

USING INSTRUCTIONAL DESIGN TO TRANSFORM THE LESSON PLANNING PROCESS FOR TEACHER CANDIDATE PREPARATION

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Abstract

Researchers designed and used a lesson plan outlining tool with teacher candidates in an elementary language arts methods course to help them better construct a learning segment of three consecutive days of lesson plans. The tool and assignment were designed as a preparation for working with an edTPA© portfolio. This qualitative study used surveys and follow-up interviews throughout the outlining process to understand participants' focus and progress during lesson planning using the supports provided in the outlining tool. Results showed a connection to instructional design theory criteria through the themes identified related to understanding the goals and organization of lesson planning, which provides insight into the preparation of teacher candidates.

Keywords: preservice teachers, language arts methods, edTPA, qualitative research

As state mandates for teacher licensure change, faculty members in educator preparation programs (EPPs) are faced with the need to revisit their program curricula and processes to meet updated standards and better prepare teacher candidates. One particular change related to state licensure for educators has been the implementation of edTPA©. This task-oriented portfolio assessment expects teacher candidates to plan, teach, and assess with a focus on self-reflection, which is a vastly different approach to initial teacher certification assessment than the traditional standardized exams.

For the past five years, the researchers have been involved in creating and updating assignments embedded into coursework that are designed to prepare teacher candidates for creating edTPA© portfolios during the student teaching internship. This study highlights one assignment within a language arts course at a small liberal arts college that focuses on the lesson planning process for elementary education and early childhood education majors. Although the assignment has been used in the course for several years, it was updated to include an outlining tool designed to provide support for teacher candidates in the lesson planning process.

For this assignment, teacher candidates in the course are asked to create a learning segment consisting of three consecutive days of lesson plans. The learning segment must focus on either comprehending or composing text, and the end result of the assignment is three consecutive lesson plans. Prior to writing the lesson plans, the instructor guides the class through an outlining process using a tool created to support the participants. The outlining process is discussed in class, and teacher candidates are encouraged to collaborate with one another and share their ideas while completing the outlines on the tool. The outlining process lasts three weeks and is discussed in four of six class sessions during a three-week period. After completing the outlining process, teacher candidates use the information they listed on the outline

(and feedback provided by the instructor) to create a learning segment consisting of three consecutive literacy lessons for an elementary classroom. Early childhood majors must choose a grade level in K-3, while elementary education majors can choose a grade level from K-6. Participants are given one week to write their lesson plans using a provided template.

Description of Lesson Planning Outline Tool

The tool was created in an attempt to support teacher candidates in their construction of consecutive lesson plans. The outline process uses the created tool and is conducted over four class periods; teacher candidates are guided through a discussion of each part of the outline tool. Time is also provided for teacher candidates to discuss their ideas with classmates as well as the instructor. At the end of each section of the tool, the instructor provides feedback on progress.

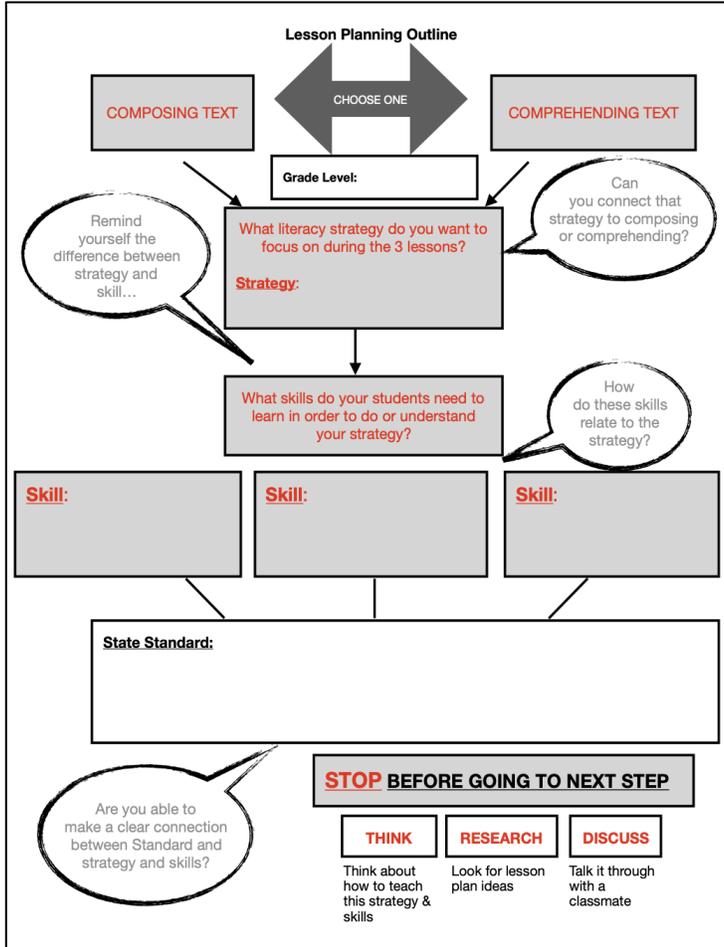
The documents created for the outline process tool are divided into four parts:

