

Brenau

Evaluation and Assessment of Student Teachers



School of Education

Brenau Evaluation and Assessment of Student Teachers,
School of Education and Human Development,
Brenau University, Gainesville, Georgia 30501, 770.534.6220.
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Revised, June 1999
Second Revision, June 2002
Third Revision, June 2003
Fourth Revision, July 2004
Fifth Revision, June 2005
Web-based Revision, June 2006

ACKNOWLEDGEMENT: The School of Education and Human Development of Brenau University wishes to express its appreciation to the **Georgia Department of Education** and the Teacher Assessment Unit for allowing Brenau to adopt and adapt the *Georgia Teacher Performance Assessment Instrument (TPAI)* in the development of this *Brenau Evaluation and Assessment of Student Teachers (BEAST)*.



BRENAU EVALUATION and ASSESSMENT of STUDENT TEACHERS

[05-01]

The purpose of this instrument is three-fold in nature. First, the **Planning and Materials** section is the guide for assessment of the student teacher's competence in planning for instruction, evaluating learner progress, and use of acceptable written expression. Second, the **Classroom Procedures** section serves as the guide for assessment of the student teacher's skills in the classroom. Finally, the **Professional Behavior** section provides information used to evaluate the student teacher's professional and ethical standards and responsibilities during the student teaching experience.

More specifically, the section on **Planning and Materials** provides information concerning the selection of learner objectives, learning activities, materials and/or media and assessment procedures and/or materials. Information concerning the means by which the student teacher plans to deal with learner problems is also addressed in this section. Evaluation of this section of the instrument is based on a comprehensive lesson plan prepared for the assessment by the student teacher in the Applied Instruction course (ED 415/SE 485).

The **Classroom Procedures** section focuses on the areas of content-related interaction with learners, classroom organization and management, use of instructional methods, and assessment of learner progress. Also assessed are the abilities to maintain both a positive learning climate and appropriate student behavior. Evaluation of this section of the instrument is based on an independent classroom observation conducted by a college supervisor.

The section on **Professional Behavior** outlines the requirements of the student teacher to meet time frames, attend all meetings, initiate conferences, maintain appropriate behavior, and to keep privileged information confidential. Evaluation will be based on conferences by the college supervisor with the student teacher, the supervising teacher, and in some instances, the school principal.

An additional measurement that complements the BEAST; the *Brenau Assessment of Dispositions* (BAD), is an assessment of the student teacher's attitude and commitment toward the student teaching experience and to the teaching profession. Basically it is an extension of the many parts of the BEAST. The BAD is completed by the student teacher, the supervising teacher and the college supervisor during the final week to ten days of the student teaching experience. The *Brenau Assessment of Dispositions* rating form can be found in Appendix K.

BRENAU EVALUATION AND ASSESSMENT OF STUDENT TEACHERS

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GENERAL DESCRIPTION of BEAST COMPONENTS

I. Planning and Materials

The Planning and Materials section requires the preparation of a comprehensive lesson plan, usually as part of the requirements for completion of ED 415/SE 485 Applied Instruction. This lesson plan should be prepared for a minimum of five instructional (5) days on a unit of instruction at a grade level consistent with the student teacher's major or student teacher assignment. The comprehensive lesson plan is submitted to the college supervisor prior to the time the lesson is to be taught. Major components of the lesson plan portfolio are:

1. Selection of a Unit of Instruction

The following guidelines should help you decide on the topic or content of your unit:

- 1) Choose a topic which is a part of the regular curriculum you are teaching. The unit should be consistent with QCC or GPS standards, system or school curriculum guides or the Individual Education Plan (IEP).
- 2) Choose a topic in a content area in which you are most interested and most qualified to teach.
- 3) Consider the availability of resources and materials as you will need to have a number of both on hand and ready for use as you plan and carry out your comprehensive lesson plan.
- 4) Choose a period of time for your observations that is sufficient for you to demonstrate the BEAST descriptors. Your observation period must be at least 30 minutes long. Remember, however, that you are being scored on 82 different descriptors, so a period of at least 45 minutes is much more desirable in providing you more time to demonstrate your skills. If you teach in a school which operates on a bell schedule so that you work with several groups of learners each day, you may choose the group of learners with whom you will be assessed.

Remember, all decisions regarding your unit of instruction must have the approval of your supervising teacher. Additional suggestions for selecting a unit topic are listed in APPENDIX B.

2. Title Page and Table of Contents

Although not required, a simple and creative title page and a table of contents enhances the comprehensive lesson plan and offers elements that make the plan more effective. A sample table of contents can be found in APPENDIX C.

3. General Information

Follow these guidelines in determining which group of learners you will choose as your assessment class:

- 1) Choose a group with which you will have the opportunity to demonstrate all the BEAST descriptors. Many student teachers believe it is to their advantage to choose their most academically advanced and/or best behaved classes for the assessment. This is not necessarily true. The BEAST requires that you demonstrate your teaching skills with learners who have difficulty with the lesson, who may need individual attention and/or are off-task during the lesson. If you choose a "perfect" group, you may not have the opportunity to demonstrate these skills and so you may not be credited for the related descriptors.

2) Choose a group of learners with whom you have good rapport in the classroom. Mutual cooperation between you and the learners is important in the assessment.

3) Remember that your observations will be scheduled for the full class period you choose, that is, from bell to bell. Be sure you plan enough, but not too much, for each day of the portfolio.

4) Whether you teach in a self-contained or bell-scheduled classroom, your comprehensive lesson plan must include instruction for all learners in your class for all days of the plan. That is, you must be prepared to teach all learners who are regularly assigned to you throughout the period. Unless they are normally assigned to another class during the portion of the day you have selected to be observed, e.g., to a resource or gifted class, they must be present in your classroom for the observation.

5) If you have an aide or a parent volunteer working in your classroom during the assessment observation period, remember that you are still responsible for the instruction and supervision of all your learners.

Remember, all decisions regarding your unit of instruction must have the approval of your supervising teacher.

4. Class Description

While your comprehensive lesson plan may be prepared on a variety of topics and may be organized in any number of ways, there are certain basic requirements which must be met in all comprehensive plans. Information on your learners must be provided and specific instructional elements must be included in your unit in the form of a Class Description. The purpose of the Class Description is to help provide critical background information on your students and your classroom for use by the college supervisor and Applied Instruction professor. They will study this information in order to make decisions about the appropriateness of the lessons you have prepared for the learners you are teaching. The more relevant information you provide, the more you help the college personnel in making their decisions.

The following sections provide a listing of the information you must include on the Class Description. Where necessary, additional instructions are also provided to help you in gathering and supplying the required information.

Part A – General Information

- 1) Student Teacher's Name (or Intern Teacher)
- 2) Grade Level
- 3) Number of Learners - the number of learners in the class should reflect all learners assigned to you during the period of the day you will be assessed.
- 4) Age range of the class
- 5) Name of the Instructional Unit / Topic
- 6) Overall Unit Goal

Part B – Background Information on Students

1) General Behavior and Interests of Learners - describe the typical, day-to-day behavior of the learners as a group. If there are significant individual behavior problems, describe these briefly as well.

2) Basic Text or Curriculum Used - identify and/or describe the basic text and/or curriculum materials which are to be used in teaching this unit. Additional or supplemental material should be listed in the portfolio bibliography.

3) General Description of Socioeconomic Level and Community – to ensure that the student teacher is aware of, and plans for diversity, this section will allow college personnel to assess this area.

Part C - Quantitative Data on Learners - Test Scores

1) Provide a description of your learners' achievement levels based on one or more sets of standardized test scores. The scores may result from either criterion-referenced or norm-referenced tests of reading or mathematical achievement. Your decision as to whether to provide math or reading scores should be based on which type of data is relevant to your assessment unit. If you are teaching math or a math-related unit in science, report math scores. If you are teaching any other subject, e.g., social studies, music, etc., report reading scores. Information on locating and interpreting the test data will be available from your supervising teacher. Please understand that all information on students is **confidential** and you should not disclose specific information by name on any learner.

