Section IV: Evidence for Meeting Standards

Assessment 3: Candidate Ability to Plan Instruction

Teacher Candidate Work Sample (TCWS)

- **Contextual Factors**
- **Learning Goals and Objectives**
- **Assessment Plan**
- **Design for Instruction**

1. Description and Use of Assessment:

Teacher candidates in our English Education Program design a Teacher Candidate Work Sample (TCWS) centered on an instructional unit that provides evidence of their ability to plan, facilitate, and analyze student learning by:

• Recognizing Context: Using information about the learning-teaching context and student individual differences to set learning goals and plan instruction and assessment.

• Planning: Setting significant, challenging, varied, and appropriate learning goals and unit objectives that are aligned with RI and NCTE standards.

• Assessing: Using multiple forms of assessment aligned with learning goals to assess student learning before, during, and after instruction.

• Designing Instruction: Crafting and aligning specific unit goals and objectives, student characteristics and needs, and learning contexts.

• Instructional Decision-Making: Using regular and systematic evaluations of student learning to make instructional decisions.

• Interpreting: Using assessment data to profile student learning and communicate information about student progress and achievement.

• Reflecting: Demonstrating the habits of a reflective practitioner by synthesizing what he/she has learned from designing and implementing this unit of study.

During Student Teaching, candidates are required to teach a comprehensive unit for the purpose of completing the TCWS. The TCWS contains seven teaching processes identified by research and best practice as fundamental to improving student learning. These seven teaching processes fit into the FSEHD Conceptual Framework themes of Knowledge, Pedagogy, Diversity, and Professionalism. As a reflective practitioner, the teacher candidate also plans, acts, and reflects to inform practice.

Each Teaching Process of the TCWS is followed by the Task, a Prompt, and a Rubric that defines various levels of performance. The Rubrics are used by the supervising college professor to evaluate the candidate TCWS.

While these Teaching Processes are assessed during the student teaching semester, they are explicitly taught throughout the program. The "Contextual Factors" piece is addressed most specifically in FNED

346: Foundations of Education. In our general methods classes, SED 406 and SED 407, candidates learn how to develop goals and objectives, design assessments, and plan lessons specific to English/Language Arts. During the practicum semester, immediately prior to student teaching, candidates develop a "mini" TCWS as the main aspect of the Preparing to Teach portfolio. The mini TCWS consists of the Learning Goals and Objectives, Assessment Plan, and Design for Instruction teaching processes. Throughout practicum and student teaching, faculty and supervisors spend a significant amount of time teaching, modeling, and offering feedback on these assessments. We have found that candidates need continual practice in developing these teaching processes as they broaden their base of knowledge and experiences.

2. **Description of How the Assessment Specifically Aligns with NCTE Standards:**

For the purposes of this Assessment #3 (Candidate Ability to Plan Instruction), our Program evaluates teacher candidate performance on the first four (4) products in the TCWS, as we see all four of these pieces as integral to our candidates' ability to plan instruction. Each of these four pieces also aligns with specific indicators within NCTE Standards 2.0 (Candidate Attitudes), 3.0 (Candidate Knowledge), and 4.0 (Candidate Pedagogy), as indicated below.

- Contextual Factors (2.1, 2.2, 2.5, 3.1.3, 3.1.4, 4.10)
- Learning Goals & Objectives (2.1, 4.1, 4.2, 4.4)
- Assessment Plan (4.10)
- Design for Instruction (2.4, 2.5, 2.6, 3.2, 3.3, 3.5, 3.6, 3.7, 4.1, 4.2, 4.3, 4.4, 4.5, 4.7, 4.8 and 4.9)

