

Reading Specialist

2024-2025: Lesson Plan Evaluation

ETSU Lesson Plan Rubric (N=9): Lesson plans were scored using the TEAM 5-point rubric: Significantly Below Expectations 1; At Expectations 3; Significantly Above Expectations 5. Across the nine candidates evaluated, performance was strongest in foundational instructional practices. Standards and objectives, as well as teacher content knowledge, were particularly high, with 6 out of 9 candidates scoring a 5 in each area. Knowledge of students was also strong (7 of 9 scored a 5), along with academic feedback (6 of 9 scored a 5) and questioning (5 of 9 scored a 5). Additionally, activities and materials and lesson structure and pacing each had 5 candidates scoring at the highest level, indicating that over half of the group demonstrates effective planning and delivery of instruction. Two candidates earned perfect scores across all categories, reflecting consistently exemplary teaching practices.

In contrast, several areas showed greater variability and lower overall performance. Motivating students had only 4 teachers scoring a 5, while grouping students also had only 4 top scores, suggesting inconsistent use of engagement and collaboration strategies. More notably, higher-order instructional skills were less evident: only 3 candidates scored a 5 in developing higher order thinking, which includes creating opportunities where students generate a variety of ideas and alternatives and analyze problems from multiple perspectives, and just 1 candidate scored a 5 in problem solving, making it the lowest-performing category overall. The problem-solving category includes planned activities that teach abstraction, categorization, drawing conclusions/justifying solutions, and generating ideas.

These trends suggest that while most candidates are proficient in core instructional practices, there is a clear need to strengthen strategies that promote student engagement, critical thinking, and problem-solving skills.