Organize and present the standardized test data for your class as follows:

- a) Present your test scores on a separate sheet of paper attached to the last page of the Class Description. This sheet should be titled "Class Test Scores."
- b) Show the following information on your Class Test Scores sheet:
 - Name of the test on which you are reporting your group's scores and date(s) on which the test was administered.
 - Numerical scores of your learners listed in order from highest to lowest, so that your college personnel can obtain an idea of the range of your learners. If more than one learner scored at the same level, you may indicate the number who did so in parentheses beside that score.
 - Norms or cutoffs for the test, that is, what score is considered acceptable or average for the test reported. Since these numbers vary from test to test, you must provide them to your college personnel in order for them to interpret the test data.
 - The number of learners, if any, for whom you cannot provide any standardized test data, e.g., learners who have recently moved into your school's attendance area and whose records have not been received.

2) Briefly describe your group's overall achievement level based on the Class Test Scores. Discuss the range of scores, areas of group strength, weakness, etc.

3) Briefly identify and describe the exceptional learners (at both higher and lower levels of achievement) in your group.

The Class Description information should be narrative in form, concise (within two or three pages) and strictly adhere to the outline headings listed above. The Class Description should be placed in the beginning of the comprehensive lesson plan with the daily lesson plans following.

5. Comprehensive Lesson Plan Requirement

As the basis for actual scoring of the BEAST Planning and Materials section, you will prepare a comprehensive unit of at least five instructional days.

1) An instructional day is one in which you actually teach for more than half the class period. A test day cannot be counted as an instructional day unless it is completed in less than half the class period. The same is true for days on which films, guest speakers and field trips are scheduled. While these are worthwhile activities, remember that your teaching skills are being assessed, and those cannot be adequately evaluated unless you are teaching for the majority of the class period.

2) The purpose of this unit is to clearly convey what you intend to teach, how you intend to teach it, and how you will know when your objectives have been accomplished. While there are many ways to organize and present this unit, the following requirements must be met.

- a) The lesson plan unit should be divided into plans for each of the 5+ instructional days required. Each page of the plans should be numbered and the day of the assessment period for which each is planned must be clearly identified at the top of each page.
- b) Your unit need not be typed, but must be neat and legible **if** handwritten.
- c) Student teachers should use the Brenau Lesson Plan format. This format is available on LiveText and in APPENDIX D
- d) Specific instructional components which must be included are:
 - Written performance **objectives** for learners. These should be planned first and the remainder of the unit developed from them. Guidelines for writing performance objectives are described in the instrument and in APPENDIX H.
 - Descriptions of all **instructional activities** and assignments planned, included those for in-class and for homework. Guidelines for writing activities and procedures are found in the instrument and in APPENDIX I.
 - Copies of all **materials** to be used, e.g., handouts, study guides, transparencies should be carefully referenced to the appropriate activities and procedures. If questions, problems or other activities in the basic text or workbook are to be assigned to learners, these pages must be photocopied or hand copied and included in the portfolio. A reference in a lesson plan activity to “the problems on page 60 of the text” is not acceptable. Media and/or equipment to be used in your unit such as films, filmstrips, library books and laboratory equipment should be described briefly in the plans by citing the title (or name) and publisher (or maker). Copies of all materials used during your observations must be presented to your college supervisor when they arrive in your classroom.
 - Copies of all **assessments** to be used in the unit. Descriptions of assessment items are not acceptable. The content of all assessments must be presented. Evaluations and assessments of learners are in the form of Diagnostic (pre-assessment), Formative, Summative and Attitudinal (if used).

6. Bibliography and Appendix

All materials and media, whether commercially prepared or teacher-made should be referenced in the bibliography. An accurate accounting of material will allow the college personnel to determine the extent to which the student teacher goes beyond the basic text or curriculum. A sample bibliography can be found in APPENDIX F.

The appendix, if used in the comprehensive lesson plan, may contain descriptions of material or resources that may not be appropriate for inclusion immediately following the lesson plan format.

II. Classroom Procedures

The Classroom Procedures section is related to the ability of the student teacher to demonstrate teaching performance in the delivery of the planned lesson. The college supervisor will observe a lesson(s) taught from the comprehensive lesson plan unit. This event usually occurs after the mid-point of the student teaching experience. Each observation by the college supervisor will be evaluated using the BEAST instrument. Usually, the first observation is not from the comprehensive lesson plan. Evaluations from the supervising teacher will take the form of one of the many instruments found in the *Brenau Student Teacher Guide*, the *Georgia Teacher Observation Instrument* (GTOI – see APPENDIX K) and one using the BEAST. It is suggested that the student teacher read and become familiar with the Classroom Procedures section in the preparation of the lesson plan.

III. Professional Behavior

The Professional Behavior section of the BEAST is used as a guide for professional and ethical performance exhibited by the student teacher throughout the student teaching experience. The final summative evaluation of student teaching will be completed by the college supervisor in concert with the supervising teacher and in some cases the school principal at the end of the student teacher's experience. The college supervisor will also gather data from the supervising teacher on each visit about the student teacher's ethical and professional behavior. The student teacher is encouraged to seek information and guidance from her/his supervisor and college supervisor on any questions or concerns related to professional or ethical behavior.

PLANNING AND MATERIALS

1. Learner Objectives

Effective student teachers specify or select learner objectives for lessons.

_____ **A.** All learners have an adequate number of objectives which are appropriate to the Quality Core Curriculum (QCC), Georgia Performance Standards (GPS), system level curriculum guides (e.g., AKS) or the Individual Educational Plan (IEP).

Comment: All objectives must be consistent with and reflect QCC, GPS, system and/or school curriculum standards. For student teachers in special education, objectives must reflect the IEP established for the learner(s). Every learner should have objectives that are appropriate for his/her instructional level. The instructional level is the level of difficulty at which instruction is aimed to facilitate learning growth of the individual learner. Separate objectives need not be identified for particular learners. If a significant number of objectives are beyond or beneath the instructional levels of certain learners, credit cannot be given for this descriptor. If a list of standardized test scores which accounts for all learners is not provided in the Class Description, credit cannot be given for this descriptor.

_____ **B.** Objectives are stated as performance outcomes.

Comment: Objectives must be stated as performance outcomes. A performance objective must meet three criteria.

(1) It must contain an observable action verb describing learner behavior(s). For example, "The learner will identify, by selecting from a list, the words which end in the long vowel sound" is acceptable.

(2) Objectives must be stated in terms of learner, not teacher, behavior. For example, "The teacher will introduce the concept ..." is not acceptable.

(3) Objectives must be stated in specific, not broad, terms. For example, "The student will understand the differences..." is not acceptable. Statements of activities are not acceptable as objectives. For example, "The student will complete a worksheet" is not acceptable.

_____ **C.** Objectives describe an adequate scope and/or depth of content.

Comment: Neither voids nor excesses should be evident. Important content should be reflected in portfolio objectives. Objectives should not reflect excessive, trivial, esoteric or otherwise inappropriate content.

Note: All objectives must be identified according to their level of learning in the cognitive, affective or psycho-motor domain. [see 4.D below]

_____ **D.** A lesson is prepared to engage learners in critical thinking skills.

Comment: Strategies to engage learners in higher order thinking skills must be planned for one day within the comprehensive lesson. Credit for this indicator will be based on the score achieved on the Critical Thinking & Reflection Rubric for Lesson Plans (APPENDIX L).

PLANNING AND MATERIALS

2. Learner Activities

Effective student teachers specify or select appropriate and meaningful learner activities.

A learning activity is a set of experiences for learners which is intended to help them achieve an objective. Examples may include listening to a lecture, completing a lab experiment, playing a game, participating in a simulation or writing a report.

_____ **A.** Activities provide learners practice on objectives to which they are referenced.

Comment: The activities must meet two criteria: (1) A formal referencing system (either alpha-numeric or by alignment on the page) must be used to indicate which activities address each objective; and (2) The activities must provide the learners opportunities to acquire the behavior(s) specified in the objective.

