

Feinstein School of Education and Human Development

***Teacher Candidate  
Mini Work Sample***

FALL 2010 VERSION

(Adapted from The Renaissance Partnership for Improving Teacher Quality Project <http://fp.uni.edu/itq>)

Revised 08/10

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## Overview of FSEHD Teacher Candidate Mini Work Sample (TCMWS)

### The Vision

Teacher candidates will design a Teacher Candidate Mini Work Sample (TCMWS) centered on an instructional unit that provides evidence of their ability to plan for student learning by:

- Setting significant, challenging, varied, and appropriate learning goals and unit objectives.
- Incorporating multiple forms of assessment aligned with learning goals to assess student learning before, during, and after instruction.
- Designing instruction for specific unit objectives, student characteristics and needs, and learning contexts.

### The Assignment

Candidates who are preparing to student teach are required to design an instructional unit for the purpose of the TCMWS. The TCMWS contains three teaching processes identified by research and best practice as fundamental to improving student learning. These three teaching processes fit into the FSEHD Conceptual Framework themes of Knowledge, Pedagogy, Diversity, and Professionalism.

Each Teaching Process of the TCMWS is followed by the Task, a Prompt, and a Rubric that defines various levels of performance. The Rubrics are used to evaluate the TCMWS. The prompts/directions/tips support the construction of the TCMWS.

The components of the TCMWS include\*:

- Learning goals and unit objectives aligned with state or district content standards;
- An assessment plan designed to assess student learning before, during and after instruction, and;
- A design for instruction;

Examples of units might include:

- The writing process in a special education placement;
- A poetry unit in an elementary classroom for language arts;
- Linear equations unit in a middle school mathematics classroom;
- The solar system in a science classroom;
- The short story as a literary genre in middle/secondary English;
- Tobacco prevention in a health education class.

\* Your program may require additional components.

## Teaching Processes Assessed by the TCMWS

The following Teaching Processes and Indicators are adapted from the Renaissance Candidate Work Sample.

### Process 1: Learning Goals

The candidate sets significant, challenging, varied and appropriate learning goals and unit objectives.

- Sets unit learning goals and unit objectives
- Aligns unit objectives with national, state or local standards
- Selects unit objectives that are significant, challenging and varied
- Describes unit objectives clearly
- Chooses unit objectives that are appropriate for students
- Provides a coherent rationale for teaching the unit

### Process 2: Assessment Plan

The candidate uses multiple forms of assessment aligned with unit objectives to assess student learning throughout the unit.

- Includes multiple forms of assessment
- Aligns unit objectives and assessments.
- Justifies assessment methods
- Adapts assessments based on the individual needs of students
- Provides visual organizer of assessment plan
- Demonstrates technical soundness
- Provides a rationale for the assessment plan

### Process 3: Design for Instruction

The candidate designs instruction as is required in the particular program in order to meet broad learning goals and specific unit objectives. The design takes into account student characteristics and needs, learning contexts, and standards of the discipline.

- Aligns instruction with Learning Goals and Unit Objectives
- Demonstrates accurate representation of content
- Includes lesson and unit structure
- Uses a variety of instructional strategies and techniques
- Uses contextual information and data to select appropriate and relevant activities, assignments and resources
- Uses technology
- Articulates intended behavior, social interaction, and student engagement

## General Advice for Completing the TCMWS

The TCMWS provides substantial evidence that candidates are ready to student teach. To complete the TCMWS, candidates need to assume the role of a teacher and be held accountable for their own work by establishing a schedule to complete each section. Even though candidates write each section independently, it is important that each one relates to the others. The work that candidates produce reflects their work ethic and the professional skills, attitudes, and knowledge obtained up to this point in their pre-service career.

### Submission Reminders

- **Ownership**  
Complete the cover page template (to be provided)
- **Anonymity**  
In order to insure anonymity, use pseudonyms for names of students, teachers, schools, and districts. Fictitious or code names may be used, and a notation to that effect must be included in the document.
- **Table of Contents**  
Provide a Table of Contents with page numbers that lists the sections and appendices in the TCMWS document.
- **Narrative length**  
A suggested page length for the narrative is given at the end of each section. There is some flexibility of length across sections, but the total length of the written narrative (excluding references and appendices) should not exceed eight (8) word-processed pages, double-spaced in 12-point font, with 1-inch margins. Be sure to include page numbers.
- **References and Credits**  
References to another person's ideas or material in the TCMWS are to be cited under References and Credits in a separate section immediately following the narrative. Use the standard form for citing references for your content area (e.g., APA, MLA, Chicago, etc.).
- **Appendices**  
Charts, graphs, lesson plans, and assessment instruments are required as part of the TCMWS document and are not included in narrative length. Include these and any other supporting documentation in appendices after the narrative.