These four initial pieces of the TCWS position candidates to develop and demonstrate the habits of mind of a thoughtful teacher who plans instruction with his/her students, and their needs and abilities, in mind. Our candidates' successful completion of these four pieces of the TCWS demonstrates to us their ability to effectively plan instruction in English/Language Arts. The Contextual Factors assignment requires that candidates become familiar with the district, school, classroom, and student factors that will shape their teaching . Candidates use this knowledge to create a supportive learning environment (NCTE 2.1); plan lessons that honor the local cultures, languages, and dialects (2.2, 3.1.4); and make connections among their students' lived worlds, their home languages, the curriculum, and the economic and social environment (2.5, 3.1.3). The Learning Goals and Objectives assignment provides the foundation for planning instruction that engages students in activities that demonstrate the value and role of the arts and humanities (2.6); utilizes a variety of print and non-print texts (3.6); emphasizes a variety of learning activities that require students to work independently and in large and small groups (2.4, 4.2); and address students' diverse learning styles and backgrounds (4.4). The Assessment Plan asks candidates to develop and implement various forms of pre-, formative, and post-assessments as a means for understanding students' strengths and areas of growth (4.10). The Design for Instruction requires candidates to create a unit based on a piece of literature that promotes student engagement(4.3, 4.5, 4.7, 4.8), incorporates critical analysis of literature and media (4.1,4.6, 4.9)using Deborah Appleman's *Critical Encounters in High School English* as a guide), and engage in various learning experiences that attend to students' learning styles and interests. All of these pieces are assessed on content as well as organization and conventions (3.1).

The four assignments, with their respective scoring rubrics, including how each indicator is aligned with State (RIPTS) and NCTE standards for English Language Arts teacher candidates, is on pages 5-20 of this document.

3. Analysis of Data:

In summer 2008, the FSEHD Assessment Committee designed a Teacher Candidate Work Sample adapted from the Renaissance Partnership for Improving Teacher Quality Project. The English Education program was one of two programs to pilot the TCWS in fall 2008, and one of several in spring 2009. As a result of feedback from the pilot cohorts throughout the FSEHD, the Assessment Committee completed a thorough revision in summer 2009. The revision included clarifications of directions and samples; adding a writing usage section to each rubric; more rigorous requirements; and a new section called the Candidate Reflection.

We have separated data into two tables to differentiate the two semester pilot cohorts from the two most recent semesters of implementation, including the changes in points for each product.

Pilot Cohorts	Contextual Factors (30 pts)	Learning Goals (24 pts)	Assessment Plan (30 pts)	Design for Instruction (42 pts)
Fall 2008 (7 students)	27.5	23.4	25.4	36.7
Spring 2009 (11 students)	23.9	20	21.6	33.2

Cohort	Contextual Factors (36 pts)	Learning Goals (42 pts)	Assessment Plan (48 pts)	Design for Instruction (42 pts)
Fall 2009 (7 students)	31.4	35	42.1	34.7
Spring 2010 (15 students)	29.5	34.5	41.2	32.2

The two second cohorts provide the more useful and reliable information, as the pilots were the first time English Education faculty had taught and assessed the TCWS, and the candidates were unfamiliar with some of the terminology used within it. Across the four cohorts, candidate performance remained steady for the Contextual Factors, Learning Goals (with the exception of the first pilot cohort), and Design for Instruction products, and improved most dramatically with the Assessment Plan (+4% from fall 2008 to fall 2009 and +14% from spring 2009 to spring 2010). Data from the pilot cohorts indicated that candidates were not well-prepared to develop assessments, so efforts were made to focus more heavily on assessment throughout the Secondary Education Program. English Education faculty devoted significantly more time in Practicum and Student Teaching Seminar to teaching candidates how to design and implement appropriate pre-, formative, and summative assessments, and the higher scores indicate these efforts paid off.

As will be seen with the Observation and Progress Report Assessment (Section IV, Assessment #4), the Fall 2009 cohort, supervised by Dr. Jennifer Cook, and the Spring 2010 cohort, supervised by Dr. Janet Johnson, indicate that Dr. Johnson scored candidates consistently lower. There are various factors that might be contributing to this gap, including the variation in size of the cohorts, but we believe that we need to work together to ensure that our interpretations of the instrument are in alignment.

4. Interpretation of Data as Evidence of Standards Met

As indicated in Section #2, the Teacher Candidate Work Sample addresses an array of NCTE standards, most notably in the Design for Instruction product, where candidates implement a unit plan rich in English content with explicit attention to critical analysis of literature and media. Candidates choose classes and units for the TCWS with input from their cooperating teacher and college supervisor; and the TCWS is assessed by English Education faculty members.

