

ASSESSMENT 3
LESSON PLAN

Sample #10

ATTACHMENT 3
ASSESSMENT 3 – NARRATIVE

- 1. Description of the assessment and its use in the program.** The lesson plan format and scoring guide are used by both undergraduate and MAT candidates in multiple experiences and classes in the program. This allows candidates to master a specific planning format and apply that format across multiple teaching opportunities as they progress through the program. The key areas on the lesson plan are: contextual information, lesson objectives; teacher objectives; instructional plan; transition/management; assessments; lesson closure; safety and technology, and resources. Lessons must include all the identified components and are evaluated using the same scoring guide. All lesson plans are assessed in conjunction with the teaching of the lesson. Both the planning of the lesson and the implementation of the lesson are evaluated. The three undergraduate classes in which data collections occur are: PHED 348 – Elementary Methods; PHED 394 – Field Work; and EDUC 475 – Internship. The three MAT classes in which data collections occur are: PHED 670 – Elementary Methods; PHED 692 – Field Work, and EDUC 690 – Internship.
- 2. Alignment of the assessment to the standards:** The chart below provides alignment of the lesson plan components with the NASPE/NCATE standards and elements.

Part of the Lesson Plan Format	Alignment with NASPE/NCATE Standards
Lesson Objectives	3.2 and 4.6
Instructional Plan	3.3, 3.4, 3.5, 3.6, 3.7, and 4.2
Transition/Management	4.5
Assessment	5.1 and 5.2
Safety/Technology/Special Considerations	3.7 and 4.5

- 3. Analysis of data:**
Undergraduate: There are four areas where at least one candidate scored at the unacceptable level in PHED 348 or PHED 349. The areas of concern were contextual factors (25%); lesson objectives linked to the affective domain and social and personal behaviors (25%); instructional planning related to adaptation and accommodation (25%); and instructional planning relating to progressive and sequential instruction (25%). By the internship semester, these weaknesses have been addressed. Areas were the majority

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of candidates are performing at the acceptable levels during the internship are: Lesson objectives (60%), adapting and accommodating (60%); progressive and sequential (80%), use of technology (80%), transition and management (60%), and assessment (60%).

MAT: MAT candidates excel in the following categories based on 100% of the candidates scoring at the target level during the internship experience in the areas of: 1) objective writing (5 of 6 categories), 2) context, and 3) maintaining a physically and psychologically safe environment during the internship experience. Areas were 67% of the candidates scored in the acceptable level during the internship semester are: 1) instructional plan using technology and 2) adapting and accommodating student differences during. In all other categories, the majority of candidates (67%) were at the target level during the internship experience.

4. **Interpretation of data:**

Undergraduate: Based on the data from the internship semester, candidates are meeting elements 3.2 through -3.7, 4.2, 4.5, 5.1, and 5.2. Specific areas of strength are lesson objectives that are developmentally appropriate (100% at target), instructional plan relating to an identifiable opening/closing (100% at target), and safety (100% at target). Based on the data, areas that need to be strengthened are lesson objectives in the affective domain (80% at acceptable), instructional plan with physically and psychologically safe (80% at acceptable), and instructional plan relating to use of technology (80% at acceptable). Based on the review of the data, the faculty has modified the unit plan assignment in PHED 391 – Principles of Teaching Physical Education Curriculum & Methodology for Grades 6-12. The modified assignment will require candidates to include some form of technology as an essential component of the unit and the unit level objectives will be in the affective domain. The faculty will re-evaluate the data after this changed is made to determine if those areas have been strengthened.

MAT: Based on the data from the internship semester, candidates are meeting elements 3.2 through -3.7, 4.2, 4.5, 5.1, and 5.2. Specific areas of strength are on the six categories under objective writing where 100% of the MAT candidates are at the target level in the five of the six categories. All MAT candidates also achieve target level on the transitions and management category. One area that needs attention is the instructional planning using technology (100% at acceptable) category. PHED 671 – Special Problems in Teaching Secondary Physical Education is modifying the unit assignment to require an extensive use of technology as part of the unit to address this area.