## Learning Goals and Unit Objectives

**Teaching Process:** The candidate sets significant, challenging, varied and appropriate learning goals and unit objectives.

### Task

Provide and justify the learning goals and objectives for the unit.

### Prompt:

List the learning goals and unit objectives (not the activities) that will guide the planning, delivery and assessment of your unit.

### Part I

Learning goals are broad and lofty and reflect the big ideas or structure of the discipline. The goals serve as an overarching umbrella to guide all instruction within the unit. The learning goals should be significant, challenging, varied and appropriate. In the chart, number or code each learning goal so you can reference it later.

### Part II

The unit objectives are statements that describe the specific knowledge, attitudes, and/or skills students acquire as they progress toward learning goals. They must be observable and measurable. When appropriate, unit objectives should include a range of cognitive, affective, and psychomotor domains. The unit objectives do not have to be sequential or chunked into lessons. In the chart, number or code each unit objective so you can reference it later.

- Align the unit objectives with state and/or national standards. Identify the source of the standards. For each unit objective, note the related standard.
- Classify the unit objectives as appropriate to your discipline (e.g., by domain and by level of cognitive complexity). See Bloom's Taxonomy of Cognitive and Affective Objectives, Webb's Depth of Knowledge, or Harrow's Taxonomy of Psychomotor Objectives for examples of domains and levels. Objectives should be significant, varied, challenging, and appropriate for the students.
- Write your unit objectives clearly according to the specifications of your discipline.

### **Part III**

Prepare a statement of rationale that explains the value and purpose of this unit for the intended population. This statement should clearly and thoughtfully explain the benefits students will experience as a result of participation in this unit. Draw connections to contextual factors you know of in the intended population. Cite professional sources in your rationale.

Additionally, discuss why the objectives are appropriate in terms of the following: development, prerequisite knowledge and skills, and other student needs. Questions to consider include: Are the unit objectives developmentally appropriate? Are they appropriate for students' prerequisite knowledge, skills, and experience? Do the unit objectives meet the needs of the students? Do the unit objectives help to bring students toward meeting the learning goals?

Part III should be between 3-4 paragraphs in length.

Note: It is entirely possible that you may end up revising your learning goals and unit objectives both for form and for content as you proceed into your experience. These learning goals / unit objectives should help guide your planning, but do not have to be set in stone at this point.

Suggested Page Length: 2 pages including chart

**Suggested Format:**

<b>Part I: Learning Goals</b>		
<b>Learning Goals: (usually 2-4 depending on the depth of your unit)</b> <ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> </ul>		
<b>Part II: Unit Objectives</b>		
	<b>Related Content Standards (state and/or SPA)</b>	<b>Domain/Level/Classification/Other</b>
<i><b>Example</b></i> <i><b>Objective:</b> 3<sup>rd</sup> grade students will be able to list at least 10 different healthy breakfast options by the end of the unit.</i>	<i>R.I. Health Education Standard 1: Knowledge</i>	<i>Cognitive domain; Level-Recall</i>
<b>Objective 1:</b>		
<b>Objective 2:</b>		
<b>Objective 3:</b>		
<b>Objective 4:</b>		
<b>Continue with as many objectives as appropriate.</b>		
<b>Part III: Rationale / Purpose (3-4 paragraphs)</b>		



## Learning Goals and Unit Objectives Rubric

**Teaching Process: The candidate sets significant, challenging, varied and appropriate learning goals and unit objectives.**