For each product (Contextual Factors, Learning Goals, Assessment Plan, and Design for Instruction) used to demonstrate the candidate's ability to plan instruction, candidates scored in the Acceptable to Target range (see charts in Section #3). Because each indicator of these products is aligned to specific NCTE standards, it is clear that candidates meet these standards.

Teacher Candidate Work Sample

Contextual Factors, Learning Goals, Assessment Plan, Design for Instruction

Contextual Factors Assignment:

Teaching Process: The candidate uses information about the learning/teaching context and student individual differences to set learning goals and unit objectives, plan instruction and assess learning.

Task: Set the context for the unit to be taught within the district, community, school and classroom.

Prompt: In your discussion, include:

- District, community, school and classroom factors. Address geographic location of the district, community and school population, socio-economic profile and racial/ethnic breakdown. Include components such as stability of community, support for education (including funding and parental support), school mission and administrative structure, and curriculum. Describe the physical classroom, including technology and resources, rules and routines, grouping patterns, social climate, and scheduling. Use pseudonyms for names of district, community, and school.

- Characteristics of class members. Address general characteristics of the classroom population, including age, gender, race/ethnicity, special needs, culture, language as they relate to development of students.

- Students' skills and prior learning. Describe students' skills, prior knowledge, achievement, and proficiency levels.

- Specific student characteristics. Describe interests, abilities/disabilities, and learning styles/modalities that affect differentiated instruction and learning for selected students, e.g., students who are gifted, who have IEPs, who are ELL, etc. Use pseudonyms to protect the identity of students.

- Instructional implications. Explain how knowledge of the contextual characteristics of the district, community, school, classroom and students influence instructional planning and assessment. Include specific instructional decisions for at least two students based on general or specific student characteristics (identified by pseudonyms).

Contextual Factors Rubric

Teaching Process: The candidate uses information about the learning/teaching context and student individual differences to set learning goals and unit objectives, plan instruction and assess learning.

Rating →	1-2	3-4	5-6	SCORE
Indicator ↓	Unacceptable	Acceptable	Target	

Rating → Indicator ↓	1-2 Unacceptable	3-4 Acceptable	5-6 Target	SCORE
Knowledge of District, Community, School and Classroom Factors **(RIPTS 1; NCTE 2.1, 2.2; 2.5, 3.1.3)**	Candidate displays minimal, irrelevant, or biased knowledge of the characteristics of the district, community, school, and classroom.	Candidate displays a general understanding of the characteristics of the district, community, school, and classroom that may affect learning.	Candidate displays a comprehensive understanding of the characteristics of the district, community, school, and classroom that may affect learning.	
Knowledge of Characteristics of Class Members **(RIPTS 4; NCTE 2.1, 2.2, 2.5, 3.1.4)**	Candidate displays minimal, stereotypical, or irrelevant knowledge of characteristics of class members and how it may affect learning.	Candidate displays a general understanding of characteristics of class members and how it may affect learning.	Candidate displays a thorough and explicit understanding of characteristics of class members and how it may affect learning.	
Knowledge of Students' Skills And Prior Learning **(RIPTS 3; NCTE 2.2, 2.5)**	Candidate displays little or irrelevant knowledge of students' skills and prior learning.	Candidate displays a general understanding of students' skills and prior learning that may affect learning in the current context.	Candidate displays a thorough and explicit understanding of students' skills and prior learning that may affect learning in the current context.	
Knowledge of Characteristics of Specific Students and Approaches to Differentiate Learning **(RIPTS 4; NCTE 2.1, 2.2)**	Candidate displays minimal, stereotypical, or irrelevant knowledge of characteristics of specific students and approaches to learning (e.g., interests, abilities/disabilities, learning styles/ modalities).	Candidate displays a general understanding of characteristics of specific students and approaches to learning (e.g., interests, abilities/disabilities, learning styles/ modalities).	Candidate displays a thorough and explicit understanding of characteristics of specific students and approaches to learning (e.g., interests, abilities/disabilities, learning styles/ modalities) for the individual student.	
Implications for Instructional Planning and Assessment **(RIPTS 4; NCTE 2.1, 2.2, 4.10)**	Candidate does not provide implications for instruction and assessment based on student individual differences and district, community, school,	Candidate provides general implications for instruction and assessment based on student individual differences and district, community, school, and classroom characteristics.	Candidate provides specific implications for instruction and assessment based on student individual differences and district, community, school,	