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ATTACHMENT 3a
Description of Assignment
Required for both Undergraduate and MAT candidates

Contextual Information:

On the lesson plan form you must include the required contextual information about the class. This information includes size of the class, grade level, number of students in the class, equipment needed for the class, and the overall theme of the lesson.

Lesson Objectives:

All effective lessons begin with the creation of objectives that will lead to the meeting of unit level goals and state/national standards. Lesson objectives are central to the planning and implementing effective lessons. All objectives you create should meet the following criteria:

1. Objectives are performance based and measurable (3.2).
2. Objectives are developmentally appropriate for the grade/age levels (3.2)
3. Objectives are congruent with unit, state, and national standards (3.2).
4. All lessons should include objective(s) in the affective, motor, and cognitive domains.
5. All objectives include three of the four components (action verb, content, criteria, or conditions).
6. Each lesson has multiple objectives.
7. Objectives address a variety of student needs/interest.
8. At least one objective in each lesson should be directly linked to increasing opportunities for students to demonstrate responsible social and behaviors. (4.6)

Teacher Objectives:

For each lesson, you must identify specific behaviors you would like to improve in your teaching effectiveness. These teacher objectives are about how you will improve your effectiveness by targeting specific changes in your presentation or interactions with students. This includes behaviors concerning feedback to students, your movement in the classroom, various managerial skills, improving communications skills, or other specific behaviors that you believe will enhance your teaching effectiveness. This is the first step in becoming a reflective practitioner.

1. Teacher objectives are stated in terms of expected behaviors of the teacher.
2. Teacher objectives are specific and measurable.

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Instructional Plan:

The instructional plan is central to the planning process. In this part of the lesson plan, you outline the scope and sequence of the lesson. Part of the evaluation of your teaching effectiveness will be your ability to implement the instructional plan. Listed below are key components of the instructional plan.

1. Lesson has an identifiable opening (instant activity/preview/etc.).
2. Learning/practice tasks are directly linked to learning objectives (3.3)
3. Learning/practice tasks are explained in detail with organizational diagrams of the classroom environment.
4. Learning/practice tasks are progressive and sequential (3.6).
5. All learning/practice tasks provide active, fair, and equitable learning environments. (3.4)
6. Learning/practice tasks are safe (psychologically and physically) safe and appropriate for all students. (3.5)
7. Demonstrations of skills or concepts are planned for and implemented during the lesson. (4.2)
8. For each skill/concept taught appropriate instructional cues and prompts are identified and used. (4.2)
9. Specific plans are identified for adapting and accommodating high/low performing students or students with special needs and the plan is implemented. (3.5)
10. If appropriate for lesson objectives, plan and implement student use of technology to accomplish lesson/unit goals. At least one lesson per unit must include technology.(3.7)
11. Practice tasks include refinements, extensions, modifications (if applicable) and applications.
12. Practice tasks allow for individual differences and adaptations in starting/ending points, equipment, or grouping. (3.5)

Transition/Management:

To increase the available instructional time, teachers must plan for efficient transitions in a lesson and manage students and resources effectively.

1. Transitions are planned for, clearly described, and effectively implemented to increase instructional/activity time. (4.5)
2. Beginning and ending signals are identified and used.
3. Routines are established for such tasks as equipment distribution/collection, grouping/partnering, water breaks, etc. (4.5)
4. Rules are established and enforced to ensure an effective and equitable learning environment. (4.5)
5. The number of transitions is minimized.

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Assessment:

To determine if you have met your objectives, you must plan for and implement both formal and information assessments. Assessments can include formal pre/post assessments or simple checks for understanding throughout the lesson. All lessons should include some type of assessments so you can determine if your objectives were met or if you need to readdress the objectives in later lessons.