1. Deciding on comprehending or composing text, listing strategy and supporting skills, connecting to state standards.
2. Summarizing the lesson for each day and connected assessments (assessments can be formal or informal).
3. Writing learning objectives (using the ABCD method of audience, behavior, condition, and degree).
4. Embedding vocabulary instruction and activating prior knowledge.

Each part of the outline tool is constructed in the format of a graphic organizer to help teacher candidates visually see their ideas in an organized manner and understand connections between specific parts of the lesson. Additionally, tips and hints are provided on the graphic organizers to support teacher candidates as they develop their ideas for the learning segment. A visualization is presented in Figure 1.

Figure 1

Image of Part One of Outlining Documents (Note: Lesson planning graphic to assist student organization)



Theoretical Framework

The goal of the project was to help teacher candidates to better understand the process for outlining, writing, and developing lesson plans for a learning segment within edTPA©. As we refined the outlining documents used with teacher candidates, we wanted to capture their view of how the tool was helping them with the lesson planning process. Instructional design theory was identified as a framework for exploring teacher candidate performance through edTPA©, including the development of quality lesson plans for a specific learning segment that engage learners, and to identify curricular changes necessary to adhere to edTPA© performance portfolio requirements while incorporating quality instruction.

Instructional design models are regularly used to develop specific aspects of instruction or teaching (Seel, 1997). Instructional design theory centers around the development and delivery of quality instruction. These models tend to pay attention to the unique conditions of various instructional settings as well as alternative orientation to the instructional process itself (Richey and Klein, 2011). Reigeluth (1999) used the term *instructional-design theory* to describe this approach that "offers explicit guidance on how to help people learn and develop. The kinds of learning and development may include cognitive, emotional, social, physical and spiritual" (p. 5). His view of instructional design, which incorporates the systematic development of quality instruction based on instructional theory and how to best engage student learners, serves as the basis for this study. Reigeluth (1999) suggested the instruction include the follow four criteria:

1. Clear information
 - Descriptions and examples of the goals, knowledge needed, and the performances expected.
2. Thoughtful practice
 - Opportunity for learners to engage actively and reflectively whatever is to be learned-adding numbers, solving word problems, writing essays.
3. Informative feedback
 - Clear, thorough counsel to learners about their performance, helping them to proceed more effectively.
4. Strong intrinsic or extrinsic motivation
 - Activities that are amply rewarded, either because they are very interesting and engaging in themselves or because they feed into other achievements that concern the learner (Perkins, 1992, p. 45).