Rating → Indicator ↓	1-2 Unacceptable	3-4 Acceptable	5-6 Target	SCORE
<b>Part I</b>				
<b>Learning Goals (RIPTS 2)</b>	Learning goals do not reflect the big ideas and outcomes of the unit. They are less than significant, challenging, varied and appropriate.	Learning goals reflect the big ideas and outcomes of the unit. They are somewhat significant, challenging, varied and appropriate.	Learning goals reflect the big ideas and outcomes of the unit. They are significant, challenging, varied and appropriate	
<b>Part II</b>				
<b>Alignment with National, State or Local Standards (RIPTS 2)</b>	Unit objectives are not aligned with national, state or local standards.	<i>Some</i> unit objectives are aligned with national, state or local standards.	<i>Most</i> of the unit objectives are explicitly aligned with national, state or local standards.	
<b>Classification of Unit Objectives (RIPTS 5)</b>	Unit objectives are not significant, challenging, or varied.	<i>Some</i> unit objectives are somewhat significant, challenging, and varied.	<i>All</i> unit objectives are significant, challenging, and varied.	
<b>Clarity (RIPTS 8)</b>	Unit objectives are not stated clearly and are activities rather than learning outcomes.	<i>Some</i> of the unit objectives are clearly stated as learning outcomes.	<i>Most</i> of the unit objectives are clearly stated as learning outcomes.	
<b>Appropriateness For Students (RIPTS 3)</b>	Unit objectives are not appropriate for the development, pre-requisite knowledge, skills, experiences, or other student needs. Few unit objectives will move students towards meeting learning goals.	<i>Some</i> unit objectives are appropriate for the development, pre-requisite knowledge, skills, experiences, and other student needs. Some unit objectives will move students towards meeting learning goals.	<i>Most</i> unit objectives are appropriate for the development, pre-requisite knowledge, skills, experiences, and other student needs. Most unit objectives will move students towards meeting learning goals	
<b>Part III</b>				
<b>Rationale / Purpose (RIPTS 4)</b>	A superficial statement of rationale is included. The rationale requires more detail to explain why this unit is important to teach to the intended population. Explanation of appropriateness of objectives is superficial or inaccurate.	A statement of rationale is included. The rationale partially explains why this unit is important to teach to the intended population. Explanation of appropriateness of objectives is clear and somewhat accurate.	A clearly written, rich statement of rationale is included. The rationale explains why this unit is important to teach to the intended population. Explanation of appropriateness of objectives is rich, insightful and mostly accurate.	

Rating → Indicator ↓	1-2 Unacceptable	3-4 Acceptable	5-6 Target	SCORE
<b>Organization, readability, spelling, and grammar (RIPTS 8)</b>	This section is unorganized, difficulty to read, and/or has many spelling and/or grammar errors.  Unprofessional presentation.	This section is organized, readable, and uses appropriate spelling and grammar. Contains few errors.  Adequate presentation.	This section is well-organized, readable, and uses appropriate spelling and grammar.  Highly professional presentation.	

TOTAL \_\_\_\_\_/42

Comments:

## Assessment Plan

**Teaching Process:** The candidate uses multiple forms of assessment aligned with unit objectives to assess student learning throughout the unit.

### Task

Design an assessment plan that includes pre & post, formative and summative measures to monitor student progress toward your unit objectives. The assessments should authentically measure student learning and may include performance-based tasks, paper-and-pencil tasks, or personal communication (e.g. observation, interview). Write a rationale statement that indicates how your assessments drive your instruction: why your assessments are appropriate for measuring learning, how they support the unit objectives, and how you will evaluate student performance.

### Prompt

#### Part I: Visual Organizer

Using a visual organizer, outline an assessment plan, that is lined up with each unit objective. The organizer must include:: multiple forms of assessments that will judge student performance throughout, format of each assessment, rationale for assessment choice, and any necessary adaptations of the assessments. See the sample visual organizer provided. The assessment plan should include multiple forms of assessment and depict the alignment between unit objectives and assessments. Be sure to:

- Identify multiple forms of assessments (beyond typical pencil-paper tests) that you will use throughout your unit. These assessments should initially assess what students know (pre-assessment), depict what they are learning (formative assessment), and help summarize their efforts at the end of the unit (post-assessment).
- Line up your assessments with unit objectives.
- Briefly state your rationale for each form of assessment chosen. (Your narrative will describe your rationale in depth; the visual organizer should provide a brief overview of this information that is bulleted for easy access.)
- Name specific adaptations to your assessments (e.g. accommodations and/or modifications) that meet the individual needs of students.

#### Part II: Narrative

In your rationale:

- Explain how the assessments in your visual organizer will help you determine baseline information about your students' strengths and needs (pre-assessment)
- Explain how the formative and summative assessments are appropriate measures of your students' progress
- Describe how your students' performance on these assessments will drive your instruction
- Explain your anticipated scoring criteria. Clearly describe how you will evaluate or score pre- and post-assessments. Include criteria you will use to determine if the students' performances meet the objectives.
- Include copies of the forms of assessments, prompts, and/or student directions and criteria for judging student performance (e.g., scoring rubrics, assignment sheets/tasks, answer key, observation checklists, rating scales, item weights, test blueprint) in an appendix.