1. Assessments are aligned with and appropriate for lesson objectives and developmental levels. (5.1)
2. If formal assessment is conducted, a plan for recording of data is established and the protocol is followed.
3. Assessments are appropriate measures of student achievement of goals/objectives. (5.1)
4. Assessments (informal or formal) occur throughout the lesson and adjustments to lesson are made based on assessments. (5.2)

Closure:

Every lesson must have closure. Your lesson plan must include a complete description of how you will close the lesson. Remember to remind students of key skill cues or concepts taught during the lesson and preview the next lesson.

1. Plan and implement a closure which summarizes the lesson's key points, checks for student understanding, and previews the next lesson.
2. Plan and implement a closure that is directly aligned with lesson objectives.

Safety/Technology Use/Special Considerations:

Physical education teachers have students moving through large spaces often with equipment. It is the responsibility of every teacher to ensure the safety of students in the classroom, but is particularly important for physical educators. In this section you will identify how you have ensured the safety of students in your class. In addition to identifying any specific safety concerns, you should document any specific use of technology by students in this section.

1. Safety issues are planned for and specific strategies are used to ensure the safety of students. Examples include ensure the space is clear of obstacles, space is large enough for students to move freely, and rules are established on the appropriate use of equipment. (4.5)
2. Students use of technology is identified in the plan. Examples include pedometers, video cameras, polar watches, or other forms of appropriate technology.(3.7)

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Resources:

All effective teachers develop learning experiences based on the best practices and research in the discipline. These resources can include textbooks, appropriate websites, and lesson plans created and shared by other professionals in the field. In this section you cite which resources you used for the development of your lesson using APA format.

1. Resources are identified including specific page numbers or website addresses.
2. Resources are identified using APA citation rules.

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ATTACHEMENT 3b Lesson Plan Rubric

Name of Student: _____ Date: _____

Class: _____

Section of Lesson Plan	Unacceptable (1 point)	Acceptable (2 points)	Target (3 points)	Total Score
Contextual Information	At least two components of the required contextual information (class size, equipment needed, grade level, theme of lesson, etc) is missing.	All of the required components of the contextual information are included.	All of the required components of the contextual information are included and both a movement concept and skills themes are identified.	
Lesson Objectives Objectives are performance based, measurable, and contain three of the four components (action verb, content, criteria, or conditions) (3.2).	Lesson objectives use terms such as understand or learn which are neither performance based nor measurable. Only action verbs and content are identified in all the objectives.	Lesson objectives use measurable action verbs such as demonstrate, apply, or identify and are performance based. A minority of the objectives identify either a condition or criteria.	Lesson objectives are performance based and measurable and written with clarity and specificity. All objectives contain either a condition or criteria.	

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Section of Lesson Plan	Unacceptable (1 point)	Acceptable (2 points)	Target (3 points)	Score
Objectives are developmentally appropriate for the grade/age levels (3.2)	Lesson objectives are incongruent with the grade level or developmental level of students by being too easy or too difficult. Content identified in objectives is inappropriate for developmental level of students.	Lesson objectives are congruent with grade and developmental level of students. Content identified in objectives is appropriate for developmental level of students.	Lesson objectives are congruent with grade and developmental level of students. Objectives identify key content that is aligned with developmental level of students.	
Objectives are congruent with unit, state, and national standards. (3.2)	An objective is not aligned with unit, state or national standards and does not address key elements of unit, state, or national standards.	Objectives are aligned with unit, state, or national standards and address key elements of unit, state, or national standards.	Objectives are aligned with unit, state, or national standards and address key elements of unit, state, or national standards. Objectives in the lesson are related to each other.	
Lesson has multiple objectives with at least one objective in each domain of learning.	Lesson plan includes objectives in just one or two domains. Less than three objectives are identified for the lesson.	Lesson includes multiple objectives for the lesson and at least one objective in each of the domains.	Lesson includes more than one objective in at least two of the three domains and at least one objective in each domain.	
At least one objective in the affective domain is linked to students developing responsible social and personal behaviors. (4.6)	No objectives were written in the affective domain or were not linked to responsible social and personal behavior.	At least one objective was written in the affective domain and can be linked to responsible social and personal behavior.	More than one objective is written in the affective domain and can be linked to responsible social and personal behavior.	