_____ **B.** Activities are sequenced logically.

Comment: Two types of sequencing are considered in this descriptor: (1) sequence within each lesson of the portfolio; and (2) sequence throughout the portfolio as activities proceed from Day 1 to Day 2, 3, 4, etc. Logical sequencing addresses development of content, planned use of time and materials, anticipated learner attention span, etc.

_____ **C.** A remedial activity for specific learners with different instructional levels has been planned as additions to the regular assignment.

Comment: see below

_____ **D.** An enrichment activity for specific learners with different instructional levels has been planned as additions to the regular assignment.

Comment: One remedial and one enrichment activity must be planned in addition to the regular assignment(s). A description must be included of the activities in which the remainder of learners will be engaged while the remediation and the enrichment are being provided. A remedial activity is designed to correct learner difficulty(ies) which may be evident after learners complete a regular assignment. An enrichment activity is designed to broaden or deepen the learners' knowledge after they have acquired the basic content. Since the need for remediation and enrichment depends on learner performance on the regular activity(ies), the planned remedial and enrichment activities may or may not be used. More of the same activity(ies) planned for the regular assignments is not acceptable for either remediation or enrichment. For both remedial and enrichment activities, the teacher must identify the relevant characteristic of the target group of learners, (e.g., a remedial activity for learners who missed more than half the items on the regular assignment, an enrichment activity for those who got all the items correct). Enrichment and/or remediation activities planned as homework are not acceptable.

PLANNING AND MATERIALS

3. Integrates Resources

Effective student teachers integrate appropriate and meaningful learner resources to support planned learning activities.

This practice focuses on the selection of resources for use throughout the comprehensive lesson plan period. The term “**materials**” usually refers to those resources used by learners; the term “**media**” to aids used by the teacher; and “**technology**” as hardware, software and internet resources.

_____ **A.** Lesson plans reflect a meaningful integration of technology and media into the lesson where appropriate.

Comment: Materials and/or media supplement basic curriculum materials. Extensive use of pertinent resources is planned without detracting from the instructional unit. This descriptor requires evidence of additional effort on the part of the student teacher to assemble a variety of resources for learners. Resources acquired from the World Wide Web is highly encouraged. However, this technology/media should be confined to those directly pertinent to the unit.

_____ **B.** Materials and resources are selected and used to enhance instruction

Comment: All learners have materials that are appropriate for their instructional levels as delineated in the Class Description. Materials must supplement basic curriculum materials. Basic curriculum materials must be identified by the student teacher in the Class Description and may include textbooks, workbooks and curriculum guides which specify core content materials. However, additional materials that are suggested by these resources are considered supplemental. The amount of supplement used should be consistent with the content taught and the level of the learners; i.e., one trivial supplement, such as flashcards for a math unit, is not sufficient for credit. The materials planned must provide the opportunity for learners to practice the behaviors specified in the objectives. In addition, where appropriate, student teachers should prepare a **bulletin board** to support the content in the comprehensive lesson plan.

PLANNING AND MATERIALS

4. Procedures and Materials for Learner Assessment

Effective student teachers demonstrate the appropriate use of procedures or materials for assessing learner performance on objectives.

The nature of the assessment techniques is considered and a variety of techniques appropriate to learners and objectives is desirable. The student teacher's plan for gathering data on the performance of each learner must be evident.

_____ **A.** Assessment procedures or materials are appropriate to objectives to which they are referenced.

Comment: Assessment procedures and/or materials must meet the following criteria: 1) Each assessment must be referenced to the appropriate objective, if more than one objective is addressed, the objectives must be listed on the assessment itself; 2) Each assessment must call for or elicit the behavior(s) specified in the referenced objective(s); and 3) Actual copies of all assessment items must be included in the lesson plan. Assessments taken from published sources, e.g., texts or workbooks, must be photocopied, retyped or rewritten by hand and included in the lesson plan. If teacher observation is used as an assessment, it must be **systematic** and include the following information: (a) a statement or presentation of how the assessment will yield performance data on each learner, e.g., through the inclusion of an observation checklist on individual learner performance; and (b) a listing of the specific learner behaviors to be observed.

_____ **B.** All learners have assessment procedures or materials which are appropriate to their instructional levels as delineated in the Class Description.

Comment: Every learner must have assessment procedures or materials which are appropriate to his/her instructional level. Procedures and/or materials must be appropriate for all learners; for example, nonreaders should not be given assessments which require reading. Actual assessment items must be included; a description is not acceptable.

_____ **C.** A variety of assessment procedures are included in the portfolio.

Comment: Assessment procedures may include assessment items which generally requires a written response in either an objective format (e.g., matching, multiple choice, fill-in-the-blanks and true-false) or essay format. Or a procedure might elicit behavior(s) which may or may not require a written response, e.g., having learners draw a graph, dribble a basketball, play an F#, point to the ulna on the skeleton, hold up the yes card when he/she hears a b-word.

_____ **D.** Assessments must be consistent with the level of learning established in the objective.

Comment: The sources to be used for levels of learning are: a) Bloom's taxonomy in the **cognitive domain**, b) Krathwahl's taxonomy in the **affective domain**, or c) Harrow's taxonomy in the **psychomotor domain**.

PLANNING AND MATERIALS

5. Systematic Procedures to Assess Learners

Effective student teachers use systematic procedures to assess learners.

_____ **A.** A pre-assessment and its results have been included to show the performance of all learners on specific prerequisites or on specific unit objectives; a brief summary of the results has also been provided.

Comment: Three criteria must be met for this descriptor.

(1) - Pre-assessment items must relate to either specific prerequisites for the unit or to specific unit objectives.

(2) - The results of the pre-assessment must be presented in a chart showing each learner's given name and his/her performance on each item.

(3) - The brief summary of pre-assessment results must be a short narrative including conclusions about learner strengths and weaknesses drawn from an analysis of the results. These conclusions should address overall strengths and weaknesses of the group as well as those of specific learners. A re-statement of numerical results is not acceptable.

_____ **B.** Formative assessments for checking the progress of all learners are scheduled and included for use on each objective during the portfolio period.

Comment: Formative assessments must be scheduled on each day to determine daily progress on each objective. Neither the pre-assessment nor the end-of-unit / summative assessment may count as one of the designated formative assessments. Homework assignments, generally considered as independent practice, cannot be counted as formative assessments. If a teacher observation technique is used as a formative assessment, the specific learner behaviors to be observed must be described. The assessment must be such that results are recordable for each learner, e.g., as with a checklist of performance for all learners. If an oral formative assessment is to be used, the actual items must be included, not simply described. If a written formative assessment is to be used, actual copies must be included.

_____ **C.** An end-of-unit / summative assessment for all learners is scheduled and included in the portfolio and an analysis of learner performance indicators has been completed.

Comment: Three criteria must be met for this descriptor: 1) The end-of-unit assessment must address all major unit objectives and the objective number noted on the assessment, 2) Items on the assessment must reflect both the nature and content of portfolio objectives. For example, teachers in content areas/levels such as kindergarten, PE, music, art and dance often include in their units objectives which require demonstrations of performance of the learner (e.g., shooting baskets, demonstrating a brush stroke, playing an instrument) rather than written responses. The end-of-unit assessments for such units must include performance items as well as written items, and 3) The administration of the end-of-unit assessment should be scheduled for the last day of the portfolio period following **at least five instructional days**. If this is not possible, a specific date for its administration must be stated in the portfolio and must occur within one week of the conclusion of the portfolio period. A semester or term-end final exam is not acceptable as an end-of-unit / summative assessment.

At the conclusion of teaching the comprehensive lesson plan, the student teacher will conduct an **Analysis of Learner Performance Indicators**.

The student teacher should:

1. Summarize the pre-test results. (*See 5.A above*)
2. Describe results of formal and informal assessments used during the course of the unit
3. Summarize the summative assessment results. Include a copy of the assessment.
4. Show in chart form learners' positive or negative gains (use documentation in **APPENDIX I**).
5. Analyze the results of instruction by responding to the following questions:
 - a. How many learners accomplished all the objectives you established for this unit of instruction? Which learners did not meet all the objectives?
 - b. Did all the learners who did not meet the objectives demonstrate substantial gains in knowledge and skills defined in the objectives? If not, which ones demonstrated very little gain or negative gain from pre-test to post-test?
 - c. Are there circumstances or conditions that should be considered when noting the poor achievement of learners who demonstrated little gain or no gain? If so, describe the circumstances or conditions.
 - d. Based on demographics, do you see any patterns of achievement related to gender, individual differences, or cultural influences?

