assessment.

Purpose of the Assignment

The purposes of the Ability to Plan Lessons assessment are to demonstrate your ability to:

1. plan a set of multiple lessons or a unit of instruction that focuses on the NSTA elements noted in Section 2 above and that demonstrates you possess the content knowledge, pedagogical knowledge, and pedagogical content knowledge necessary to provide effective instruction for all students.

2. develop differentiated learning goals, learning activities, and assessments that are appropriate for each student.

3. make adaptations (accommodations and modifications) when additional intervention is needed.

4. use varied assessments to inform instruction, evaluation, and ensure student learning.

5. plan and deliver effective instruction that advances the learning of each individual student.

6. use your knowledge of: (a) young children’s characteristics and needs and (b) multiple interacting influences on young children’s development and learning to create environments that are healthy, respectful, supportive, and challenging for all children.

7. integrate your understanding of: (a) children and families, (b) relationships with children and families; (c) developmentally effective approaches to teaching and learning; and (d) academic disciplines to design, implement, and evaluate experiences that promote positive development and learning for all children.
Directions

(1) use the adopted lesson plan format for the Ability to Plan Lessons assessment

(2) create lesson plan addressing each section of the lesson plan format

(3) teach the lesson

(4) reteach the lesson, as necessary

(5) reflect on the lesson taught

Ability to Plan Lessons Lesson Plan Format revised 1/3/12
Teacher _______________________________ Subject _____________ Grade ______

I. Learning Goals
Ohio Academic Content Standard(s):

Benchmark(s):

Indicator(s):

OR Common Core:

Domain(s):

Standard(s):

Describe the interconnections among the components of the content within the discipline and the relationship of the content to at least two other content areas. Specifically describe how the content taught in your lesson relates to at least two other content areas.

What will your students know and be able to do at the end of this lesson?

II. Student Background Knowledge and Experience

What prior knowledge and skills do students need in order to be successful in reaching the goals of this lesson?

How do you know if students have the knowledge and skills they need in order to be successful?

How will you use or accommodate the diverse experiences that your students bring to class (gender, race/ethnicity, English language proficiency, economic status, exceptionalities, skill level, learning styles)?

III. Instructional Procedures
Content summary, including concepts and essential understandings:

Teaching methods:
IV. **Classroom Environment**
Identify the components of the classroom environment (room arrangement, grouping patterns, learning resources, and materials) needed for teaching the entire planned lesson. Provide a strong rationale for each of the environmental decisions made.

Room arrangement (with rationale provided):
Grouping patterns (with rationale provided):
Learning resources, including technology (with rationale provided):

V. **Instructional Activities**
Lesson sequence (include important questions to ask students). **Time Allotted**
Provide a **thorough** description of each:

Opening:
Main Activities:
Closing:

VI. **Assessment/Evaluation**
How will you know if each student has met the learning goals? Attach assessments and assessment criteria.

VII. **Adaptations**
Modifications: If lesson objective and/or significant content need to be changed
Accommodations: If other components of lesson need to be changed

<table>
<thead>
<tr>
<th>Student Name</th>
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<tbody>
<tr>
<td>What needs are you addressing for this student in this lesson?</td>
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<tr>
<td><strong>Learning Goals</strong></td>
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<tr>
<td>Modification to indicator and/or what student will be expected to know or do</td>
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<td><strong>Teaching Methods</strong></td>
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<td><strong>Student Activities</strong></td>
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<td><strong>Student Materials</strong></td>
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<tr>
<td><strong>Assessment/Evaluation</strong></td>
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VIII. **Reflection (if lesson is taught):**
If you could teach this lesson again, what would you do the same? What would you do differently? Which individual or group did particularly well? How do you account for this performance? What might you try in the future with this individual or group? Which individual or group appeared to be having problems? How do you account for this performance? What might you try in the future with this individual or group?