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Teacher Objectives	Unacceptable (1 point)	Acceptable (2 points)	Target (3 points)	Score
<p>Teacher objectives are stated in terms of expected behavior and are specific and measurable.</p>	<p>No teacher objectives are identified or teacher objectives are stated in general changes in teaching behaviors.</p>	<p>Teacher objectives are stated in terms of expected behavior and are specific and measurable. TC makes an attempt to meet teacher objectives.</p>	<p>More than two teacher objectives are identified for the lesson and are stated in terms of expected behaviors. Objectives are specific and measurable. TC achieves teacher objectives.</p>	
<p>Specific plans are identified for adapting and accommodating high/low performing student or students with special needs and plan is implemented. (3.5)</p>	<p>No adaptations or accommodations are planned for or implemented in the lesson. The approach taken is one size fits all with no differentiation in instruction or practice conditions. No plan is developed for inclusion of students with special needs.</p>	<p>Specific adaptations and accommodations are planned and implemented. Both low and high performing students are given various options within the class such as varying starting/ending points, equipment or grouping. Specific plans are implemented for students with special needs that allows for effective mainstreaming of students.</p>	<p>Specific adaptations and accommodations are planned and implemented. Both low and high performing students are given numerous options within the class to extent or refine skills, change equipment, or groupings. Specific plans for students with special needs are implemented and are aligned with the student's IEP.</p>	

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Instructional Plan	Unacceptable (1 point)	Acceptable (2 points)	Target (3 points)	Score
<p>Learning environment is both physically and psychologically safe. (3.5)</p>	<p>Students are singled out during the lesson or placed in situations that could lead to personal embarrassment. TC tolerates inappropriate behavior or allows psychological bullying to occur. Space is not checked for possible safety hazards.</p>	<p>All students are encouraged during the class through positive feedback and constructive criticism. Students participate without being singled out. TC monitors class to eliminate any opportunity for bullying. Space is checked for safety hazard before the beginning of class.</p>	<p>All students are actively engaged in the lesson with no opportunity for personal embarrassment. TC actively monitors class to encourage students to be supportive of each other. Any possible safety hazards are anticipated and eliminated.</p>	
<p>Learning/practice tasks are progressive, sequential with refinements, extensions, modification, and applications. (3.6)</p>	<p>TC plan and implementation includes gaps in progressions (steps are either too small or large). Plan includes only an informing task and students move immediately into game play without refinements or extensions. Practice tasks are out of sequence.</p>	<p>TC plan and implementation is progressive and sequential without gaps in progressions. Steps are neither too large nor too small. Informing tasks are followed with refining tasks and extensions. Students move from a series of practice tasks into modified game play before full side games.</p>	<p>TC plan and implementation is progressive and sequential without gaps in progressions. Informing tasks are followed with multiple refining or extensions. TC plans and implements innovative modified games to allow students to practice specific skills in a game like environment.</p>	

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Instructional Plan	Unacceptable (1 point)	Acceptable (2 points)	Target (3 points)	Score
<p>Lesson has an identifiable opening/closing and all learning/practice tasks are directly linked to objectives. (3.3)</p>	<p>TC does not plan or implement an opening/closing activity. Opening/closing is unrelated to lesson objectives. Multiple tasks in lesson cannot be linked to lesson objectives. Opening or closing does not include checks for understanding, previews or reviews of key components of the lesson. Closing does not allow students to debrief after the lesson.</p>	<p>TC has an identifiable opening/closing linked to lesson objectives. All tasks in the lesson are directly linked to lesson objectives and provide opportunities for students to achieve objectives of the lesson. Opening/closing include one of the following: preview, review, or checks for understanding. Closing allows students the opportunity to debrief after the lesson.</p>	<p>TC has an identifiable opening/closing linked to lesson objectives. Learning/practice tasks can be directly linked to objectives of the lesson. TC has at least one application task in the lesson that allows students to integrate various skills/concepts into a modified activity. Opening/closing include two of the following: preview, review or checks for understanding. Students debrief after the lesson.</p>	