These criteria can be applied to this study on two layers: the redesign of coursework by faculty of EPPs and the creation of lesson planning by the teacher candidates. A major pedagogical goal of EPPs is for teacher candidates to be able to provide targeted quality instruction that addresses the individual needs of their students. For teacher candidates to be successful at providing such learning opportunities, they need to know how to plan quality lessons. Additionally, many state boards of education are moving to a more rigorous performance-based assessment for teacher certification that requires teacher candidates to plan quality lessons, teach those lessons, analyze student data to make additional targeted instructional decisions, and reflect on the entire process. This requires faculty members in EPPs to evaluate their programs and assignments to find where curricular changes are needed to adequately prepare teacher candidates not only for performance-based certification assessments, but for their future professions.

Quality Lesson Planning: Lesson Plans

The term *instructional design* refers to the systematic and reflective process of translating principles of learning and instruction into plans for instructional materials, activities, information resources, and evaluation (Smith and Ragan, 1999). This approach shifts the learning environment or classroom from teacher-centered to student-centered with the primary focus of engaging students while assessing learners' knowledge and mastery of the objectives. In doing so, teacher candidates need to have specific materials and activities to engage learners while utilizing assessments to guide students' understanding of the objectives taught. To properly implement instructional design, teacher candidates must create a positive low-risk learning environment for students while offering engaging, quality lesson plans.

Teacher Candidate Performance

We posit that a clear connection exists between instructional design theory and teacher candidate performance. In this case, the teacher candidate performance is evaluated through an edTPA© portfolio. Stanford University faculty and staff at the Stanford Center for Assessment, Learning, and Equity (SCALE) developed edTPA© with input from teachers who had experience with portfolio-based assessments from the National Board for Professional Teaching Standards (NBPTS), the Interstate Teacher Assessment and Support Consortium (InTASC) Standards portfolio, and the Performance Assessment for California Teachers (PACT). More and more universities are transitioning from a traditional computer-based exam, Pedagogy and Professional Responsibilities (PPR) or Praxis, to edTPA©, a subject-specific portfolio. Currently there are 926 EPPs in 41 states and the District of Columbia participating in edTPA©. (edTPA© Participation Map, 2020. <http://edtpa.aacte.org/state-policy>)

edTPA© is a subject-specific performance assessment portfolio covering 27 teaching fields. The portfolio is structured with specific tasks. All portfolios have three tasks and include both artifacts and commentary. Task 1: *Planning or Intended Teaching*, outlines the learning segment the student candidate will teach and the evidence is assessed using rubrics 1-5. Task 2, which is *Instruction or Enacted Teaching*, provides video evidence to support student learning and the evidence is assessed using rubrics 6-10. Task 3: *Assessment or Impact of Teaching*, demonstrates student understanding of the learning segment and is assessed using rubrics 11-15. All tasks include oral and written

language used for academic purposes, *academic language*. Once the portfolio is complete, the teacher candidate submits the portfolio to Pearson and a Pearson scorer reviews and evaluates the portfolio and gives the teacher candidate an overall score.

edTPA© Lesson Plans

Instructional design theory outlines planning and teaching which directly align with the edTPA© portfolio. Specifically, the lesson plans should include the essential elements of edTPA©: (a) planning, (b) instruction, and (c) assessment each aligning with instructional design. The lesson plans should include:

- *Planning*: the teacher candidates demonstrate teacher readiness by creating, developing, and instructing students utilizing detailed lesson plans to support students' areas of strengths and needs.
- *Instruction*: the teacher candidate delivers and instructs students based on lesson plans that engage students in meaningful ways and build on each other during the learning segment.
- *Assessment*: the teacher candidate analyzes student learning and then makes adjustments or accommodations to their instruction as needed.

When teacher candidates begin preparing to write the commentary for Task 1, it is imperative to stress the importance of detailed lesson plans. Specific criteria are required for edTPA© lesson plans and include learning objectives, state standards, instructional strategies and learning tasks, formal and informal assessments, support of diverse learners, and resources. The lesson plans are created for a learning segment of 3-5 days, can be up to four maximum pages per plan, and include up to five pages per lesson plan for instructional materials (i.e., handouts, slides, assignments). The intended teaching focus is either comprehending or composing text.

