

## Lesson Plan Assessment

### CAEP Key Assignment

**Purpose:** To assess a teacher candidate's ability to plan instruction and assessment for diverse learners and to incorporate an appropriate technology component. Results will inform individual programs and the EPP (Education Preparation Provider) on candidates' progression towards planning instruction as related to InTASC standards. Programs will report and respond to these data in the Annual Assessment Review (AAR) and, when necessary, determine program changes to improve performance. Note that this instrument is intended for program evaluation rather than for deriving a grade. Individual programs will make decisions related to grading this assignment in their courses.

**Directions:** This assignment will be administered in a pedagogy course after a student has enrolled in the major and prior to the student teaching semester. Candidates should:

1. Prepare 1-3 lesson plans in their content area that includes (a) learning objectives, (b) Illinois State Learning Standards, (c) instructional procedures, (d) accommodations/modifications for special learners, (e) teaching with technology, and (f) planned formative assessment.
2. The lesson planning form and details of the assignment will be determined by each program.
3. Examples of IEP and 504 plans will be made available by UTEAC for use by the programs in meeting requirements of "Planning for All Learners," if needed.
4. All assignments must include accommodations for teaching special learners based on at least one IEP or 504 plan, an accommodation for assessment, and a technology component. In cases where an IEP/504 accommodation, an assessment accommodation, and/or technology use might not be practical or appropriate for a specific P-12 classroom, candidates should include plans for how at least one IEP/504 accommodation, one assessment accommodation, and a technology component could be incorporated under different circumstances. (CAEP requires programs to assess teaching for special learners and technology.)

#### Option for Programs

Programs may add their own rubrics to the assignment to make it more content specific or to allow for additional components. These data can be reported separately as part of the AAR process but will not be submitted as part of this key assignment.

Criteria	InTASC Alignment & Lawshe CVR	Unacceptable (1)	Developing (2)	Proficient/Target (3)	Exemplary (4)
Objectives & Standards	7a (.73)	Student learning objectives/targets and learning experiences are <b>not</b> appropriate for learners, curriculum goals and/or content.	Student learning objectives/targets and learning experiences are <b>partially</b> appropriate for learners, curriculum goals and content.	Student learning objectives/targets and learning experiences are appropriate for learners, curriculum goals and content.	Student learning objectives/targets are <b>based on evidence of student needs</b> and are appropriate for learners, curriculum goals and content.
	7a (.50)	Objectives/targets <b>do not</b> align with P–12 content standards	Learning objectives/targets <b>partially</b> align with P–12 content standards.	All learning objectives/targets align with P–12 content standards.	All learning objectives/targets align with P–12 content standards <b>and one additional set of standards (e.g., technology, social/emotional learning).</b>
Engaging Students  [Note: first two rubrics in this category were originally one.]	7c (.99)	Learning experiences and performance tasks <b>are not</b> logically sequenced.	Learning experiences are <b>somewhat</b> appropriately sequenced.	Learning experiences <b>are</b> appropriately sequenced.	Learning experiences are appropriately sequenced <b>in a way that allows for flexibility based on student needs.</b>
	7c (.99)	Learning experiences and performance tasks provide no ways for students to demonstrate knowledge/skill.	Learning experiences and performance tasks provide <b>limited</b> ways for students to demonstrate knowledge/skill.	Learning experiences and performance tasks provide <b>multiple</b> ways for students to demonstrate knowledge/skill.	Learning experiences provide multiple ways for students to demonstrate knowledge and skill <b>to inform instructional decisions within the lesson.</b>