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Instructional Plan	Unacceptable (1 point)	Acceptable (2 points)	Target (3 points)	Score
<p>Learning/practice tasks provide active, fair, and equitable learning environment. (3.4)</p>	<p>TC demonstrates behaviors that favor low or high performing students (such as providing feedback only to skilled performers or allowing lower skilled students to take roles such as scorekeeper or official). Students are not given an equal number of learning/practice opportunities or opportunities to participate in game play. Number of students participating in game or practice opportunities is so large that individual opportunities to participate are limited. Groups of students are disadvantaged in terms of active participation based on gender, class, or ethnicity.</p>	<p>TC demonstrates behaviors that create an inclusive environment where all students are encouraged to participate at their skill level. Students receive an equal number of learning/practice opportunities. Students receive equal opportunities to receive feedback. TC uses small sized games and modified practice opportunities to ensure fair and equitable learning experiences for all students.</p>	<p>TC provides opportunities for students to participate in learning/practice tasks based on individual differences and skill levels. Learning/practice tasks are designed to allow various levels of competency to practice at the same time (slanted rope approach). TC uses multiple types of modified games and activity to ensure all students active participation. TC accounts for individual differences in the planning and implementation of the lesson by providing various practice and equipment modifications.</p>	

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Instructional Plan	Unacceptable (1 point)	Acceptable (2 points)	Target (3 points)	Score
<p>Teaching plan includes the student use of technology if appropriate for lesson objectives. At least one lesson in the unit must include technology.(3.7)</p> <p>Teaching plan includes demonstrations, skill cues and prompts. (4.2)</p>	<p>No lessons in the unit provide students the opportunity to use technology to enhance their learning/practice experience. TC makes no use of technology in the unit or in individual lessons.</p> <p>TC fails to include in the plan and fails to use demonstrations, skill cues or prompts. TC includes inappropriate skill cues and prompts (language or terminology is developmentally inappropriate). Skill cues or prompts are incorrect for the skill being taught or demonstration is incorrect.</p>	<p>At least one lesson in the unit has students use technology to enhance the learning/practice task. TC occasionally uses technology during informing tasks.</p> <p>TC plans and implements demonstrations as part of informing tasks. Lesson plans includes developmentally appropriate skill cues and prompts. Skill cues and prompts used during the lesson identify key components of the skill/concept. Demonstrations are correct.</p>	<p>Two or more lessons in the unit have students using technology to enhance the learning/practice task. TC consistently uses technology during informing tasks.</p> <p>TC plans and implements demonstrations throughout the lesson and allow students to view demonstration from multiple angles. Skills cues and prompts are developmentally appropriate, well timed, and identify key components of the skill/concept being taught. TC consistently uses the identified skill cues/prompts during the lesson.</p>	

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Transition/Management	Unacceptable (1 point)	Acceptable (2 points)	Target (3 points)	Score
<p>Transitions are well defined in the written plan and effectively implemented during the lesson. (4.5)</p>	<p>TC fails to plan for transitions during the lesson. The length of transitions detracts from academic learning time.</p>	<p>TC plans and implements transitions that occur in less than 30 seconds. All transitions during the lesson are planned for and executed effectively. TC attempts to reduce the number of transitions needed by carefully sequencing the lesson.</p>	<p>TC plans and implements transitions that consistently occur under 15 seconds. All transitions are planned for and executed using a variety of techniques. TC effectively reduces the number of transitions required in the lesson by careful planning and sequencing.</p>	
<p>Rules and routines are established and effectively executed. (4.5)</p>	<p>TC fails to establish or post developmentally appropriate rules for the classroom. TC has too few or too many rules. TC fails to plan for classroom routines including the taking of roll, water and bathroom breaks, or equipment collection/distribution. Lack of planning decreases academic learning time.</p>	<p>TC establishes, post, and enforces developmentally appropriate rules for the classroom. TC has established routines for the classroom including the taking of roll, water and bathroom breaks, and equipment collection/distribution.</p>	<p>TC establishes, post, and consistently enforces developmentally appropriate rules for the classroom. Routines are established and executed for the taking of roll, water and bathroom breaks, and equipment collection/distribution. Careful planning of routines increases academic learning time.</p>	

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Assessment	Unacceptable (1 point)	Acceptable (2 points)	Target (3 points)	Score
<p>Assessments are aligned with and appropriate for lesson objectives occur throughout the lesson. (5.1 & 5.2)</p>	<p>No assessment (either formal or informal) is planned for or used in the lesson. Lesson does not include checks for understanding. Assessments are not aligned with objectives or inappropriate measures of objectives. There is a mismatch between the assessment and objectives of the lesson.</p>	<p>Lesson includes at least two informal assessments and checks for understanding. At least two lessons in the unit include formal assessments, where data is collected. Assessment occurs at the end of each informing tasks. Assessments are directly or indirectly aligned with objectives and appropriate measures of objectives.</p>	<p>Lessons include multiple informal assessments including checks for understanding. Assessment occurs throughout the lesson. Assessments are directly aligned with objectives and appropriate measures of objectives.</p>	
<p>Safety/Resources Safety is planned for and specific strategies are used to ensure the safety of students. (4.5)</p>	<p>TC fails to check area for potential safety hazards. TC fails to anticipate potential safety issues and provide proactive strategies to ensure the safety of all students.</p>	<p>TC checks space for potential safety hazards and anticipates potential safety issues. TC identifies proactive strategies to ensure the physical and psychological safety of students.</p>	<p>TC checks space for safety hazards and anticipates potential safety issues. TC uses proactive strategies to ensure the physical and psychological safety of students.</p>	
<p>Resources used in the lesson are identified using APA format.</p>	<p>TC fails to completely identify source of lesson ideas. Incorrect APA format is used on citation.</p>	<p>TC provides complete information of resources used in lesson by correctly using APA.</p>		

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ATTACHMENT 3C
DATA CHART FOR LESSON PLANS – 2008-2009

Undergraduate	PHED 348 – Elementary Method N = 4			PHED 394 – Field Work N = 4			*EDUC 475 – Internship N = 5		
	UA	AC	TAR	UA	AC	TAR	UA	AC	TAR
Contextual Factors	25% 1/4	75% 3/4			25% 1/4	75% 3/4		60% 3/5	40% 2/5
Lesson Objectives (a): Objectives are performance based, Measurable, and contain three of the four components (action, verb, content, criteria, or conditions). NASPE/NCATE 3.2		25% 1/4	75% 3/4		25% 1/4	75% 3/4		20% 1/5	80% 4/5
Lesson Objectives (b): Objectives are developmentally appropriate For the grade/age levels. NASPE/NCATE 3.2		25% 1/4	75% 3/4		25% 1/4	75% 3/4			100% 5/5
Lesson Objectives (c): Objectives are congruent with unit, state, and national standards. NASPE/NCATE 3.2		25% 1/4	75% 3/4			100% 4/4		20% 1/5	80% 4/5
Lesson Objectives (d): Lesson has multiple objectives with at least one objective in each domain of learning.		75% 3/4	25% 1/4		75% 3/4	25% 1/4		60% 3/5	40% 2/5
Lesson Objectives (e): At least one objective in the affective domain is linked to students developing responsible social and personal behaviors. NASPE/NCATE 4.6		75% 3/4	25% 1/4	25% 1/4	75% 3/4			80% 4/5	20% 1/5
Teacher Objectives: Teacher objectives are stated in terms of expected behavior and are specific and measurable.		50% 2/4	50% 2/4		25% 1/4	75% 3/4		20% 1/5	80% 4/5
Instructional Plan (a): Specific plans are identified for adapting and accommodating high/low performing student or students with special needs and plan is implemented. NASPE/NCATE 3.5		75% 3/4	25% 1/4	25% 1/4	75% 3/4			60% 3/5	40% 2/5
Instructional Plan (b): Learning environment is both physically and psychologically safe. NASPE/NCATE 3.5		50% 2/4	50% 2/4		50% 2/4	50% 2/4		20% 1/5	80% 4/5

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UNDERGRADUATE	PHED 348			PHED 394			EDUC 475		
	UA	AC	TAR	UA	AC	TAR	UA	AC	TAR
Instructional Plan (c): Learning/practice tasks are progressive, sequential with refinements, extensions, modification, and applications. NASPE/NCATE 3.6	25% 1/4	50% 2/4	25% 1/4		50% 2/4	50% 2/4		80% 4/5	20% 1/5
Instructional Plan (d): Lesson has an identifiable opening/closing and all learning/practice tasks are directly linked to objectives. NASPE/NCATE 3.3		50% 2/4	50% 2/4		50% 2/4	50% 2/4			100% 5/5
Instructional Plan (e): Learning/practice tasks provide active, fair, and equitable learning environment. NASPE/NCATE 3.4		50% 2/4	50% 2/4		75% 3/4	25% 1/4		20% 1/5	80% 4/5
Instructional Plan (f): Teaching plan includes the student use of technology if appropriate for lesson objectives. NASPE/NCATE 3.7		50% 2/4	50% 2/4		50% 2/4	50% 2/4		80% 4/5	20% 1/5
Instructional Plan (g): Teaching plan includes demonstrations, skill cues and prompts. NASPE/NCATE 4.2		75% 3/4	25% 1/4		50% 2/4	50% 2/4		20% 1/5	80% 4/5
Transition/Management (a): Transitions are well defined in the written plan and effectively implemented during the lesson. NASPE/NCATE 4.5		75% 3/4	25% 1/4		25% 1/4	75% 3/4		60% 3/5	40% 2/5
Transition/Management (b): Rules and routines are established and effectively executed. NASPE/NCATE 4.5		50% 2/4	50% 2/4		75% 3/4	25% 1/4		20% 1/5	80% 4/5
Assessment: Assessments are aligned with and appropriate for lesson objectives occur throughout the lesson. NASPE/NCATE 5.1 & 5.2		75% 3/4	25% 1/4		75% 3/4	25% 1/4		60% 3/5	40% 2/5
Safety: Safety is planned for and specific strategies are used to ensure the safety of students. NASPE/NCATE 4.5		25% 1/4	75% 3/4		50% 2/4	50% 2/4			100% 5/5
Resources: Resources used in the lesson are identified using APA format.		25% 1/4	75% 3/4		50% 2/4	50% 2/4		20% 1/5	80% 4/5

Each candidate is evaluated on five separate lessons plans that were implemented during his/her elementary methods class, field work, or internship. The final designation of level is determined by the ranged listed below for the mean of the five lesson plans during each experience. Only lesson plans that are implemented are evaluated for inclusion in this data chart. 3.00 – 2.50 = Target (Average on 5 lesson plans with 3 = target, 2 = acceptable, and 1 = unacceptable on the rubric) 2.49 – 2.0 = Acceptable ; 1.99 and below = Unacceptable. *Candidates must score in the acceptable range on all components of the lesson plan rubric during their internship.