The edTPA© portfolio rubrics, for all tasks, align with instructional design theory. One example from each task is outlined. The teacher candidates create detailed lesson plans tied to learning objectives to check for student mastery (Task 1, Rubric 1) The teacher candidate creates a classroom environment that is mutually respectful and provides a low-risk learning environment for students (Task 2, Rubric 6). Candidates then evaluate and analyze students' responses to learning objectives (Tasks 3, Rubric 11). Students were given lesson plan checklist for teacher candidates (see Appendix B).

Prior to clinical experience, teacher candidates in this study have experienced classroom observations that includes interaction with students but no direct teaching. Also, lesson planning up to this point in their program has not been planning for lessons that they will directly teach in an elementary classroom. Since the teacher candidates have not had previous experience teaching their own planned lessons, the lesson planning they have done up to this point has typically been focused on creating one isolated lesson; they have not had practice designing a series of consecutive lessons that build on one another in progression.

Curricular Change

Using Ragleigh's (as cited in Perkins, 1992) four criteria for instructional design as a guide, faculty can reflect on the specific courses taught within an EPP to determine where and what kind of changes can be made to better prepare teacher candidates for edTPA© and their future careers. Faculty being *clear about information* includes the use of explicit instruction and modeling so that teacher candidates have a clear and full understanding of what they are expected to do in their future classrooms. Allowing time for *thoughtful practice* about teacher candidates' learning and experiences gives teacher candidates opportunities to reflect on the process of writing lesson plans and to fully understand the lesson plan cycle process. *Informative feedback* serves as a tool to look more closely at candidate performance and efforts can be made to build in opportunities where faculty members provide specific feedback on teacher candidates' strengths and areas of growth. *Strong intrinsic or extrinsic motivation* is used as a model to engage teacher candidates in meaningful, active learning. Specifically, faculty members can look at designing meaningful teaching opportunities for teacher

candidates to practice real classroom application. This involves having learning opportunities that directly relate to what they will do as teachers in a real-world classroom setting, which can be motivating because the teacher candidate can see the connections between what they are learning in the moment and what they will be expected to do as classroom teachers. Participation in EPP course activities and assignments that have meaningful and purposeful connections to teaching in the classroom has a more of an impact on teacher candidate motivation than what they often consider 'busy work.' Through surveys conducted during the lesson planning process, the researchers sought to know how the outlining tool supported teacher candidates and identify the connection to the four criteria for instructional design.

Methodology

Setting and Participants

This study was conducted at a small liberal arts college in the southern region of the United States. The participants in this study were enrolled in a language arts methods course for teacher candidates who are classified as juniors or seniors. The 13 students enrolled in the class have been accepted into the Education Program and are one or two semesters from doing their student teaching internship. All participants identified as female, and two were early childhood majors with the remaining majoring in elementary education. The majority (62%) identify as white, while 18% of participants identify as Latina, 18% identify as African American, and 8% as Asian.

The lesson planning assignment asks teacher candidates to create a learning segment consisting of three consecutive lessons on either composing or comprehending text. The teacher candidates can choose which grade level they would like to focus on, but early childhood majors are asked to choose between grades K-3. Elementary education majors can choose from grades K-6. The assignment has been used previously in this course to prepare teacher candidates for the lesson planning process they are expected to do in Task 1 of their edTPA© portfolio, but the addition of the outlining process was added when data were collected for this study.

Procedure

Participants were given survey questions (see Appendix A) at milestones in the process of outlining and writing lesson plans for the learning segment. The milestone points included: before attempting the outlining process (informed of assignment expectations), after the outlining process concluded, and after participants had completed writing lesson plans and received feedback on the assignment. Additionally, each participant was interviewed after all survey questions had been completed to allow the participant to expand on answers and/or clarify answers. The interviews consisted only of the questions posed on the surveys.

The evaluation coding process (Pitman & Maxwell, 1992) was used to take the open-ended responses and categorize the perceptions. The results were read multiple times and initially placed into eight categories. Each category was given a code that was descriptive of all items listed in the category. Codes were then combined into groups with similar results to produce broad themes.