Rating → Indicator ↓	1-2 Unacceptable	3-4 Acceptable	5-6 Target	SCORE
	and classroom characteristics OR provides inappropriate implications.		and classroom characteristics.	
Organization, readability, spelling, and grammar **(RIPTS 8; NCTE 3.1)**	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_____/36

Comments:

Learning Goals and Unit Objectives Assignment

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 the information presented in the Contextual Factors section. Cite professional sources in your rationale.

Additionally, discuss why the objectives are appropriate in terms of the following: development, pre-requisite 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?

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
Part I				
Learning Goals **(RIPTS 2; NCTE 4.2, 4.4)**	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	
Part II				
Alignment with National, State or Local Standards **(RIPTS 2; NCTE 2.6, 4.2)**	Unit objectives are not aligned with national, state or local standards.	*Some* unit objectives are aligned with national, state or local standards.	*Most* of the unit objectives are explicitly aligned with national, state or local standards.	
Classification of Unit Objectives **(RIPTS 5; NCTE 4.2, 4.4)**	Unit objectives are not significant, challenging, or varied.	*Some* unit objectives are somewhat significant, challenging, and varied.	*All* unit objectives are significant, challenging, and varied.	
Clarity **(RIPTS 8; NCTE 4.2)**	Unit objectives are not stated clearly and are activities rather than learning outcomes.	*Some* of the unit objectives are clearly stated as learning outcomes.	*Most* of the unit objectives are clearly stated as learning outcomes.	
Appropriateness **For Students** **(RIPTS 3 NCTE 4.2)**	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.	*Some* 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.	*Most* 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	
Part III				

Rating → Indicator ↓	1-2 Unacceptable	3-4 Acceptable	5-6 Target	SCORE
Rationale / Purpose **(RIPTS 4; NCTE 2.6, 4.2)**	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.	
Organization, readability, spelling, and grammar **(RIPTS 8; NCTE 3.1)**	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 Assignment

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

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

Prompt

Part I: Create a visual organizer that outlines an assessment plan for each unit objective that includes: assessments that will judge student performance, format of each assessment, justifications for selection of assessment methods, 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:

- Align your assessments with unit objectives in terms of content and cognitive complexity.

- Justify your pre- and post-assessments. This may involve using the same pre-assessment and post-assessment instruments may be the same. However, if a unit objective is to be assessed by an authentic project, it may be impractical to have students do the project as a pre-assessment. In such cases, you may pre- and post-assess the conceptual understandings required in the project. Otherwise, you may use a completely different task for the pre-assessment, but one that can be scored with the same rubric as used in the post assessment (Jones, et al., 2002).

- Show how you will adapt assessments (which include accommodations and/or modifications) that meet the needs of students identified in the Contextual Factors section.

Part II: Discuss the formative assessment pieces that will help you determine student progress throughout the unit. Refer to your visual organizer as you describe the assessments you plan to use to check on student progress and comment on the importance of collecting that particular evidence. Although formative assessment may change as you are teaching the unit, your task is to include various points that you anticipate needing to assess student learning.

- For each unit objective, describe the appropriateness of the assessments you plan to use and the importance of collecting that particular evidence for the unit objective. Discuss how the assessments will help you to understand student learning.

- 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.

