Key Licensure/Endorsement Assessment #3: Ability to Plan Lessons

Intervention Specialist: Gifted – EDUC 549

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 in gifted and talented education. The candidate is charged with selecting one of his/her clinical practice lesson plans to include as a component of the Professional Portfolio at the conclusion of clinical practice. The Portfolio is a requirement for the Gifted and Talented Seminar (EDUC 549).

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 selected elements articulated in the standards of the National Association for Gifted Children (NAGC) – Council for Exceptional Children (CEC) Teacher Knowledge & Skill Standards for Gifted and Talented Education. The sections of the lesson plan format are: (1) learning goals, (2) student background knowledge and experience, (3) instructional procedures, (4) classroom environment, (5) instructional activities, (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/Endorsement 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 one product is then assessed using the corresponding scoring guides. The Key Licensure/Endorsement 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/endorsement program at Gateway 3, a candidate must complete Key Licensure/Endorsement Assessments #1 and #3 - #8 (Assessment of Content Knowledge Assessment, **Ability to Plan Lessons**, Clinical Practice, Effect on Student Learning, Selected Skills Assessment I, Selected Skills Assessment II, and Selected Skills Assessment III) with at least 80% of the elements of the National Association for Gifted Children (NAGC) – Council for Exceptional Children (CEC) Teacher Knowledge & Skill Standards for Gifted and Talented Education across the seven assessments rated at *meets element* and no element rated *unacceptable*. Furthermore, a candidate must complete Key Licensure/Endorsement Assessment #2: Course Grades-Based Evidence Assessment with grades of B- or higher.

2. **Description of How the Assessment Specifically Aligns with the National Association for Gifted Children (NAGC) – Council for Exceptional Children (CEC) Teacher Knowledge & Skill Standards for Gifted and Talented Education**

The following knowledge and skill elements of the National Association for Gifted Children (NAGC) – Council for Exceptional Children (CEC) Teacher Knowledge & Skill Standards for Gifted and Talented Education are evaluated through this key licensure/endorsement assessment.
| Element 2.K.1: Cognitive and affective characteristics of individuals with gifts and talents, including those from diverse backgrounds, in intellectual, academic, creative, leadership, and artistic domains. |
| Element 3.K.2: Academic and affective characteristics and learning needs of individuals with gifts, talents, and disabilities. |
| Element 3.K.3: Idiosyncratic learning patterns of individuals with gifts and talents, including those from diverse backgrounds. |
| Element 3.S.1: Integrate perspectives of diverse groups into planning instruction for individuals with gifts and talents. |
| Element 4.K.1: School and community resources, including content specialists, which support differentiation. |
| Element 4.K.2: Curricular, instructional, and management strategies effective for individuals with exceptional learning needs. |
| Element 4.S.2: Apply higher-level thinking and meta-cognition models to content areas to meet the needs of individuals with gifts and talents. |
| Element 4.S.4: Pre-assess the learning needs of individuals with gifts and talents in various domains and adjust instruction based on continual assessment. |
| Element 5.S.3: Create safe learning environments for individuals with gifts and talents that encourage active participation in individual and group activities to enhance independence, interdependence, and positive peer relationships. |
| Element 7.K.3: Curriculum emphases for individuals with gifts and talents within cognitive, affective, aesthetic, social, and linguistic domains. |
| Element 7.S.1: Align differentiated instructional plans with local, state/provincial, and national curricular standards. |
| Element 7.S.2: Design differentiated learning plans for individuals with gifts and talents, including individuals from diverse backgrounds. |
| Element 7.S.4: Select curriculum resources, strategies, and product options that respond to cultural, linguistic, and intellectual differences among individuals with gifts and talents. |
| Element 8.S.3: Develop differentiated curriculum-based assessments for use in instructional planning and delivery for individuals with gifts and talents. |
| Element 8.S.4: Use alternative assessments and technologies to evaluate learning of individuals with gifts and talents. |
3. **Assessment Instrument**

**Professional Portfolio**

**Ability to Plan Lessons Assignment Guidelines**

*As you complete the following, refer to the scoring guide for Key Licensure/Endorsement 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 lessons that demonstrate you possess the content knowledge, pedagogical knowledge, and pedagogical content knowledge necessary to provide effective instruction for students with gifts and talents, taking into consideration the perspectives of diverse groups; the cognitive and affective characteristics of individuals with gifts and talents, including those from diverse backgrounds, in intellectual, academic, creative, leadership, aesthetic, social, and linguistic domains; the academic and affective characteristics and learning needs of individuals with gifts, talents, and disabilities; and the idiosyncratic learning patterns of individuals with gifts and talents, including those from diverse backgrounds.

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

3. make adaptations (accommodations and modifications) when needed.

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

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

6. use your knowledge of (a) the characteristics and needs of students with gifts and talents and (b) multiple interacting influences on student development and learning to create environments that are healthy, respectful, supportive, and challenging for students with gifts and talents.

7. integrate your understanding of: (a) students and families, (b) relationships with students and families; (c) developmentally effective approaches to teaching and learning for students with gifts and talents; and (d) academic disciplines to design, implement, and evaluate experiences that promote positive development and learning for students with gifts and talents.
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 to those students who did not meet the learning goals; and

(5) reflect on the lesson taught.

NOTE: Upon completion of this assignment, it will be evaluated holistically, using the Scoring Guide for the assessment; that is, the assignment will NOT be evaluated piece by piece, but rather how the pieces fit together as a whole and how the whole then meets the expectations called for in the Scoring Guide.
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. In other words, thoroughly 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 (exceptionalities, gender, race/ethnicity, English language proficiency, economic status, skill level, learning preferences)?

III.  Instructional Procedures

Content summary, including concepts and essential/enduring understandings:

Differentiated curricular, instructional, and management strategies effective for individuals with exceptional learning needs, including those from diverse backgrounds:
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 that creates a safe learning environment (provide rationale):

Grouping patterns that encourage active participation in individual and group activities that enhance independence, interdependence, and positive peer relationships (provide rationale for each grouping pattern):

Learning resources, strategies, product options, and technologies that support differentiation and that respond to cultural, linguistic, and intellectual differences among individuals with gifts and talents (provide rationale for each resource, strategy, product option, and technology):

V. Instructional Activities

Lesson sequence, including the application of higher-level thinking and meta-cognition models. Provide a thorough description of each:

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<th>Time Allotted</th>
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Opening:

Main Activities:

Closing:

VI. Assessment/Evaluation

Pre-assess the learning needs of individuals with gifts and talents in various domains and use on-going formative, including the use of alternative assessments, differentiated assessments, and technologies, to determine whether students have met the learning goals (attach assessments and assessment criteria).
VII. Adapations

Use assessment data to plan and adjust instruction:

Make modifications if lesson objective and/or significant content need to be changed AND make accommodations if other components of lesson need to be changed.

<table>
<thead>
<tr>
<th>Student Name</th>
<th>Learning Goals</th>
<th>Teaching Methods</th>
<th>Teaching Materials</th>
<th>Student Activities</th>
<th>Student Materials</th>
<th>Assessment/Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>What needs are you addressing for this student in this lesson?</td>
<td>Modification to indicator and/or what student will be expected to know or do</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?