	4a (.50)	Representations or explanations used ineffectively to frame key ideas.	<b>Singular</b> representations or explanations are used to frame key ideas.	<b>Multiple</b> representations and explanations are used to frame key ideas.	Multiple representations and explanations are used to frame key ideas <b>and prepare learners to demonstrate their knowledge/skills through a variety of products or performances.</b>
	7a (.50)	Lesson <b>does not</b> make content relevant to learners.	Lesson makes content <b>somewhat</b> relevant to learners.	Lesson makes content relevant to learners.	Lesson makes content relevant <b>and promotes shared meaning making among</b> learners.
Planning for All Learners	2c (.88), 2d (.88), 4m (.75)	Lesson and instructional materials ineffectively incorporate, do not incorporate, or problematically incorporates students' cultural knowledge, prior experiences, <b>and/or</b> frames of reference.	Lesson and instructional materials explicitly and appropriately incorporate students' cultural knowledge, <b>and/or</b> prior experiences, <b>and/or</b> frames of reference to support learning. (1 out of 3)	Lesson and instructional materials explicitly and appropriately incorporate students' cultural knowledge, prior experiences, <b>and/or</b> frames of reference to support learning. (2 or 3 out of 3)	Lesson and instructional materials explicitly and appropriately incorporate students' cultural knowledge, prior experiences, and/or frames of reference (2 or 3 out of 3) to support learning <b>in such a way that builds community among classmates/peers.</b>
	8a (.50)	<b>All or some</b> accommodations and adaptations listed on IEPs and/or 504 plans are <b>not met.</b>		<b>All</b> accommodations and adaptations listed on IEPs and/or 504 plans <b>are met.</b>	All accommodations and adaptations listed on IEPs and/or 504 plans are met <b>and consider student preferences.</b>

	1b (.73), 2a (.99)	Instruction is <b>not</b> developmentally appropriate <b>and/or</b> does <b>not</b> account for diverse learners' strengths, interests, and needs.	Instruction is <b>somewhat</b> developmentally appropriate and accounts for diverse learners' strengths, interests, and needs <b>on a limited basis</b> .	Instruction <b>is</b> developmentally appropriate and accounts for diverse learners' strengths, interests, and needs.	Instruction is developmentally appropriate and accounts for diverse learners' strengths, interests, and needs, <b>and prior knowledge and experiences</b> .
Teaching with Technology	4g (.63), 7k (.50)	Appropriate assistive or instructional technology is either not incorporated or not appropriately incorporated to address diverse individual needs.	Diverse individual needs are <b>partially</b> addressed via technology (assistive or instructional) to maximize learning.	Diverse individual needs are addressed via technology (assistive or instructional) to maximize learning.	
	8o (.50), 5l (.75)	Learning activities with technologies <b>do not align</b> to the learning objectives/targets.	Students engage in learning activities with technologies that are of <b>limited value</b> relative to the learning objectives/targets.	Students engage in purposeful learning activities with technologies <b>aligned</b> with learning objectives/targets.	Students engage in a variety of purposeful learning activities with technologies that align with learning objectives/targets <b>and expand options for learner choice</b> .
	3m (.50)	Technology-based activities have access and/or equity issues and/or limited value as active and/or productive learning experiences.	Plan includes <b>somewhat</b> active, equitable, and productive technology-based learning activities.	Plan includes technology-based active, equitable, and productive learning activities.	Plan includes technology-based active, equitable, and productive learning activities <b>that promote independence</b> .
	9f (.88)	Technology-based activities <b>do not</b> reflect safe, legal, and ethical practices.		Technology-based activities reflect safe, legal, and ethical practices.	Technology-based activities reflect safe, legal, and ethical practices, <b>which are made explicit to students</b> .
Planning for Assessment	6b (.99), (6r)	Assessments <b>do not align</b> with the learning objective(s) <b>and/or</b> do not minimize sources of bias.	Assessments <b>partially align</b> with the learning objectives <b>and</b> minimize sources of bias.	Assessments <b>align</b> with the learning objectives and minimize sources of bias.	

6e, (.99) (6t)	Lesson does not include any planned assessment.	Assessments engage learners in <b>a single</b> way of demonstrating knowledge and skill.	Assessments engage learners in <b>multiple</b> ways of demonstrating knowledge and skill.	Assessments <b>embedded throughout the lesson</b> engage learners in multiple ways of demonstrating knowledge and skill.
6h (.63), 6p (.63), (6u)	Assessments <b>do not</b> accommodate and/or provide a differentiation strategy for learners with disabilities, academically advanced learners, and/or those with language learning needs. <b>Or accommodations are included but inappropriate.</b>	Assessments <b>somewhat</b> accommodate and/or provide a differentiation strategy for learners with disabilities, academically advanced learners, <b>or</b> language learning needs.	Assessments include <b>at least one appropriate</b> accommodation and/or differentiation strategy for learners with disabilities, academically advanced learners, <b>and/or</b> language learning needs.	Assessments include <b>multiple</b> appropriate accommodations and/or differentiation strategies for learners with disabilities, academically advanced learners, <b>and</b> language learning needs.