Key Licensure Assessment #3: Ability to Plan Lessons
Multi-age Visual Arts: EDUC 627
Overview
Graduate Initial 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 & Professional Development Seminar (EDUC 627).

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 Multi-Age Visual Arts Modified Ohio/ National Association of Schools of Art and Design (NASAD) Grades PreK-12 Program Standards (2007). 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 4, a candidate must complete Key Licensure Assessments #3 - #5 (Ability to Plan Lessons, Clinical Practice, and Effect on Student Learning) with at least 80% of the indicators of the Multi-Age Visual Arts Modified Ohio/ National Association of Schools of Art and Design (NASAD) Grades PreK-12 Program Standards (2007) across the three assessments rated at meets indicator and no indicator rated unacceptable.

2. **Description of How the Assessment Specifically Aligns with the Multi-Age Visual Arts Modified Ohio/ National Association of Schools of Art and Design (NASAD) Grades PreK-12 Program Standards (2007)**

The following indicators of the Multi-Age Visual Arts Modified Ohio/ National Association of Schools of Art and Design (NASAD) Grades PreK-12 Program Standards (2007) are evaluated through this key licensure assessment.

**Standard 6: Instructional Strategies**

Candidates plan learning experiences based on knowledge of subject matter, the students, the community, clear curriculum goals, the Ohio Visual Art Academic Content Standards. They understand and use a variety of instructional strategies to encourage students’ development of critical thinking, problem solving and performance skills.

- **Indicator 6.1:** develop lessons that address the needs of diverse learners
- **Indicator 6.2:** become familiar with relevant aspects of students’ background knowledge and experiences
- **Indicator 6.4:** demonstrate an understanding of the connections between the content that was learned previously, the current content, and the content that remains to be learned in the future
Indicator 6.5: create or select teaching methods, learning activities, and instructional materials or other resources that are appropriate for the students that are aligned with the objectives of that lesson

Indicator 6.6: make instructional objectives that are clearly understandable for students

Indicator 6.10: collaborate with others in designing interdisciplinary learning experiences for students

Standard 7: Teaching Competencies – Candidates connect an understanding of educational processes and structures with an understanding of relationships among the arts, sciences, and humanities, and apply art competencies in teaching situations and integrate art/design instruction into the total process

Indicator 7.1: understand child development and the identification and understanding of psychological principles of learning as they related to art education

Indicator 7.4: understand principles and methods of developing curricula and the short- and long-term instructional units that comprise them

Standard 9: Assessment – Candidates understand and use formal, informal, and authentic assessments to evaluate and improve student learning.

Indicator 9.1: assess aptitudes, experiential backgrounds, and interests of individuals and groups of students and devise learning experiences to meet assessed needs

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

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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| **Learning Goals**
Modification to indicator and/or what student will be expected to know or do | | | |

| Teaching Methods | | | |
| | | | |
| Teaching Materials | | | |
| | | | |
| Student Activities | | | |
| | | | |
| Student Materials | | | |
| | | | |
| Assessment/Evaluation | | | |

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?