This analysis should follow the summative assessment in the comprehensive lesson plan.

_____ **D.** A procedure or materials for assessing learner attitudes toward the content or the instruction of the portfolio period are included in the lesson plan.

Comment: The attitudinal assessment must be a substantial procedure or material to evaluate learner attitudes toward the specific content and/or activities of the unit. Items on the assessment must address specific aspects of the lesson plan unit. For example, a general item such as, "Did you enjoy the activities in this unit?" is not acceptable. At least five items must be included on the attitudinal assessment. If it is to be conducted orally, the teacher must include in the lesson plan unit both a list of questions to be asked as well as evidence that each learner will be asked each question (e.g., a checklist of learners and assessment items).

CLASSROOM PROCEDURES

A. Instructional Procedures

1. Introduction

Effective student teachers begin lessons in a stimulating and informative manner.

_____ **A.** The instructor gains learner attention before beginning the lesson, giving directions or providing explanations.

Comment: The teacher must be aware of the importance of sensory memory in that nothing will get into short-term or long-term memory unless all learner senses are active and receptive to the teacher's comments and actions. Teachers should alert learners as to what to expect; get learners started on a routine or warm-up drill. In addition, the lesson should be initiated with a stimulating introduction. The teacher may use an existing interest or attempt to create a new interest.

_____ **B.** Instructional activities begin promptly.

Comment: Preparatory activities such as taking a long time to organize learners or to take attendance is not appropriate.

_____ **C.** Necessary background is or has been established or content linking has been established.

Comment: Learners should already possess the prerequisites for the lesson or the teacher should facilitate their acquisition. For example: learners must understand the concept of variables prior to constructing a graph; an explanation of the rules of volleyball is needed before learners play the game; safety procedures should be explained to learners before engage in a laboratory experiment.

CLASSROOM PROCEDURES

2. Lesson Presentation

Effective student teachers state the importance of the lesson, makes certain that pacing or momentum is appropriate, provides smooth and efficient transitions and ensures that all students can see or hear all material or media.

_____ **A.** The topic and its importance to the content area or to real life is stated to or by learners.

Comment: Not only should the teacher state the lesson topic (i.e., lesson objective(s)), but should also state its importance or relevance to the larger content or even to life in general.

_____ **B.** The lesson plan should be followed as prepared or deviations from the lesson plan for unexpected events should be logical and evident.

Comment: It is expected that the planned lesson should be followed, including adhering to the time allotted for the lesson. However, lessons must be modified from time to time for unexpected events that often occur (e.g., fire drill, a student becomes very ill, students called out of room for picture make-up, etc.). When unexpected events occur, the teacher may modify the lesson in a logical fashion to ensure continuity.

_____ **C.** The pacing of the lesson is appropriate.

Comment: The pacing, or momentum, of the lesson should be appropriate to the lesson and the learners. Two major errors that affect momentum are 1) Overdwelling (e.g., nagging, frenzy, too fast, repetition), and 2) Fragmentation (e.g., dragging, time gaps, holes, pauses). In addition, teachers should stay focused on the lesson at hand and not digress. Delays (e.g., a necessary task takes unnecessarily long or if time is simply wasted) should be avoided. Time on task is the key.

_____ **D.** The teacher provides smooth and efficient transitions between activities and lessons.

Comment: Research on effective teaching indicates that a teacher's ability to manage smooth transitions is very important to work involvement and classroom control. Transitions are designed to move students through activities with a minimum of disruption and wasted time.

_____ **E.** Instructional materials used in the lesson can be easily seen and/or heard by all learners.

Comment: Teachers must constantly check materials and media to determine if all students can see and or hear what is presented. Audio presentations too loud or too low are not acceptable. Also, written work on the board, overhead or projected must be clear and visible by all students.

CLASSROOM PROCEDURES

3. Variety of Teaching Strategies Used

Effective student teachers use a variety of teaching strategies and match these strategies to learners.

_____ **A.** Instructional strategies are designed to meet learners' needs.

Comment: The instruction which is actually provided must be considered here. The instructional levels of the general set of learners and other variables such as learner attention span, ability to work independently, ability to follow directions, as well as the complexity of the content, should all be considered.

_____ **B.** If appropriate, learners and the teacher interact in at least two group sizes (i.e., class-sized groups, small groups or individual learners) which enhance instruction or a variety of instructional techniques are used.

Comment: Teaching methods are the sets of teaching behaviors which are intended to initiate and maintain the engagement of learners in learning activities. Lecturing, for example, involves explaining, providing examples, and a number of other elements. Teaching methods are used one at a time and are preceded and followed by transitions, either mental or physical. Care should be taken not to mistake a whole method for its various components. For example, lecturing is a method but the explaining, demonstrating and questioning which make up the lecture are not in themselves methods since there are no distinct transitions between them.

_____ **C.** Technology selected and used by the teacher must be meaningful and appropriate.

Comment: (see below)

_____ **D.** When technology is used, the teacher provides learner applications of technology.

Comment (for C & D): The use of technology, either "low-tech" (e.g., chalkboards, charts, projectors, slates, telephones, televisions, videotape, etc.) or "high-tech" (computers, video cameras, laser disks, electronic cameras, color copiers, laser pointers, smartboards, etc.) must be smoothly planned and integrated into the lesson to enhance and support the intended learner outcomes. In addition, use of technology must not be taught to learners without a plan for its utility or applicability to classroom learning.

CLASSROOM PROCEDURES

4. Assess Learner Progress During Lessons

Effective student teachers assess learner progress during lessons.

Assessment of learner progress can be formal as with formal tests, quizzes, and projects. Equally important are informal assessments which are made as instruction proceeds such as teacher observation, inquiry, monitor guided practice.

_____ **A.** Work or performance of individual learners is monitored as they engage in learning activities.

Comment: Monitoring performance is checking to see how learners are doing as they engage in learning activities. Not all learners need be observed in a single lesson. Individual learners may be observed as they practice writing a letter, engage in discussion, complete mathematics problems, or other instructional activities.

_____ **B.** Responses or demonstrations are solicited from specific learners for assessment purposes.

Comment: Teachers should include questions to check for learner understanding of the content being presented. Such questions should a) be simple and direct, b) be asked in an order that corresponds to the content of the lesson, c) build on each other (that is, be sequential), d) challenge learners, yet not be above the level of the class, e) be framed, when possible, to meet the needs and interest of the learners, and f) vary in difficulty and abstractness to encourage participation by different learners. Responses must be sought from specific learners using a strategy such as calling on students who do not volunteer as well as those who do, the use of group alerting, using ordered turns or having students develop a product for examination. Simply asking, "Are there any questions?" is not sufficient. Good questioning leads to higher modes of learning and the development critical thinking skills.

_____ **C.** Learners' ideas are elaborated on in the lesson through teacher comments, questions and/or extended wait time.

Comment: Learners' ideas or comments can be elaborated in a number of ways. The teacher who characteristically proceeds to the next point without developing learners' ideas is not helping learners' to fully develop understanding. Extended wait-time is a pause (typically three or more seconds) before the teacher speaks. Such a pause is long enough to allow learners to extend their own ideas.

_____ **D.** Appropriate feedback is provided to learners for adequate and inadequate performance.

Comment: Learners should be told when their performances are adequate and what parts of their performances are adequate. For example, "Good writing," or "Good job," is not sufficient. "Good sentence structure," is more specific. Likewise, learners should be told when performances are inadequate and what parts of their performances are inadequate. For example, "Try harder," is not sufficient.

CLASSROOM PROCEDURES

5. Acceptable Use of Oral Communication

Effective student teachers use acceptable oral expression.

_____ A. Enunciation makes speech understandable.

Comment: Enunciation is defined as the clear and distinct pronunciation of words. Slurring, mumbling or other similar behaviors are symptoms of poor enunciation.

_____ B. Volume is suitable for the situation.

Comment: (see below)

_____ C. Rate of speaking is suitable for the situation.

Comment (for B & C): Appropriate delivery includes the use of sufficient volume to assure that all learners addressed are able to hear, as well as the use of a quiet voice when addressing individuals.

_____ D. Appropriate use of standard English.

Comment: Oral language usage is correct.

_____ E. Pronunciation is correct.

Comment: Pronunciation refers to the production of specific words rather than to the overall speech pattern. No credit should be given if a number or different words are mispronounced or if particular words are mispronounced.

CLASSROOM PROCEDURES

6. Acceptable Use of Written Expression

Effective student teachers use acceptable written expression with learners.

_____ **A.** Writing intended for learners, e.g., handouts, tests, boardwork, transparencies, etc., is neat and legible.

_____ **B.** Spelling in writing intended for learners is correct.

_____ **C.** Standard English is correct.

Comment (for A, B & C): This indicator is applied to writing prepared by the teacher for the learners. Both single errors and repeated errors are considered. If there are several separate errors or a pattern of recurrent errors in any of the three descriptor categories, credit cannot be given for that/those descriptor(s). Materials prepared for learners which could, therefore, be viewed by parents will be carefully examined and held to a higher standard than the actual lesson plans. Writing intended for learners may occur on chalkboard, overhead, bulletin boards, etc., during the lesson observed. Tests, quizzes, handouts, etc., which the teacher uses with learners, must also be scrutinized for this indicator. A copy of these materials must be provided to the observer.

CLASSROOM PROCEDURES

7. Lesson Closure and Transition

Effective student teachers close each lesson effectively and provide a transition to the following activity.

_____ **A.** The lesson is presented in the prescribed timeframe.

Comment: The lesson should fit within the prescribed time allotted for the lesson. Lessons that run well over time or completed long before the allotted time is not acceptable.

_____ **B.** The lesson is reviewed and closed appropriately.

Comment: Closure helps learners understand relationships between past, present, and future instruction. An opportunity should be provided for learners to relate lesson components. A summary, recapitulation, application or indication of how the content is to be applied in practice activities (e.g., dribbling the ball in P.E., diagramming a sentence in language arts) or some similar strategy may be used. Closure need not be lengthy; the length of time needed for the closure activity will vary depending on the nature of the lesson and the learners. Closure need not occur in the final few minutes of the lesson but may take place at the conclusion of the presentation of lesson content.

_____ **C.** There are smooth and efficient transitions after each lesson.

Comment: The teacher should provide a transition to the next activity / lesson following the lesson completed. Middle grades teachers, whose students leave their class to another teacher's class should present a preview of the next lesson in lieu of a transition.

CLASSROOM PROCEDURES

B. CLASSROOM MANAGEMENT

8. Efficient Use of Instructional Time

Effective student teachers use instructional time effectively and efficiently through planning and organization.

_____ **A.** Procedural directions necessary to implement the instructional plan are clear and complete (e.g., who, what, when, where and how).

Comment: Learner confusion may indicate that procedural directions have not been made clear and complete.

_____ **B.** Classroom efficiency is enhanced by having routine tasks established and whenever possible, delegating tasks to students.

_____ **C.** Practice simultaneity.

Comment: Effective and efficient teachers have the ability to manage several activities at the same time. Jacob Kounin calls this overlappingness. Teachers should make certain all students are busy and if groups are used, all groups should be monitored for on-task performance.

CLASSROOM PROCEDURES

9. Promote On-Task Behavior

Effective student teachers ensure that students are engaged in learning activities throughout the entire lesson.

_____ **A.** Behavioral expectations made clear or learner behavior indicates that expectations have been made clear.

Comment: A posted list of rules is not, in itself, sufficient for awarding credit for this descriptor. Desirable behavior which is consistent with such a list, may indicate that expectations have been both clear and consistent.

_____ **B.** Consistent expectations are maintained throughout the lesson.

Comment: The teacher should follow through with expectations and practice consistency. For example, telling learners that they must remain in their seats and raise hands if they have problems or questions then acknowledging learner questions and concerns when they leave their seat to come to the teacher, is not acceptable.

_____ **C.** Behavior is monitored throughout the lesson

Comment: Monitoring is the surveillance of the group to promote appropriate classroom behavior. It must involve all learners for whom the teacher is responsible. Monitoring might be observed directly or its results (such as feedback and reinforcement) might be observed. If the teacher fails to scan the class periodically or to acknowledge desirable or undesirable behavior, credit should not be given for this descriptor.

_____ **D.** Positive feedback, either verbal or nonverbal, is provided for appropriate behavior.

Comment: Feedback may be provided to an individual or to the class as a whole so long as the feedback is specific.

_____ **E.** Redirection is given for inappropriate behavior.

Comment: Ineffective attempts are comments such as, "Let's get to work," to which no one responds. Once a learner has responded, the teacher should "revisit" him/her to determine whether he/she is continuing to be engaged.

CLASSROOM PROCEDURES

10. Classroom Climate

Effective student teachers establish a positive climate for learning through the demonstration of warmth and friendliness.

_____ **A.** The teacher uses a pleasant tone of voice, free of sarcasm or ridicule.

Comment: The term "free of" means none is acceptable. Some teachers tend to use sarcasm under the guise of humor without being aware of the effect that it may have on learners. While such a practice may not inhibit some learners, the effect on others can be so destructive that it should be avoided.

_____ **B.** Eye contact with learners is maintained.

Comment: Eye contact is one of the most powerful forms of communication. Teachers can, with their eyes, establish communication, prolong communication, and extinguish communication.

_____ **C.** Warm and friendly use of learner names.

_____ **D.** The teacher sits or stands near learners.

Comment: Climate is enhanced when teachers move among students (not to mention the impact of proximity control). Learners feel a sense of warmth and friendliness when teachers move close to them.

_____ **E.** Learners are treated with respect.

Comment: Courtesy and respect can be demonstrated by listening to learners without interrupting, by encouraging cooperation, as well as by using expressions such as "please" and "excuse me."

CLASSROOM PROCEDURES

11. Communicates Personal Enthusiasm

Effective student teachers show enthusiasm and a zest for learning throughout the lesson.

_____ **A.** Enthusiasm is communicated through eye contact or facial expressions (indicating pleasure, concern, interest, etc.).

_____ **B.** Enthusiasm is communicated through voice inflections stressing points of interest and importance.

_____ **C.** Enthusiasm is communicated through an energetic posture (body movement, leaning toward group, etc.).

_____ **D.** Enthusiasm is communicated through gestures to accentuate points.

Comment: Enthusiasm is derived from Greek words which mean "inspired." It has come to mean inspiring zeal or fervor. Enthusiasm is a quality that is valued by educators and addressed in the educational literature. This indicator deals with elements of enthusiasm and focuses on the personal enthusiasm of the teacher throughout the lesson. Facial expressions, voice inflections, movement and gestures are not sufficient for awarding credit if they do not communicate enthusiasm (i.e., tend to inspire learner attention and involvement).

PROFESSIONAL BEHAVIOR

1. Ethical Behaviors

Effective student teachers demonstrate ethical behavior.

_____ A. The student teacher uses proper channels to report infractions of rules, concerns, complaints, etc.

_____ B. Complies with legal and ethical standards for social and professional conduct in public.

_____ C. Respects confidentiality of information about the learners and the school.

_____ D. Exhibits ethical behavior toward students, colleagues and supervisors.

_____ E. Maintains appropriate professional and ethical behavior with students.

_____ F. The student teacher dresses in an appropriate, professional manner.

PROFESSIONAL BEHAVIOR

2. Professional Responsibility

Effective student teachers are prompt and dependable in meeting professional obligations.

_____ **A.** Attends all meetings, in-service sessions, parent/teacher/student meetings, seminars, etc.

_____ **B.** Is punctual in attendance and in preparation of reports and materials.

_____ **C.** Performs other assigned duties (e.g. lunchroom and/or playground supervision) as required by the supervisor.