Note: The rater will look at the visual organizer, your narrative, your assessment instruments, and your scoring criteria to assess Parts I and II.

Suggested Page Length: One to two page narrative, visual organizer, copies of all assessment instruments, (e.g., scoring rubrics, assignment sheets/tasks, answer key, observation checklists, rating scales, item weights, test blueprint).

### Sample Assessment Plan Visual Organizer (Special Education)

Assessments	Objectives Addressed	Rationale for Assessment Choice	Adaptations
<u>1) Pre-Assessment</u> Dolch Reading Word List Gray Oral Reading Tests Curriculum-based assessment on class book	<input type="checkbox"/> #1	<input type="checkbox"/> <i>Multiple pre-test measures:</i> chosen to assess reading readiness and grade level performance	Preferred seating for 2 students with attentional and/or relational needs.  Separate setting for 3 students during quizzes
<u>2) Formative Assessment</u> <u>Daily Read Aloud</u>  <u>Q &amp; A Class Discussion</u>  <u>End of chapter</u> <u>comprehension questions</u> <u>based on class book</u>	<input type="checkbox"/> #1-3	Ongoing assessment of decoding skills/strategies  <i>Timely questioning &amp; answering &amp; class discussion</i> designed to inform ongoing instruction.  <i>Pencil-paper quiz to assess comprehension</i>	Varied classroom settings available for students: large class or separate classroom; individual, small or whole group options as well.
<u>Reader’s Theater</u>	<input type="checkbox"/> #1-5  <input type="checkbox"/> #4-5	Active application of story learned	Two students need assignment directions and/or assessments read to them. Scribing is also provided as needed.
<u>3) Post-Assessment</u> Dolch Reading Word List Gray Oral Reading Tests Curriculum-based assessment on class book	<input type="checkbox"/> #1-5	<i>Multiple post-test measures:</i> chosen to assess reading progress and grade level performance	Extended time for writing can be given to 3 students who are struggling to complete assignments and/or assessments in the time allowed.  Varied participation : talking, drawing, writing, checklist, role play.

**Assessment Plan Rubric**

**Teaching Process: The candidate uses multiple forms of assessment aligned with unit objectives to assess student learning throughout the unit.**

Rating → Indicator ↓	1-2 Unacceptable	3-4 Acceptable	5-6 Target	SCORE
<b>Part I: Visual Organizer</b>				
<b>Visual Organizer Format (RIPTS 9)</b>	<p>The organizer does not clearly present:</p> <ul style="list-style-type: none"> <li>• how the objectives are lined up with the assessments; and/or</li> <li>• the justification for the method of each assessment; and/or</li> <li>• any appropriate adaptations of the assessments.</li> </ul>	<p>The organizer clearly presents:</p> <ul style="list-style-type: none"> <li>• how <i>some</i> of the objectives are lined up with the assessments; and/or</li> <li>• the justification for the method of some assessments is incomplete or inappropriate; and/or</li> <li>• some assessment adaptations are missing or inappropriate.</li> </ul>	<p>The organizer clearly presents:</p> <ul style="list-style-type: none"> <li>• how <i>all</i> the objectives are lined up with the assessments; and</li> <li>• the justification for the method of all assessments; and</li> <li>• appropriate adaptations for all assessments within this context with these students</li> </ul>	
<b>Multiple Forms of Assessment (RIPTS 9)</b>	<p>The assessment plan: includes only one assessment form; does not assess students before, during, or after instruction.</p>	<p>The assessment plan: includes multiple forms of assessment; <i>some</i> are performance-based; and assess before, during, and after instruction.</p>	<p>The assessment plan: includes multiple forms of assessment (including performance assessments, lab reports, research projects, etc.); assesses student performance before and after instruction.</p>	
<b>Alignment of Unit Objectives and Assessments. (RIPTS 9)</b>	<p><i>Very few or none</i> of the objectives: are aligned with the overall assessment plan: <i>none of the</i> assessments are congruent with objectives in terms of content and cognitive complexity.</p>	<p><i>Some</i> of the objectives: are aligned with the overall assessment plan: <i>some</i> assessments are congruent with objectives in terms of content and cognitive complexity.</p>	<p><i>Most/all</i> of the objectives: are aligned with the overall assessment plan; <i>all</i> assessments are congruent with the objectives in terms of content and cognitive complexity.</p>	