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
Part I				
Visual Organizer **Format** **(RIPTS 9; NCTE 3.7, 4.10)**	The organizer does not clearly present: • how the objectives are aligned with the assessments; and/or • the justification for the method of each assessment; and/or • any appropriate adaptations of the assessments.	The organizer clearly presents: • how *some* of the objectives are aligned with the assessments; and/or • the justification for the method of some assessments is incomplete or inappropriate; and/or • some assessment adaptations are missing or inappropriate.	The organizer clearly presents: • how *all* the objectives are aligned with the assessments; and • the justification for the method of all assessments; and • appropriate adaptations for all assessments within this context with these students	
Multiple Forms of Assessment **(RIPTS 9; NCTE 4.10)**	The assessment plan: includes only one assessment form; does not assess students before, during, or after instruction.	The assessment plan: includes multiple forms of assessment; *some* are performance-based; and assess before, during, and after instruction.	The assessment plan: includes multiple forms of assessment (including performance assessments, lab reports, research projects, etc.); assesses student performance before and after instruction.	
Alignment of Unit Objectives and Assessments. **(RIPTS 9; NCTE 4.10)**	*None* of the objectives: are aligned with the overall assessment plan: *none of the* assessments are congruent with objectives in terms of content and cognitive complexity.	*Some* of the objectives: are aligned with the overall assessment plan: *some* assessments are congruent with objectives in terms of content and cognitive complexity.	*All* of the objectives: are aligned with the overall assessment plan; *all* assessments are congruent with the objectives in terms of content and cognitive complexity.	

Rating → Indicator ↓	1-2 Unacceptable	3-4 Acceptable	5-6 Target	SCORE
Justification for Assessment Methods (RIPTS 9; NCTE 2.1, 4.10)	The assessment methods selected do not seem capable of doing the job—one finds oneself asking, "Why did the candidate assess the unit objective that way?"; or, there is no evidence that unit objectives or student characteristics played a part in determining assessment method.	Matching of assessment methods to unit objectives and context seems adequate, but this information has to be inferred or searched for; or, some of the methods might be improved.	The assessment methods match the unit objectives and context; the rationale for the choice mentions the unit objective and/or student characteristics.	
Adaptations Based on the Individual Needs of Students (RIPTS 4; NCTE 2.1; 4.10)	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 *some* assessments that are appropriate to meet the individual needs of *some* students.	Candidate makes adaptations to *all* assessments that are appropriate to meet the individual needs of *all* students.	
Part II				
Rationale (RIPTS 9; NCTE 4.10)	Provides no statement about the assessments and their appropriateness for measuring learning within this context with these students.	Provides some statement about the assessments and their appropriateness for measuring learning within this context with these students.	Provides clear and accurate statement about the assessments and their appropriateness for measuring learning within this context with these students.	
Scoring Procedures (RIPTS 9; NCTE 4.10)	Scoring procedures are absent or inaccurate; items or prompts are poorly written; directions or procedures are	*Some* scoring procedures are explained; items or prompts are clearly written; *some* directions or procedures are clear	*All* scoring procedures are explained; *all* items or prompts are clearly written; *all* directions or procedures are clear to students	

	confusing to students	to students		
Organization, readability, spelling, and grammar **(RIPTS 8; NCTE 3.1)**	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_____/48

Design for Instruction Assignment (English)

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 : Design your unit of instruction (minimum of two weeks), based on your pre-assessment results, that includes the following elements:

Introduction: After administering the pre-assessment, analyze student performance relative to the unit objectives. Depict the results of the pre-assessment in a format that allows you to find patterns of student performance relative to unit objectives. You may use a table, graph, or chart. Include a narrative that explains the relationship between the results of the pre-assessment and your design for instruction. For example, describe patterns in the data that will guide your instruction, explain how unit objectives will be modified based on pre-assessment data, and/or explain how the data influences how you will present content related to specific unit objectives. Make sure it is clear why the text, topic, activities, and assessments meet the needs and interests of these particular students.

Text and Theme: Choose a central text and corresponding theme that address your learning goals and unit objectives. For example, if MacBeth is your text, "ambition" might be a theme.

Unit Overview Calendar: Provide a calendar that makes the scope and sequence clear. Include the unit objectives and topics/tasks for each class period. Make sure that every unit objective is addressed in at least one lesson/task and that every lesson/task relates to the unit objectives. You do not need to write complete lesson plans for each day—only for the three listed below.

Lesson Plans: Provide three lesson plans taught during the unit reflecting a variety of instructional strategies/techniques. These three lessons are:

- The Wow! lesson on the first day that introduces your students to the topic/text, getting them engaged and captivated. This lesson can follow the Explicit Teaching Model or the Inquiry Model.
- The Critical Lens lesson in which you teach your students how to read the text (or a section of it) through multiple perspectives, gender/feminist, or class/Marxist lens. This should follow the Explicit Teaching Model (Model-Practice-Perform).
- The Critical Analysis of Media lesson. Choose a media format (website, magazine, advertising, scene from film or television, YouTube clip, etc.) and have students analyze it using one of the critical lenses.