_____ **D.** Notifies supervisors, as soon as possible, when changes in activities must be made, obligations cannot be met or general progress.

_____ **E.** Complies with printed school personnel and operating policies and procedures.

_____ **F.** Manages administrative tasks using appropriate technological resources (e.g., record keeping).

PROFESSIONAL BEHAVIOR

3. Professional Relationships

Effective student teachers work cooperatively with others in the school.

_____ **A.** Works cooperatively with supervisor in planning and implementing school and/or instructional activities.

_____ **B.** Works cooperatively with other teachers and school administrators when given the opportunity.

_____ **C.** Works cooperatively with paraprofessionals and other support staff.

_____ **D.** Demonstrates the ability to communicate with parents about their child's progress or problems and is knowledgeable of appropriate procedures for conducting parent/teacher conferences.

PROFESSIONAL BEHAVIOR

4. Reflective Teaching

Effective student teachers engage in reflective teaching on a regular basis for self-improvement.

- _____ A. Identifies strengths in her/his teaching.
- _____ B. Identifies weaknesses or areas where improvement is needed in her/his teaching.
- _____ C. Seeks assistance for particular instructional problems.
- _____ D. Evaluates and responds to advice from supervisors.
- _____ E. Determines the effectiveness of instruction in a effort to improve future instruction.

Brenau Evaluation and Assessment of Student Teaching

Appendix

- A. B.E.A.S.T. Checklist of Effective Practices
- B. Guidelines for Selecting a Lesson Unit
- C. Suggested Table of Contents
- D. Brenau Lesson Plan Format
- E. Suggested Comprehensive Lesson Plan Layout
- F. Suggested Format for the Bibliography
- G. Guidelines for Writing Behavioral Objectives
- H. Guidelines for Lesson Procedures / Activities
- I. Summative Analysis of Learner Performance Indicators
- J. Georgia Teacher Observation Instrument (GTOI) –
Extended Form
- K. Brenau Assessment of Dispositions
- L. Brenau Critical Thinking and Reflection Rubric

Brenau Evaluation and Assessment of Student Teachers

Student Teacher: _____ Date: _____

Grade/Subject: _____ Time: _____

School: _____ Observer: _____

Scoring: 2 – Exemplary; 1 – Satisfactory; 0 – Unsatisfactory

		2	1	0	N/A	Comments
I.	PLANNING AND MATERIALS					
1.	Learner Objectives					
	a. based on QCC, GPS or IEP					
	b. stated as performance outcomes					
	c. of adequate scope/depth of content ___ level of learning designated					
	d. critical thinking strategies					
2.	Lesson Activities					
	a. provide learners practice on objectives					
	b. are sequenced logically					
	c. address remedial needs					
	d. address enrichment needs					
3.	Integrates Resources					
	a. meaningful integration of technology and media					
	b. materials (e.g., bulletin board)					
4.	Procedures/Materials for Learner Assessment					
	a. appropriate to objectives					
	b. appropriate to instructional level					
	c. variety of procedures planned					
	d. consistent with level of learning in objectives					
5.	Systematic Procedures to Assess Learners					
	a. pre-assessment					
	b. formative assessments for each objective					
	c. summative assessment					
	d. attitudinal assessment					
	Total Score					Average Score
II.	CLASSROOM PROCEDURES					
A.	Instructional Procedures					
1.	Introduction					
	a. gain student attention					
	b. activities begin promptly					
	c. content linking to prior knowledge					
2.	Lesson Presentation					
	a. topic stated					
	b. lesson presented as planned					
	c. paced appropriately					
	d. smooth and efficient transitions between activities					
	e. instructional materials can be easily seen and/or heard by all learners					
3.	Variety of Teaching Strategies Used					
	a. strategies meet learners' needs					
	b. variety of instructional techniques					
	c. meaningful use of technology					
	d. provides learner applications of technology					

over →

APPENDIX A

		2	1	0	N/A	Comments
II.	CLASSROOM PROCEDURES (continued)					
4.	Assess Learner Progress During Lessons					
	a. learners are monitored					
	b. responses/demonstrations are solicited					
	c. elaborate on learners' ideas					
	d. appropriate feedback for performance					
5.	Acceptable Use of Oral Communication					
	a. enunciation					
	b. volume					
	c. rate					
	d. pronunciation					
	e. appropriate use of standard English					
6.	Acceptable Use of Written Expression					
	a. neat and legible handwriting					
	b. spelling is correct					
	c. standard English is correct					
7.	Lesson Closure & Transition					
	a. lesson reviewed and closed appropriately					
	b. lesson presented in prescribed time-frame					
	c. smooth and efficient transitions					
B.	Classroom Management					
8.	Efficient Use of Instructional Time					
	a. effective procedural directions					
	b. organized routine tasks					
	c. practice simultaneity					
9.	Promote On-Task Behavior					
	a. behavioral expectation made clear					
	b. consistent expectations are maintained					
	c. behavior monitored throughout the lesson					
	d. positive feedback for appropriate behavior					
	e. redirection for inappropriate behavior					
10.	Classroom Climate					
	a. pleasant tone of voice -free of sarcasm, ridicule					
	b. maintains eye contact					
	c. use learner names appropriately					
	d. sitting or standing near learners					
	e. learners treated with respect					
11.	Enthusiasm for lesson					
	a. eye contact or facial expressions					
	b. voice inflections					
	c. energetic posture					
	d. gestures					
	Total Score					Average Score

over →

APPENDIX A

		2	1	0	N/A	Comments
III.	PROFESSIONAL BEHAVIOR					
1.	Ethical Behaviors					
	a. uses proper channels					
	b. complies with legal and ethical standards					
	c. respects confidentiality of information					
	d. exhibits ethical behavior toward others					
	e. maintains appropriate behavior toward learners					
	f. dresses appropriately					
2.	Professional Responsibility					
	a. attends all meetings, seminars, etc.					
	b. punctual in attendance					
	c. performs all other assigned duties					
	d. notifies supervisors of changes/problems/progress					
	e. complies with all policies, procedures					
	f. manages administrative tasks with technology (i.e., record keeping)					
3.	Professional Relationships					
	a. works cooperatively with supervisor					
	b. works cooperatively with other teachers and administrators					
	c. works cooperatively with paraprofessionals					
	d. demonstrates ability to communicate with parents					
4.	Reflective Teaching					
	a. identifies strengths					
	b. identifies weaknesses					
	c. seeks assistance for instructional problems					
	d. evaluates and responds to advice from supervisors					
	e. plan for improvement for future lessons					
Total Score						Average Score

Additional Comments and Suggestions:

Signature of Student Teacher: _____

Signature of College Supervisor: _____

Date: _____

SELECTING A UNIT for your comprehensive lesson plan

Your unit may be selected for any subject area and should cover a time span of five to seven days of instruction. A day of instruction is defined as a lesson where there is a definite learning outcome for a majority of the class period. A review day or an assessment/evaluation that takes up over ½ of the class time is not considered a day of instruction as per BEAST criteria.

The lesson can be for a single topic (e.g., fractions) or an integrated unit (e.g., a selected book where different content is covered). The BEAST does not require an integrated unit. The unit will be for only one class period, i.e., during social studies time at 1:00 to 1:45 for elementary grades or for the 5th period class in middle grades. The lesson is not designed to be taught all day long or to all classes.

You should talk with the supervising teacher with whom you have been assigned about the lesson topic and when the lesson should be taught.

The **lesson topic** should be appropriate to the grade level. You may want to inform your supervisor of comprehensive lesson plans you have prepared for other classes to see if any may be taught during your tenure as a student teacher and for this comprehensive lesson plan. You may also want to inform the supervisor of your content strengths and weaknesses as you both decide on the lesson plan. Sometimes while determining the lesson topic, the supervisor may allow the student teacher to teach a lesson during the student teaching experience that would normally be taught at another time of the school year to accommodate previously prepared plans or strengths that the student teacher may have. However, this should never be done, or requested by the student teacher if the selection of this topic puts it out of an orderly sequencing. In addition, the lesson plan selected must be compatible with local school system curriculum guides and/or QCC standards. It is best that you cite these when preparing your “Goal/Rationale” statement for the lesson plan.