Rating → Indicator ↓	1-2 Unacceptable	3-4 Acceptable	5-6 Target	SCORE
<b>Rationale for Assessment Choice (RIPTS 9)</b>	Assessment choices do not match the unit objectives/context or, there is no evidence that unit objectives or student characteristics played a part in determining assessment method.	Assessment choices somewhat match the unit objectives/context seems adequate, but this information has to be inferred or searched for; or, some of the methods might be improved.	Assessment choices match the unit objectives/context; the rationale for the choice mentions the unit objective and/or student characteristics.	
<b>Adaptations Based on the Individual Needs of Students (RIPTS 4)</b>	Candidate does not adapt assessments at all or adaptations are limited in scope to meet the individual needs of students; these assessments are inappropriate.	Candidate makes adaptations to <i>some</i> assessments that are appropriate to meet the individual needs of <i>some</i> students.	Candidate makes adaptations to <i>most/all</i> assessments that are appropriate to meet the individual needs of <i>all</i> students.	
<b>Part II: Narrative</b>				
<b>Rationale for Assessment Choice (RIPTS 9)</b>	Provides an inadequate statement about pre, formative, and summative assessments and their appropriateness for measuring learning within this context with these students.	Provides adequate statement about pre, formative, and summative assessments and their appropriateness for measuring learning within this context with these students.	Provides clear and insightful statement about pre, formative, and summative assessments and their appropriateness for measuring learning within this context with these students.	
<b>Scoring Procedures (RIPTS 9)</b>	Scoring procedures are absent or inaccurate; items or prompts are poorly written; directions or procedures are confusing to students	<i>Some</i> scoring procedures are explained; items or prompts are clearly written; <i>some</i> directions or procedures are clear to students	<i>Most/all</i> scoring procedures are explained; <i>all</i> items or prompts are clearly written; <i>all</i> directions or procedures are clear to students	
<b>Organization, readability, spelling, and grammar (RIPTS 8)</b>	This section is unorganized, difficult to read, and/or has many spelling and/or grammar errors.  Unprofessional presentation.	This section is organized, readable, and uses appropriate spelling and grammar. Contains few errors.  Adequate presentation.	This section is well-organized, readable, and uses appropriate spelling and grammar.  Highly professional presentation.	

Comments:

## Design for Instruction

**Teaching Process:** The candidate designs instruction as is required in the particular program in order to meet broad learning goals and specific unit objectives. The design takes into account student characteristics and needs, learning contexts, and standards of the discipline.

### Task

Based on your analysis of context, design your unit of instruction.

### Prompt

In a complete Teacher Candidate Work Sample later on in the teacher preparation program, teacher candidates will have an opportunity to create, administer, and analyze a pre-test related to unit goals and objectives. However, since the Mini Work Sample presents a plan for a unit that has not been implemented yet, most teacher candidates will not have an opportunity to administer a pre-test and analyze pre-test results. As a result, contextual factors and learners' needs will be the main considerations to guide planning.

Provide a chart contextual factors and specific learner needs that will impact instruction. The chart should be no more than 1 page.

Provide a visual organizer such as a block plan, outlines, or calendar to make your unit plan clear. Include the topic or activity you are planning for each day/period. Also indicate the unit objectives that you are addressing in each lesson/task. Make sure that every unit objective is addressed in at least one lesson/task and that every lesson/task relates to the unit objectives. Follow the format required in your program.

Provide three lesson plans that will be taught during the unit. Select lessons that reflect a variety of instructional strategies/techniques. At a minimum, each lesson should include the following components in addition to requirements in your program:

- Objectives
- Alignment with content standards (state and/or SPA)
- Materials you will need to implement the activity
- A description of the set induction, lesson body, and closure
- How your lesson differentiates instruction so that all learners are challenged and can succeed, including ELLs, students with disabilities, resistant learners, Gifted and Talented, and students who have diverse learning styles
- How you plan to assess student learning during and/or following the lesson/task (i.e., formative assessment)



Provide a narrative describing the following:

- Alignment with learning goals: Explain how the unit helps students meet learning goals
- Classroom climate: Explain how you will create a supportive learning environment that encourages appropriate standards of behavior, positive social interaction, active engagement in learning, and self-motivation for all students.
- Technology: Describe how you will use technology in your planning and/or instruction. If you do not plan to use any form of technology, provide a clear rationale for its omission AND how planning and/or instruction could be enhanced with the use of technology.
  - *Technology is defined as any high tech or low tech mechanical aid that makes learning more inclusive and effective for all students. Technology is not limited to the use of the computer.*