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MAT – Graduate	PHED 670 – Elementary Method (Fall 08) N = 3			PHED 692 – Field Work (Fall 08) N = 3			*EDUC 690 – Internship (Fall 08/Spring 09) N = 3		
	UA	AC	TAR	UA	AC	TAR	UA	AC	TAR
Contextual Factors		67% 2/3	33% 1/3		67% 2/3	33% 1/3			100% 3/3
Lesson Objectives (a): Objectives are performance based, Measurable, and contain three of the four components (action, verb, content, criteria, or conditions). NASPE/NCATE 3.2		67% 2/3	33% 1/3		67% 2/3	33% 1/3		33% 1/3	67% 2/3
Lesson Objectives (b): Objectives are developmentally appropriate For the grade/age levels. NASPE/NCATE 3.2			100 % 3/3			100 % 3/3			100% 3/3
Lesson Objectives (c): Objectives are congruent with unit, state, and national standards. NASPE/NCATE 3.2			100 % 3/3			100 % 3/3			100% 3/3
Lesson Objectives (d): Lesson has multiple objectives with at least one objective in each domain of learning.			100 % 3/3		33% 2/3	67% 1/3			100% 3/3
Lesson Objectives (e): At least one objective in the affective domain is linked to students developing responsible social and personal behaviors. NASPE/NCATE 4.6			100 % 3/3	33% 1/3	67% 2/3				100% 3/3
Teacher Objectives: Teacher objectives are stated in terms of expected behavior and are specific and measurable.		67% 2/3	33% 1/3		100 % 3/3			33% 1/3	67% 2/3
Instructional Plan (a): Specific plans are identified for adapting and accommodating high/low performing student or students with special needs and plan is implemented. NASPE/NCATE 3.5		100% 3/3		67% 2/3	33% 1/3			67% 2/3	33% 1/3
Instructional Plan (b): Learning environment is both physically and psychologically safe. NASPE/NCATE 3.5			100 % 3/3			100 % 3/3			100% 3/3

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MAT	PHED 670			PHED 692			EDUC 690		
	UA	AC	TAR	UA	AC	TAR	UA	AC	TAR
Instructional Plan (c): Learning/practice tasks are progressive, sequential with refinements, extensions, modification, and applications. NASPE/NCATE 3.6		100% 3/3			33% 1/3	67% 2/3		33% 1/3	67% 2/3
Instructional Plan (d): Lesson has an identifiable opening/closing and all learning/practice tasks are directly linked to objectives. NASPE/NCATE 3.3		33% 2/3	67% 1/3		33% 1/3	67% 2/3		33% 1/3	67% 2/3
Instructional Plan (e): Learning/practice tasks provide active, fair, and equitable learning environment. NASPE/NCATE 3.4		33% 2/3	67% 1/3		33% 1/3	67% 2/3		33% 1/3	67% 2/3
Instructional Plan (f): Teaching plan includes the student use of technology if appropriate for lesson objectives. NASPE/NCATE 3.7		33% 2/3	67% 1/3		100% 3/3			100% 3/3	
Instructional Plan (g): Teaching plan includes demonstrations, skill cues and prompts. NASPE/NCATE 4.2		67% 2/3	33% 1/3		33% 1/3	67% 2/3		33% 1/3	67% 2/3
Transition/Management (a): Transitions are well defined in the written plan and effectively implemented during the lesson. NASPE/NCATE 4.5	33% 1/3	67% 2/3				100% 3/3			100% 3/3
Transition/Management (b): Rules and routines are established and effectively executed. NASPE/NCATE 4.5		67% 2/3	33% 1/3		100% 3/3				100% 3/3
Assessment: Assessments are aligned with and appropriate for lesson objectives occur throughout the lesson. NASPE/NCATE 5.1 & 5.2		67% 2/3	33% 1/3	33% 1/3	67% 2/3			33% 1/3	67% 2/3
Safety: Safety is planned for and specific strategies are used to ensure the safety of students. NASPE/NCATE 4.5			100% 3/3		100% 3/3				100% 3/3
Resources: Resources used in the lesson are identified using APA format.	33% 1/3		67% 2/3		67% 2/3	33% 1/3		33% 1/3	67% 2/3

Each candidate is evaluated on five separate lessons plans that were implemented during his/her elementary methods class, field work, or internship. The final designation of level is determined by the ranged listed below for the mean of the five lesson plans during each experience. Only lesson plans that are implemented are evaluated for inclusion in this data chart. 3.00 – 2.50 = Target (Average on 5 lesson plans with 3 = target, 2 = acceptable, and 1 = unacceptable on each item on the rubric) 2.49 – 2.0 = Acceptable 1.99 and below = Unacceptable

* Candidates must score in the acceptable range on all components of the lesson plan rubric during their internship.