Results

All open-ended responses to the surveys were grouped and coded to find themes. Three themes with the most responses connected to the chronological time frame of before the outlining process, during, and after the process was finished. Themes and connecting responses are presented in Table 1.

Prior to starting the outlining process, the participants were asked if they had previously used any outlining format when creating lesson plans. Only one participant had used an outline, and she explained it was for a single mathematics lesson. The outlining she used consisted of listing ideas in short phrases in a bullet format. The responses related to *clear information* that was provided related to the lesson planning process at this stage.

Additionally, participants listed their concerns about the lesson plan assignment before they began outlining. Participants could list any concern and were not limited to certain options. The largest percentage of participants (85%) listed “breaking the idea for teaching the skill into parts for each day.” The next concern with the highest percentage (69%) reported they were overwhelmed by creating three days of lesson plans opposed to just one lesson plan. The other two concerns held by more than half of the participants (62%) were building on the prior day’s lesson and activating students’ prior knowledge. The edTPA© portfolio will expect teacher candidates to construct a learning segment covering 3-5 days, and they will have to explicitly explain the building process of those days in Task 1 Commentary in 1C (edTPA© Elementary Education: Literacy with Mathematics Task 4 Assessment Handbook, 2018).

Table 1
Survey Responses and Connected Themes

Place in Process	Overall Theme of Responses	Theme Connected to Instructional Design	Specific Responses Connected to Theme
Before Process	Trying to Understand Big Picture versus Each Day	Clear Information Informative Feedback	“Connecting the lessons together” “Building on the prior day” “Breaking the idea for teaching the skill into parts for each day” “Overwhelmed by where to start” “Overwhelmed with doing 3 days”
During Process	Concerned with Making Connections Between Lessons	Thoughtful Process Informative Feedback	“Connecting days together” “Trying to find appropriate vocabulary”
After Process	Organization Provided Helped to See Connections Between Parts (or sections) of Lessons	Thoughtful Process Rewards	“I could see an overview and details of how to teach” “I liked starting with a general idea then getting more specific” “Made me differentiate specifically for ESL, IEP, 504” “Made me be more specific or detailed - I had not been that specific before” “Made me think about how to give support to students during my lessons” “Incorporating vocabulary teaching into lesson” “Helped me get ideas down so I could expand later” “Develop good questions because I don’t normally list questions in lesson plans” “Helped to make sure standards and objectives were connected” “Activating prior knowledge” Seeing how the lesson connected to each other” “I focused more on how I would teach instead of just using activities” Made me include modeling”

Discussion

The concerns expressed by the participants are to be expected for teacher candidates at this stage in their program and teaching experience. Many courses early in an EPP require writing a single lesson plan, so it is understandable that the participants felt overwhelmed by the prospect of writing three lesson plans that build from one lesson to the next and expressed difficulty in seeing the big picture. The participants' concerns also speak to the necessity of faculty-provided scaffolding tools and activities to help them move from the development of skills in planning a single lesson to planning a multi-day learning segment, which connects to the need for *clear information* and *informative feedback* in the Instructional Design model. Additional aspects of concern can include teacher candidates who plan too much content or embed too many strategies for a single lesson. The central focus required in the edTPA© learning segment should include an essential literacy strategy and related skills (Elementary Education: Literacy with Mathematics Task 4 Assessment Handbook, 2018). Planning a multi-day learning segment can help teacher candidates see how to teach skills and concepts in smaller chunks in a developmentally appropriate way. By providing the outlining tool, the instructor was able to see the teacher candidate's thought process in planning and provide feedback for specific aspects of the lesson plan.

After the outlining process was completed, the participants were asked what their primary focus was during the process. They had not started writing their lesson plans when asked this question. Most participants (77%) reported their primary focus when outlining was connecting the days together, and 31% said trying to find the appropriate vocabulary was their primary focus. All participants listed more than one primary focus. Most of the participants reported that their primary focus during the outlining process was connecting the lessons across the multi-day learning segment. This focus aligns with the primary concerns they had prior to beginning the lesson planning process. Whatever experiences /observations teacher candidates have had up to this point in their program include watching teachers deliver instruction without fully understanding the planning process. After walking them through the planning process, they report in these results that the outlining tool helped them zero in on making connections throughout the learning segment and supporting vocabulary. Language demands that include vocabulary will be asked about in edTPA© commentary in Task 1 (4C) and Task 3 (3A) (edTPA© Elementary Education: Literacy with Mathematics Task 4 Assessment Handbook, 2018). Without a template of some kind leading teacher candidates through questions to consider when planning lesson plans, faculty cannot be certain teacher candidates will know what to focus on in such an exercise. This type of scaffolding tool helped them to see what was missing from their planning while they can get clear feedback at specific points from faculty.

After the lesson planning process was completed, the participants were asked about their opinions regarding the use of the outlining process to write their lesson plans and how they believed the outlining helped them write their lesson plans. Most participants answered that they did more revising of ideas when outlining (62%), and over half of the participants were more focused on differentiation (54%) and being more detailed (54%). Teacher candidates at this stage in their program do not necessarily understand the importance of including specific details in their lesson plans, but they will be required to consider such a level of detail in their edTPA© portfolio. They are reminded in the edTPA© Handbook to, "...be detailed enough that a substitute or other teacher could understand them well enough to use them" (edTPA© Elementary Education: Literacy with Mathematics Task 4 Assessment Handbook, 2018, p. 13).

Participants believed the outlining process helped them in several ways. The majority reported that the process helped them better connect standards and objectives (77%) and focus more on how to teach instead of just listing activities (77%). The results also showed that a majority of participants believed the outlining process helped them incorporate vocabulary (69%), get ideas down to expand on later (69%), organize to better connect the days (62%), activate prior knowledge (62%), develop better questions (54%), and include modeling (54%). The clear information and informative feedback in the beginning stages of planning lead to the more thoughtful process that could occur during planning.

Once feedback was given to participants regarding their completed lesson plans, they were asked what they believed to be their area of weakness when writing lesson plans. Most participants (77%) claimed their weakness as providing clear details in lessons about how to teach the lesson. Additional areas of weakness were planning for accommodations (69%), activating prior knowledge (62%), pacing/timing (62%), and planning assessments (54%). After lesson plans were graded and feedback was provided, the participants were asked to list their perceived areas of weakness. Clear feedback is part of instructional design theory and provides teacher candidates with the ability to better understand their areas of weakness going into future planning. Participants focused on 5 major areas: providing details, creating assessment, activating prior knowledge, planning for accommodations, and timing/pacing. When comparing the five listed areas to individual scores and feedback on lesson plans, a clear connection is made because the five areas listed by teacher candidates as their weakness were the lowest rated areas on lesson plans. This connection demonstrates that the teacher candidates read and considered the feedback to their lesson plans. Such consideration of what could be done better directly relates to questions asked in edTPA© commentary regarding what would be changed (Commentary Question 5A, Task 2, edTPA© Handbook for Elementary Education: Literacy with Mathematics Task 4, p. 25). The lesson plan template asked for a connection between strategies used in the lessons and an educational theory, but the outlines did not focus on theory.

Implications

The implementation of edTPA© was the catalyst for making changes to coursework, but it resulted in a scaffolding tool that helped teacher candidates become more reflective in their lesson planning process. In this study, the assignment was redesigned with the four criteria of instructional design in mind (Perkins, 1992). Teacher candidates participating in the revised assignment that included the outline were provided clearer information regarding building a lesson plan than they had been given previously. As they moved through each part of the outlining tool, they were asked to stop and reflect on the construction of their lessons, and feedback was given throughout the process instead of just at the end of the assignment. By showing how this process links to both a certification portfolio assessment as well as better preparation for the field, teacher candidates can understand the value of participating in the process of outlining as a motivating force. Participants reported having more depth and reflection in this lesson planning process than they had experienced previously. Future research could look at a lesson plan written without the lesson planning tool to compare the level of quality.