When the **lesson should be taught** is decided upon by both you and your supervising teacher. However, this lesson should be taught at a time when you are reaching maturity and competence in your teaching ability, usually the 7th to 9th week of student teaching. Teaching from this comprehensive lesson plan any earlier may not allow you to demonstrate the level of competence that you desire. The observation by your college supervisor on this lesson plan is used to score the BEAST and becomes a part of your final conference and permanent student teaching experience record.

Suggested Table of Contents

	Page
Table of contents
Class Description
Lessons	
Day 1
Day 2
Day 3
Day 4
Day 5
(Day 6)
(Day 7)
(Day 8)
<i>(Specify day for Critical Thinking activities & procedures)</i>	
Remedial Activity
Enrichment Activity
Other subject integration
End – of – Unit Assessment
Learner Checklist of Objectives
Summative Analysis of Learner Performance Indicators
Bibliography
Appendix

(Note: feel free to modify your table of contents to fit your own lesson plan)

Brenau Lesson Plan Format Revised	
Day #:	Content Area:
Details	
Title of Lesson:	<i>Be creative, yet convey the emphasis/purpose of the lesson.</i>
Grade Level:	<i>Describe the grade level for which this lesson is designed.</i>
Rationale/Purpose:	<i>Explain the purpose of the lesson and give a rationale for how you are teaching the lesson.</i>
Key Question(s):	<i>List the specific and key questions to be answered in this lesson.</i>
Standards:	<i>Add standards here.</i>
Objectives:	<i>Define what the student should know and be able to do upon completion of the unit.</i>
Assessments:	<i>Describe assessment strategies and evaluation techniques. Make sure that you specify your assessment criteria and that your assessments are matched to your objectives and activities. Include a summative assessment in addition to formative assessments where appropriate.</i>
Content Background Information:	<i>Describe what knowledge or skills the student will need to complete this lesson successfully.</i>
Introduction/ Anticipatory Set:	<i>Introduce the lesson with a review, convey the objective and give the purpose and importance of the lesson. Also, develop a short activity or prompt that focuses the students' attention before the actual lesson starts. Used when students enter the room or are in a transition.</i>
Activities:	<i>Define the activities of the lesson. Provide a time frame for each major activity. This section should provide a brief overview, with details to follow in the Procedures section.</i>

Procedures:	<i>Write the procedures for this lesson. Provide a time frame for each procedure. Make certain that the lesson closure is specified for each day.</i>
Time Frame:	<i>Define the time period needed to successfully complete the unit.</i>
Materials:	<i>Include a comprehensive, specific, and exhaustive list of materials needed to properly conduct this lesson.</i>
Curriculum Integration:	<i>Define ways that additional content areas could be included.</i>
Technology Application:	<i>Highlight any student use of technology in this section.</i>
Guided Practice:	<i>Describe how the teacher guides the students through the first steps in the learning tasks.</i>
Independent Practice:	<i>Describe how students will work for fluency with the content without teacher help. This could include homework.</i>
Adaptations/Modifications:	<i>In this field, list any special adaptations used for ESOL learners, learners with special needs, and various learning skills including academically talented (gifted) students.</i>
Resources:	<i>Click edit to add resources.</i>
Credits/References:	<i>What was the source for this lesson plan or for any components used in this plan?</i>
Reflection:	<i>Reflect on the lesson in terms of the content, the learners involved, and the pedagogy utilized to convey the material. What was effective? What would you change?</i>

This lesson plan format is the global lesson plan format to be used with all Brenau courses that require lesson planning. The course instructor will provide guidance as to which components of the lesson plan must be completed for each assignment.

Suggested Comprehensive Lesson Plan Layout

Title Page

Table of Contents

Class Description

Pre-Assessment

Day 1 Plans and Materials

Day 2 Plans and Materials

Day 3 Plans and Materials

Day 4 Plans and Materials

Day 5 Plans and Materials

End-of-Unit Assessment

Learner Checklist of Objectives

Summative Analysis of Learner Performance Indicators

Bibliography

Appendix

Suggested Format for the Bibliography

BIBLIOGRAPHY

MATERIALS

Commercial:

(list commercially prepared materials here)

Teacher-Made:

(list teacher-made materials you have prepared or borrowed here)

MEDIA and/or TECHNOLOGY

Commercial:

(list commercially prepared media or technology here)

Teacher-Made:

(list teacher-made media or technology you have prepared or borrowed here)

Guidelines for Writing Behavioral Objectives

1. Objectives should be stated in the form of expected student behavior, not in terms of teacher behavior.
2. Should include the condition under which the learning will take place and the criteria for mastery.
3. Should state the desired learning product or performance rather than a learning process or activity.
4. Should be stated in behavioral performance terms (see Bloom's Taxonomy for Objectives in the Cognitive Domain).
5. Should be stated singly.
6. Should have an adequate scope and depth of content. Important content should be reflected in your unit objectives. You should try to have some objectives at the higher levels of Bloom's Taxonomy.
7. Should be appropriate to the instructional level of the learners. That is, each learner should have an adequate number of objectives that are appropriate for him or her.
8. Should be concise.
9. Should be grouped logically, i.e., in the order they are to be taught.

How many objectives to have?

- a. Have at least one per instructional day.
- b. Have no more than 5 to 7 per unit for primary grades.
- c. Have no more than 10 for upper elementary grades.

Remember, each objective is to be assessed in some way each day.

Guidelines for Preparing Lesson Procedures / Activities

Is the lesson linked to previous knowledge, to a concept or idea learners can understand, or to the previous day's lesson?

Is the introduction likely to stimulate learners' interest in the topic? How novel the introduction should be depends on the class.

Are all items defined (including secondary terms)? Are examples provided?

Is the presentation clear? Are concepts and information at a level that this age learner can understand?

Developmental characteristics of students at different age levels need to be considered: concrete or abstract; ego-centricity of student – ability to see things from different perspectives; motor skills of learners; need for experiential learning.

Are practice activities or experiential activities provided?

Are activities balanced in terms of: passive vs. active; choice vs. no choice; input vs. output; expressive vs. curriculum related vs. skills practice; large group vs. small group?

Are activities sequenced in a logical manner? (concrete to abstract; iconic to graphic to symbolic; simple to complex)

Are you sure you are teaching concept before you are asking learners to know it? Or are you asking learners to give information that she or he is not ready to give?

Is there a time at the end of the lesson when major ideas or knowledge are reviewed and/or summarized? (closure)

Are all copies of worksheets, posters, transparencies, readings, and assessments included in the portfolio?

If you planned remediation and not enrichment on a certain day, did you also plan an activity for the learners who are not involved in the remediation?

Summative Analysis of Learner Performance on Unit

Student Teacher Name: _____ **Grade Level:** _____

Subject: _____ **Unit Topic:** _____

Please use the following codes to complete the chart below:

Gender: F=Female; M=Male

Ethnicity: AA=African American; AI=American Indian; C=Caucasian; H=Hispanic; OR=Oriental; O=Other (Specify)

Special Needs: ESL=English as a second language; SE=Special Education; G=Gifted
EI=Early Intervention; ADHD=Learner diagnosed with Attention Deficit/Hyperactivity Disorder; O=Other (Specify)

Learners' first names <u>only</u>	Gender	Ethnicity	Special Needs	Pre-test Scores	Post-test Scores	Gain (+) or (-)
1.						
2.						
3.						
4.						
5.						
6.						
7.						
8.						
9.						
10.						
11.						
12.						
13.						
14.						
15.						
16.						
17.						
18.						
19.						
20.						
21.						
22.						
23.						
24.						
25.						
26.						
27.						
28.						
29.						
30.						

Number of learners who demonstrated gains: _____

Number of learners who demonstrated no gains: _____

OVER →

Student Teacher Analysis of Learners' Performance on Unit

I. AFTER POSTING OF PRE-ASSESSMENT SCORES:

Write a brief summary of pre-assessment results including conclusions about learner strengths and weaknesses drawn from an analysis of the scores. These conclusions should address overall strengths and weaknesses of the group as well as those of specific learners. A re-statement of numerical results is not acceptable.

