**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.

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| **InTASC Alignment** | **Criteria** | **Unacceptable**  **(1)** | **Developing**  **(2)** | **Proficient/Target**  **(3)** | **Exemplary**  **(4)** |
| 7a, 7g | Objectives & Standards | Student learning objectives/targets are not measurable, observable, and developmentally appropriate. | Student learning objectives/targets are **partially** measurable, observable, and developmentally appropriate. | Student learning objectives/targets are measurable, observable, and developmentally appropriate. | Student learning objectives/targets are based on evidence of student needs and are measurable, observable, and developmentally appropriate. |
| Objectives/targets **do not** align with content standards | Learning objectives/targets **partially** align with content standards. | All learning objectives/targets align with standards. |  |
| 4a, 4j, 7a, 7c, 7k, 8e | Engaging Students | Learning objectives/targets experiences, and performance tasks **do not** align. | Learning objectives/targets experiences, and performance tasks **partially** align. | Learning objectives/targets, experiences, and performance tasks align. |  |
| Learning experiences and performance tasks **are not** logically sequenced. | Learning experiences and performance tasks are **somewhat** logically sequenced. | Learning experiences and performance tasks are logically sequenced. | Learning experiences and performance tasks are logically sequenced and formative assessment is used throughout the lesson to inform instructional decisions. |
| Representations or explanations used ineffectively to frame key ideas. | Singular representations or explanations are used to frame key ideas. | Multiple representations and explanations are used to frame key ideas. | Multiple representations and explanations are used to frame key ideas AND lesson provides opportunities for learners to demonstrate their knowledge through a variety of products and performances |
| Lesson **does not** make content relevant to learners. | Lesson makes content **somewhat** relevant to learners. | Lesson makes content relevant to learners. | Lesson promotes shared meaning making among learners. |
| 2f, 4d, 4j, 4m, 4r, 7j, 7l, 7p | Planning for All Learners | Lesson and instructional materials ineffectively incorporate, do not incorporate, or problematically incorporates students’ cultural knowledge, prior experiences, **and/or** frames of reference. | Lesson and instructional materials explicitly and appropriately incorporate students’ cultural knowledge, prior experiences, **or** frames of reference to support learning. | Lesson and instructional materials explicitly and appropriately incorporate students’ cultural knowledge, prior experiences, and frames of reference to support learning. |  |
| All accommodations and adaptations listed on IEPs and/or 504 plans are **not** met.  (Including if lesson plan does not include Accommodations section and *not applicable*) |  | All accommodations and adaptations listed on IEPs and/or 504 plans are met. |  |
| Lesson **does not** explicitly plan for or **does not** appropriately plan for student engagement with academic and content language. | Lesson includes strategies that support engagement with academic and/or content language. | Lesson includes supports and/or acceleration of students’ use of academic and content language based on student need. | Lesson includes strategies that scaffold supports and acceleration of students’ engagement with, and use of, academic and content language based on student need. |
| Lesson does not include opportunities to gather evidence of individual students’ strengths, interests, and/or needs or inclusion is inconsistent or inappropriate. | Gathering of evidence of individual students’ strengths, interests, and/or needs is attempted but limited (e.g. exit slip only). | Evidence of individual students’ strengths, interests, and/or needs is gathered throughout the lesson (e.g. consistent use of questioning, rotating among groups, etc). | Evidence of individual students’ strengths, interests, and needs is gathered and used throughout the lesson. |
| 7b, 7h, 7k, 7m, 8o, 8r  (IPTS 1g, 1h, 2o, 3e, 4k, 4m) | Teaching with Technology | Appropriate assistive or instructional technology is either not incorporated or not appropriately incorporated to address diverse individual needs. | Diverse individual needs are **partially** addressed via technology (assistive or instructional) to maximize learning. | Diverse individual needs are addressed via technology (assistive or instructional) to maximize learning. |  |
| Learning activities with technologies do not align to the learning objectives/targets. | Students engage in learning activities with technologies that are of limited value relative to the learning objectives/targets. | Engages students in purposeful learning activities with technologies aligned with learning objectives/targets. | Incorporates technology in a variety of innovative ways that align with learning objectives/targets in planning (e.g. expanding options for learner choice). |
| Technology-based activities have access and/or equity issues and/or limited value as active and/or productive learning experiences. | Plans **somewhat** active, equitable, and productive technology-based learning activities. | Plans technology-based active, equitable, and productive learning activities. |  |
| 6a, 6b, 6i, 6j, 6k, 6p, 6r, 6t, 6u | Planning for Assessment | Assessments **do not** align with or measure the learning objective(s) | Assessments **somewhat** align with or attempt to measure the learning objective(s)/targets. | Assessments align with and attempt to measure the learning objective(s)/targets |  |
| Lesson does not include any planned assessment. | A single assessment is planned within the lesson. | Multiple assessment measures are planned in relation to the lesson. | A variety of assessment types are planned for a variety of purposes throughout the lesson. |
| Assessments **do not** accommodate and/or provide a differentiation strategy for learners with disabilities, academically advanced learners, and/or those with language learning needs. OR Accommodations are included but inappropriate. | Assessments **somewhat** accommodate and/or provide a differentiation strategy for learners with disabilities, academically advanced learners, **or** language learning needs. | Assessments include **at least one appropriate** accommodation and/or differentiation strategy for learners with disabilities, academically advanced learners, **and/or** language learning needs. | Assessments include **multiple, appropriate** accommodations and/or differentiation strategies for learners with disabilities, academically advanced learners, and language learning needs. |