Additional research can explore direct connections between scaffolding tools and performance on edTPA© portfolios. This study can serve as a guide to faculty in EPPs who are considering ways to scaffold the process of writing multi-day lesson plans for their candidates as they prepare them for Task 1 of the edTPA© portfolio, and as faculty implement different tools with different populations, the research related to such endeavors could serve as a way to better understand how preparing candidates for a portfolio can additionally prepare them to do lesson planning in their beginning years in the profession.

Conclusion

For teacher candidates and new teachers to truly understand lesson planning, teacher education programs should provide examples of lesson plans early in the educator preparation program and continue to scaffold throughout the time in the program. Such scaffolding allows students to become familiar with the lesson plan writing process and to have critical assignments align with coursework within the EPP. Then the teacher candidate will have more exposure to the edTPA© rubrics and lesson plan expectations. In this redesign of an assignment, the teacher candidates are getting experience writing multi-day lesson plans with a scaffolding tool that will better prepare them for their teaching internship later, edTPA©, and for their teaching career. The more experience that students have writing lesson plans in coursework prior to clinical teaching will allow students to be better prepared for the expectations of edTPA© lesson plans as well as their first year of planning as a teacher.

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Appendix A

Results from Surveys

<i>The following question was asked PRIOR to the outlining process. Teacher candidates had been informed of the details of their assignment.</i>	Yes	No
Have you used any kind of outlining format previously for lesson planning?	1	12

<i>The following question was asked PRIOR to the outlining process. Teacher candidates had been informed of the details of their assignment.</i> What are your concerns before creating learning segment (3 consecutive days of lesson plans)?	Number who listed:
Breaking the idea for teaching the skill into parts for each day	11/13 = 85%
Overwhelmed with doing 3 days	9/13 = 69%
Connecting the lessons together	8/13 = 62%
Building on the prior day	8/13 = 62%
Activating prior knowledge	6/13 = 46%
Overwhelmed by where to start	5/13 = 38%
Matching skills to standards	4/13 = 31%
How to write a lesson summary	1/13 = 8%
Timing	1/13 = 8%

<i>The following question was asked AFTER the outlining process was completed and BEFORE lesson plans were written.</i> What was your primary focus while doing the outlining process?	Number who listed:
Connecting days together	10/13 = 77%
Trying to find appropriate vocabulary	4/13 = 31%
Is lesson developmentally appropriate?	2/13 = 15%
Finding accommodations for specific groups (ESL, 504, IEP)	2/13 = 15%
Finding motivation to complete 3 days instead of just 1	2/13 = 15%
Getting organized	2/13 = 15%

<i>The following question was asked AFTER lesson plans were completed.</i> What are your impressions or thoughts about using the outlining process?	Number who listed:
I did a lot of revising of ideas and had not done that before when writing lesson plans	8/13 = 62%
Made me differentiate specifically for ESL, IEP, 504	7/13 = 54%
Made me be more specific or detailed – I had not been that specific before	7/13 = 54%
Did not realize how specific I needed to be	2/13 = 15%
I could see an overview and details of how to teach	2/13 = 15%
I liked starting with a general idea then getting more specific	2/13 = 15%
Made me find materials or resources or text to match my skill	2/13 = 15%
I had to make sure everything on outline was in the lesson plans	2/13 = 15%

<i>The following question was asked AFTER lesson plans were completed.</i> How did the outline process help you when you were writing your lesson plans?	Number who listed:
Helped to make sure standards and objectives were connected	10/13 = 77%
I focused more on how I would teach instead of just using activities	10/13 = 77%
Incorporating vocabulary teaching into lesson	9/13 = 69%
Helped me get ideas down so I could expand later	9/13 = 69%
Helped me organize the days so they connected	8/13 = 62%
Activating prior knowledge	8/13 = 62%
Develop good questions because I don't normally list questions in lesson plans	7/13 = 54%
Made me include modeling	7/13 = 54%
Seeing how the lessons connected to each other	5/13 = 38%
Made me think about how to give support to students during my lessons	5/13 = 38%
Liked the first, next, last format – helped me explain my lesson better	4/13 = 31%
Helped me with timing	4/13 = 31%
Gave a basic structure for the lesson	3/13 = 23%
Outlining gave me confidence when actually writing plans	2/13 = 15%