**Suggested Page Length:** maximum 4 pages and visual organizer

### Design for Instruction Rubric

**Teaching Process: The candidate designs instruction as is required in the particular program in order to meet broad learning goals and specific unit objectives. The design takes into account student characteristics, needs, learning contexts, and standards of the discipline.**

Rating → Indicator ↓	1-2 Unacceptable	3-4 Acceptable	5-6 Target	SCORE
<b>Use of Context (RIPTS 4)</b>	A clear explanation of how contextual factors influenced instructional design is lacking.	A basic explanation of how contextual factors influenced instructional design is provided.	A rich, insightful explanation of how contextual factors influenced instructional design is provided.	
<b>Unit Visual Organizer (RIPTS 2)</b>	<p>The visual organizer is difficult to navigate.</p> <p>The lessons within the unit are not logically organized (e.g., sequenced).</p>	<p>An organized visual organizer is provided.</p> <p>Most of the lessons within the unit are logically sequenced.</p> <p>Lessons appear to be somewhat useful in moving students toward achieving the learning goals.</p>	<p>An organized, detailed visual organizer is provided.</p> <p>All lessons within the unit are logically sequenced.</p> <p>Lessons are useful in moving students toward achieving the learning goals.</p>	
<b>Lesson Plans (RIPTS 2)</b>	<p>Lesson plans are missing required components.</p> <p>Candidate's use of content appears to contain numerous inaccuracies.</p> <p>Content seems to be viewed more as isolated skills and facts rather than as part of a larger conceptual structure.</p> <p>Instruction incorporates little variety of instructional strategies and techniques across instruction, activities, assignments, and resources.</p> <p>Heavy reliance on textbook or single resource (e.g., work sheets).</p>	<p>Lesson plans contain required components.</p> <p>Candidate's use of content appears to be mostly accurate.</p> <p>Shows some awareness of the big ideas or structure of the discipline.</p> <p>Instruction incorporates some variety of instructional strategies and techniques across instruction, activities, assignments, or resources.</p> <p>Some reliance on textbook, some variety of resources.</p>	<p>Lesson plans contain required components in rich detail.</p> <p>Candidate's use of content appears to be accurate.</p> <p>Focus of the content is congruent with the big ideas or structure of the discipline.</p> <p>Instruction incorporates a significant variety of instructional strategies and techniques across instruction, activities, assignments, and/or resources.</p> <p>The use of a variety of resources makes a clear contribution to learning.</p>	

Rating → Indicator ↓	1-2 Unacceptable	3-4 Acceptable	5-6 Target	SCORE
<b>Alignment with Learning Goals and Unit Objectives (RIPTS 2)</b>	Few lessons are explicitly linked to unit objectives.  Few learning tasks, assignments and resources are aligned with unit objectives.  Not all unit objectives are covered in the design.	Most lessons are explicitly linked to unit objectives.  Most learning tasks, assignments and resources are aligned with unit objectives.  Most unit objectives are covered in the design.	All lessons are explicitly linked to unit objectives.  All learning tasks, assignments and resources are aligned with unit objectives.  All unit objectives are covered in the design.	
<b>Classroom Climate (RIPTS 6)</b>	Candidate does not articulate how s/he will create a supportive learning environment that encourages appropriate standards of behavior, positive social interaction, active engagement in learning, and self-motivation for all students.	Candidate articulates plans in which some aspects contribute to a supportive learning environment that encourages appropriate standards of behavior, positive social interaction, active engagement in learning, and self-motivation for all students.	Candidate consistently articulates plans that are likely to create a supportive learning environment that encourages appropriate standards of behavior, positive social interaction, active engagement in learning, and self-motivation for all students.	
<b>Use of Technology (RIPTS 2)</b>	Technology is inappropriately used OR candidate does not use technology or provide a rationale for its omission.  A description of how planning and/or instruction could be enhanced with the use of technology is absent.	Candidate uses technology appropriately.  Technology contributes to teaching and learning.  OR  Candidate provides a clear rationale for omission of technology AND describes how planning and/or instruction could be enhanced with the use of technology.	Candidate consistently integrates appropriate technology.  Use of technology makes a significant contribution to teaching and learning.	
<b>Organization, readability, spelling, and grammar (RIPTS 8)</b>	This section is unorganized, difficult to read, and/or has many spelling and/or grammar errors.  Unprofessional presentation.	This section is organized, readable, and uses appropriate spelling and grammar. Contains few errors.  Adequate presentation.	This section is well-organized, readable, and uses appropriate spelling and grammar.  Highly professional presentation.	

TOTAL \_\_\_\_\_/42

Comments: