

**Procedures for
*Lesson Plan Evaluation for Admission to Student Teaching***

Description: The *Lesson Plan Evaluation for Admission to Student Teaching* is a measure of the pre-service candidate's demonstration of lesson planning in field experiences. The instrument also reflects the Education Department's emphasis on the candidate's ability to demonstrate the professional knowledge necessary for entry into the student teaching experience. The *Lesson Plan Evaluation* is administered in two sequential methods courses to allow for multiple reviewers and for candidate opportunity to demonstrate growth over time.

Courses using the Lesson Plan Evaluation (When possible the lesson plan used will be the field lesson plan):

ED 331 Math in the Elementary School
ED 333 Social Studies in the Elementary School
EDS 331 Individualized Instruction in the Content Area
EDS 332 Adapting Curriculum for LD, ED & MR
ED 351 General Curriculum & Methods for Middle & Secondary Teaching
ED 371, 372, 373, 374, 375, & 376 Special Methods for Middle & Secondary Teaching
PE 402 Middle & Secondary Physical Education
ART 398 Secondary School Art Methods
MUED 342 Secondary School Music
LING 450 Methods of Language Teaching (TESL)
THR 371 Secondary Theater Methods

The *Lesson Plan Evaluation* standardizes the measure of 4 aspects of lesson planning over the unit's programs: lesson outcome/objectives, aligned assessment, planning for instruction, and differentiation. The *Lesson Plan Evaluation* is used for decision-making for admission to Student Teaching.

Scoring:

Candidates must achieve a score of at least 2.0 on each criterion at least once out of the two lesson plan evaluations completed throughout their program.

A score of less than 2.0 will result in the development of a *Student Growth Plan* to ensure that the pre-service candidate is given opportunity and support for professional growth. The EMU course instructor is responsible for developing the *Student Growth Plan*. In exceptional circumstances (eg. the course instructor is not a department faculty member, the Department Chair may complete the *Student Growth Plan* or appoint the faculty advisor or other department faculty member to do so.

Implementation and Fair Notice:

Data collection officially begins fall 2011. As of 2011-12, the lesson plan evaluation requirement for admission to student teaching will be stated in the teacher education handbook, in course syllabi (for courses using the lesson plan evaluation), in the application for student teaching, and in all parallel documents.

The Lesson Plan Evaluation will be used for admission to student teaching decisions beginning May 2012. To ensure fair practice and opportunity for the candidate, the Lesson Plan Evaluation data will only be used for student teaching decision making if at least two sets of data have been collected by the time the candidate is ready to be admitted to student teaching. By fall 2012 all candidates applying for admission to student teaching should have data from two courses to be used for admission decisions.

Procedures:

1. In August or December:
 - a. A procedures document for using the Lesson Plan Evaluation is distributed to course instructors via email (see attached course instructors document).
 - b. Course instructors place a copy of the lesson plan rubric in the syllabus along with the following fair notice statement:

Statement for 2011-12: "*The lesson plan criteria which includes Lesson Outcome/Objectives, Aligned Assessment, Planning for Instruction, and Differentiation will be used for admission to student teaching decisions beginning fall 2012.*"

Statement for 2012-13 and beyond: *"The lesson plan evaluation will be used for admission to student teaching decisions. A minimum score of 2.0 is required on four criteria (Lesson Outcome/Objectives, Aligned Assessment, Planning for Instruction, and Differentiation) at least once out of the two lesson plan evaluations that have been selected for review for admission to student teaching. If you score less than 2.0 on any of the criteria, you will be given opportunity to outline a plan for growth in the identified area through the creation of a Student Growth Plan. See the Entrance Requirements to Student Teaching in the Teacher Education Handbook for more information."*

2. Early in the semester, course instructors review the lesson plan rubric with the candidates and highlight the selected rows from the rubric that are used for admission to student teaching decisions.
3. In mid November and mid March:
 - a. The administrative assistant distributes the lesson plan data spreadsheet and procedural instructions to course instructors.
 - b. Course instructors record data on the lesson plan data spreadsheets (see pg. 2 of attached course instructors document) and submit the spreadsheets to the administrative assistant who will record the candidate's scores in EX. Submission of data must be completed by December 1 for fall semester courses and May 1 for spring semester courses.

Lesson Plan Evaluation Procedures for Course Instructors

The *Lesson Plan Evaluation for Admission to Student Teaching* is a measure of the pre-service candidate's demonstration of lesson planning and the professional knowledge necessary for entry into the student teaching experience. The *Lesson Plan Evaluation* is administered in two sequential methods courses to allow for multiple reviewers and for candidate opportunity to demonstrate growth over time. When possible the lesson plan used will be the field lesson plan.

Courses in which the Lesson Plan Evaluation is used for admission decisions:

Fall

ED 351 General Curriculum & Methods for Middle & Secondary Teaching
ED 371, 372, 373, 374, 375 & 376 Special Methods for Middle & Secondary Teaching
ART 398 Secondary School Art Methods
LING 450 Methods of Language Teaching (TESL)
MUED 342 Secondary School Music
PE 402 Middle & Secondary Physical Education
THR 371 Secondary Theater Methods

Spring

ED 331 Math in the Elementary School
ED 333 Social Studies in the Elementary School
EDS 331 Individualized Instruction in the Content Area
EDS 332 Adapting Curriculum for LD, ED & MR

Directions for Course Instructors

1. In your syllabus, include a copy of the Lesson Plan Evaluation and the following fair notice statement:
"The lesson plan evaluation will be used for admission to student teaching decisions. A minimum score of 2.0 is required on four criteria (Lesson Outcome/Objectives, Aligned Assessment, Planning for Instruction, and Differentiation) at least once out of the two lesson plan evaluations that have been selected for review for admission to student teaching. If you score less than 2.0 on any of the criteria, you will be given opportunity to outline a plan for growth in the identified area through the creation of a Student Growth Plan. See the Entrance Requirements to Student Teaching in the Teacher Education Handbook for more information."
2. Review the Lesson Plan Evaluation with the candidates. Explain how the evaluation will be used for admission decisions. Candidates must demonstrate mastery learning until a score of at least a 2.0 on each criterion is achieved.
3. A spreadsheet template will be sent by email to you near the end of the semester for you to record the Practicum Evaluation scores for each student. Please complete the template and return to the education department administrative assistant ***no later than*** December 1 in the fall, and May 1 in the spring.

Lesson Plan Data Spreadsheet Template

Lesson Plan Data for Admission to Student Teaching

Course: *(ex. ED101 Exploring Teaching)*

Semester & Year: *(ex. Fall 2011)*

Instructions: Score of 3, 2, or 1 is recorded per category from each course rubric.

Minimum required for admission to student teaching: 2 in every category

Candidate	Lesson Outcome/Objectives	Aligned Assessment	Differentiation	Planning for Instruction