<i>The following question was asked AFTER lesson plans were graded and feedback was provided.</i> What are your areas of weakness in lesson planning?	Number who listed:
Providing clear details in lesson of how I will teach	10/13 = 77%
Planning for accommodations	9/13 = 69%
How to activate prior knowledge	8/13 = 62%
Timing or pacing	8/13 = 62%
Creating assessments	7/13 = 54%
Connecting each day/lesson	3/13 = 23%
Teaching about vocabulary in lesson	2/13 = 15%

Appendix B

Lesson Plan Checklists for Elementary Education and Early Childhood Majors Who are Working their edTPA© Portfolio

Lesson Plan Checklist for edTPA© - Elementary Education Literacy

When Meeting with Teacher About

Lesson Planning:

- ✓ Decide on days to teach
- ✓ Decide focus of Lessons: Compose or comprehend text
- ✓ State Standards
- ✓ Which students could be focus students?
- ✓ Vocabulary
- ✓ Teaching strategies to include?
- ✓ Needs of students
- ✓ Assessments
 - Informal
 - Formal
- ✓ How should assessments be scored?
- ✓ Make a plan for collecting assessment samples

Ask for any other suggestions, feedback, and advice

Lesson Plans MUST Contain:

- ✓ 3-5 Consecutive Days
 - ✓ 4 pages MAX per plan
 - ✓ Focus of Lessons:
 - Compose or comprehend text
 - ✓ State Standards
 - Number and text of standard
 - Include portion if only cover portion of standard
 - ✓ Learning objectives
 - Clear?
 - Can be measured?
 - Match standards?
 - ✓ Language Function
- ✓ Supports for language function
 - ✓ Vocabulary
 - ✓ Syntax or discourse
 - ✓ Summary that clearly outlines what happened in lesson
 - ✓ Is modeling included?
 - ✓ Are students applying literacy strategy?
 - ✓ Meeting diverse needs of students?
 - ✓ Assessments
 - Informal
 - Formal

Lesson Plan Checklist for edTPA® - Early Childhood

When Meeting with Teacher About

Lesson Planning:

- ✓ Decide on days to teach
 - ✓ Decide focus of Lessons: Language & literacy development in an interdisciplinary context
 - ✓ State Standards
 - ✓ Which 2 students could be focus students? (one with needs)
 - ✓ Active & multimodal
 - ✓ Vocabulary
 - ✓ Teaching strategies to include?
 - ✓ Needs of students in class
 - ✓ Assessments
 - Informal
 - Formal
 - ✓ How should assessments be scored?
 - ✓ Make a plan for collecting samples
- Ask for any other suggestions, feedback, and advice

Lesson Plans MUST Contain:

- ✓ 3-5 Consecutive Days
- ✓ 4 pages MAX per plan
- ✓ Focus of Lessons: Language and literacy development in an interdisciplinary context
- ✓ State Standards
 - Number and text of standard
 - Include portion if only cover portion of standard
- ✓ Learning objectives
 - Clear?
 - Can be measured?
 - Match standards?
- ✓ Shows active and multimodal nature of young children's learning
- ✓ Describes learning strategies and activities

- ✓ Key Vocabulary
- ✓ Supports for vocabulary
- ✓ Summary that clearly outlines what happened in lesson
- ✓ Is modeling included?
- ✓ Meeting diverse needs of students?
- ✓ Assessments
 - Informal
 - Formal
- ✓ Instructional resources included? (be sure to include citations when needed)

****You will need to consider your observation tools of the 2 focus students in documenting their development of language and literacy. See p. 30 & 47 of handbook for details.*

MAKE A PLAN FOR DOING THIS PRIOR TO TEACHING.