II. AFTER POSTING SUMMATIVE ASSESSMENT SCORES:

Analyze the results of instruction by responding to the following:

- How many learners accomplished all the objectives you established for this unit of instruction? Which learners did not meet all the objectives? Select the learning goal where your students were most successful. Provide two or more possible reasons for this success. Consider your goals, instruction, and assessment along with student characteristics and other contextual factors under your control.
- Select the learning goal where your students were least successful. Provide two or more possible reasons for this lack of success. Consider your goals, instruction, and assessment along with student characteristics and other contextual factors under your control. Did all the learners who did not meet the objectives demonstrate substantial gains in knowledge and skills defined in the objectives? If not, which ones demonstrated very little gain or negative gain from pre-test to post-test? Discuss what you could do differently or better in the future to improve your students' performance.
- Are there circumstances or conditions that should be considered when noting the poor achievement of learners who demonstrated little gain or no gain? If so, describe the circumstances or conditions. Based on demographics, do you see any patterns of achievement related to gender, individual differences, or cultural influences?
- Reflection on possibilities for professional development. Describe at least two professional learning goals that emerged from your insights and experiences with the TWS. Identify two specific steps you will take to improve your performance in the critical area(s) you identified.

Suggested Page Length for this Narrative: 2

GEORGIA TEACHER OBSERVATION INSTRUMENT (GTOI)

GTOI DIMENSION STATEMENTS: Extended Form

TEACHING TASK I: PROVIDES INSTRUCTION.

Dimension A: Instructional Level – The amount and organization of the lesson content are appropriate for the students based on their abilities and the complexity and difficulty of the material.

Dimension B: Content Development

B1: Teacher-Focused Content Development – Content is explained, discussed, or reviewed in an appropriate sequence through techniques such as using definitions, examples, demonstrations, and modeling or through teacher-guided group activities.

B2: Student-Focused Content Development – Student-focused activities provide appropriate opportunities for students to practice or extend previous content or to generate new content.

Dimension C: Building for Transfer

C1: Initial Focus – Initial activity focuses students' attention on lesson objectives and the learning context.

C2: Content Emphasis – Content is made easy to learn and remember through emphasizing major features, critical attributes, or other distinguishing parts of the learning.

OR

Content Linking – Content is made easy to learn and remember through linking it to relevant life experiences, to prior or future learning or through associations.

C3: Summaries – Learning is reinforced with appropriate summaries.

TEACHING TASK II: ASSESS AND ENCOURAGES STUDENT PROGRESS.

Dimension A: Promoting Engagement – Instructional engagement is promoted through stimulating presentations, active participation, or techniques which promote overt or covert involvement.

Dimension B: Monitoring Progress – Progress, understanding, and bases of misunderstanding are assessed by interpreting relevant student responses, contributions, performances, or products.

Dimension C: Responding to Student Performance

C1: Responding to Adequate Performances – Students are provided content-related reinforcement on performances which are adequate and information on why they are adequate when appropriate.

C2: Responding to Inadequate Performances – Students with poor performances or incorrect responses are given specific content-related feedback or correctives such as prompts or cues.

OR

No inadequate performances occur.

Dimension D: Supporting Students – Support for students is conveyed by using techniques such as providing encouragement, lowering concern levels, dignifying responses, and using language free of sarcasm, ridicule, and humiliating references.

[over →]

GTOI DIMENSION STATEMENTS: Extended Form

TEACHING TASK III: MANAGES THE LEARNING ENVIROMENT.

Dimension A: Use of Time

- A1: Non-instructional Tasks – Instructional time is maximized by techniques such as providing clear and complete directions and using efficient methods for transitions, materials distribution, and other routine matters.
- A2: Instructional Time – Use of instructional time is optimized by techniques such as focusing on objectives and providing sufficient instructional activities.

Dimension B: Physical Setting – The physical setting allows the students to observe the focus of instruction, to work without disruption, to obtain materials, and to move about easily; and it allows the teacher to monitor the students and to move among them.

Dimension C: Appropriate Behavior

- C1: Monitoring Behavior – Appropriate behavior is maintained through techniques such as monitoring the behavior of the entire class, establishing clear and consistent expectations, and providing positive feedback when appropriate.
- C2: Intervening – Appropriate behavior is maintained by providing appropriate feedback or interventions when learners are off-task or disruptive.

OR

Behavior is appropriate.

Source: The Georgia Teacher Evaluation Program, Georgia Department of Education.

Brenau Assessment of Dispositions

Student Name: _____ Semester/Year: _____

Course No: _____ School: _____

Observer's Signature: _____ Date: _____

Directions: For each disposition indicate by number the best description of the behaviors observed.
 NA: not applicable for this observation 0: below expectations 1: meets expectations 2: exceeds

		CRITERIA	0	1	2	EVIDENCE
Professional	A	Meets obligations and deadlines.				
	B	Accepts procedures and rules.				
	C	Submits work that reflects high standards.				
	D	Demonstrates effective use of problem-solving techniques.				
	E	Demonstrates tenacity and self-reliance in pursuit of solutions.				
	F	Demonstrates professional appearance.				
	G	Values the unique characteristics of all learners.				
	H	Demonstrates commitment and enthusiasm to the teaching profession.				
	I	Demonstrates ethical behaviors				
	J	Has high expectations for self and students.				
	K	Sets reasonable goals.				
	Comments:					
Personal	A	Solves problems in constructive ways.				
	B	Displays appropriate affect and emotions.				
	C	Demonstrates professional behaviors.				
	D	Reflects upon and takes responsibility for own behavior.				
	E	Accepts suggestions positively and modifies behavior appropriately.				
	F	Demonstrates a positive attitude.				
	Comments:					
Interpersonal	A	Demonstrates respect for the feelings, opinions, knowledge and abilities of others.				
	B	Is empathetic and responsive to the feelings of others.				
	C	Demonstrates effective interpersonal skills.				
	D	Functions effectively in a variety of group roles.				
	E	Solicits and considers alternative viewpoints.				
	F	Speaks with clarity, fluency, and appropriate grammar.				
	G	Communicates effectively with diverse audiences.				
	Comments:					
	Overall Rating					

Brenau Critical Thinking and Reflection Rubric

Context

Candidates in the teacher preparation programs at Brenau University should be able to develop and deliver lesson plans that include the following elements: a clear delineation of the purpose of the lesson, concise behavioral objectives, active engagement of learners using higher order thinking skills, evidence of accomplishing the goals of the lesson, and reflection on the lesson process. This rubric will be used to assess the success of candidates for the above criteria.

Purpose

This assessment measures the extent to which candidates can demonstrate the use of critical thinking and reflection in the delivery of lesson plans.

Assessor

The instructor for the class will be responsible for assessing the lesson delivered by the candidate with the use of the Critical Thinking and Reflection Rubric.

Critical thinking and reflection rubric					
	Substantial evidence and sophisticated (4 pts)	Strong and clearly evident (3 pts)	Evident (2 pts)	Scant (1 pt)	Not evident
Purpose	Clearly stated, meaningful, and well articulated	Clearly stated and meaningful	Clearly stated	Purpose not clear	No purpose
Behavioral objectives	Objectives are behavioral, tied to assessment, and are appropriate in number	Objectives are behavioral and tied to assessment	Objectives are behavioral	Objectives are not behavioral	No objectives
Engage learners	Engage learners, HOT, and creative	Engage learners and HOT	Engaged learners	Did not engage learners well	Did not engage learners
Supporting data	Quality supporting data, enough to accomplish goal, and enough to convince learners	Quality supporting data and enough to accomplish goal	Quality supporting data	Poor supporting data	No supporting data
Reflection	Assessed conclusions, implications, and consequences of lesson	Assessed conclusions and implications of lesson	Assessed conclusion of lesson	Poor assessment of conclusions of lesson	Did not assess conclusions of lesson