Key Licensure Assessment #3: Ability to Plan Lessons  
Health Education: 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 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 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 key elements articulated in the standards of the American Association for Health Education (AAHE). 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 - #6 (Ability to Plan Lessons, Clinical Practice, Effect on Student Learning, and Comprehensive School Health Education Project) with at least 80% of the AAHE key elements across the four assessments rated at meets key element and no key element rated unacceptable.

2. **Description of How the Assessment Aligns with the American Association for Health Education (AAHE) Standards (2008)**

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

<table>
<thead>
<tr>
<th>Standard III: Planning</th>
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<tbody>
<tr>
<td><strong>Key Element A:</strong> Candidates design strategies for involving key individuals and organizations in program planning for School Health Education</td>
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<td><strong>Key Element B:</strong> Candidates design a logical scope and sequence of learning experiences that accommodate all students</td>
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<td><strong>Key Element C:</strong> Candidates create appropriate and measurable learner objectives that align with assessments and scoring guides</td>
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<td><strong>Key Element D:</strong> Candidates select developmentally appropriate strategies to meet learning objectives</td>
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Key Element E: Candidates align health education curricula with needs assessment data and the National Health Education Standards

Key Element F: Candidates analyze the feasibility of implementing selected strategies

3. **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 lessons that demonstrate 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, evaluate, 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
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

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<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>Learning Goals</td>
<td>Modification to indicator and/or what student will be expected to know or do</td>
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<tr>
<td>Teaching Methods</td>
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<td>Student Activities</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?