Each of the above lesson plans should include the following:

- Objectives
- Alignment with content standards (GLE/GSE and NCTE)
- 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)

Narrative: Write a narrative that includes the following information:

- 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.

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 →	1-2	3-4	5-6	SCORE
Indicator ↓	Unacceptable	Acceptable	Target	

Rating → Indicator ↓	1-2 Unacceptable	3-4 Acceptable	5-6 Target	SCORE
Use of Pre-Assessment Data **(RIPTS 8; NCTE 4.10)**	Pre-assessment data is presented but the format is difficult to navigate. A clear explanation of how pre-assessment data influenced instructional design is lacking.	Pre-assessment data is presented in an organized format. A clear explanation of how pre-assessment data influenced instructional design is lacking.	Pre-assessment data is presented in an organized, detailed format. A rich, insightful explanation of how pre-assessment data influenced instructional design is provided.	
Unit Visual Organizer **(RIPTS 2; NCTE 4)**	The visual organizer is difficult to navigate. The lessons within the unit are not logically organized (e.g., sequenced).	An organized visual organizer is provided. Most of the lessons within the unit are logically sequenced. Lessons appear to be somewhat useful in moving students toward achieving the learning goals.	An organized, detailed visual organizer is provided. All lessons within the unit are logically sequenced. Lessons are useful in moving students toward achieving the learning goals.	
Lesson Plans **(RIPTS 2; NCTE 2.4; 3.7; 4.1, 4.2, 4.3, 4.7)**	Lesson plans are missing required components. Candidate's use of content appears to contain numerous inaccuracies. Content seems to be viewed more as isolated skills and facts rather than as part of a larger conceptual structure. Instruction incorporates little variety of instructional strategies and techniques across instruction, activities, assignments, and resources.	Lesson plans contain required components. Candidate's use of content appears to be mostly accurate. Shows some awareness of the big ideas or structure of the discipline. Instruction incorporates some variety of	Lesson plans contain required components in rich detail. Candidate's use of content appears to be accurate. Focus of the content is congruent with the big ideas or structure of the discipline. Instruction incorporates a significant variety of instructional strategies and techniques across instruction,	

Rating → / Indicator ↓	1-2 Unacceptable	3-4 Acceptable	5-6 Target	SCORE
	Heavy reliance on textbook or single resource (e.g., work sheets). No connection to current research or theory in the field.	instructional strategies and techniques across instruction, activities, assignments, or resources. Some reliance on textbook, some variety of resources, and a vague connection to research/theory in the field.	activities, assignments, and/or resources. The use of a variety of resources makes a clear contribution to learning and a clear connection to research and theory in the field.	
Wow! Lesson Plan (NCTE 2.4, 4.1, 4.2, 4.3, 4.7, 4.8)	The lesson does not engage students, address higher order thinking skills, and/or does not prepare students for the upcoming unit.	The lesson is somewhat engaging, addresses some higher order skills, and generally prepares students for the upcoming unit.	The lesson is designed to be highly engaging, address higher order thinking skills, and generate excitement for the upcoming unit.	
Critical Lens Lesson Plan (NCTE 2.4; 2.5; 2.6, 3.2, 3.3, 3.5, 3.7, 4.1, 4.2, 4.3, 4.4, 4.5, 4.7, 4.8, 4.9)	The lesson uses the critical lens incorrectly and is not appropriate for this group of students.	The lesson offers some pointers on using the critical lens for a particular text, but is not developmentally appropriate for this group of students.	The lesson explicitly teaches students how to read the course text through one of the critical lenses. The chosen critical lens is appropriate for the text and the students' developmental levels.	
Critical Analysis of Media Lesson Plan (NCTE 2.4, 3.2, 3.3, 3.6, 3.7, 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 4.8, 4.)	The lesson doesn't ask students to critically analyze media, and/or the media is not relevant to the themes and goals of the unit.	The lesson teaches students how to analyze a piece of media, and is somewhat relevant to the themes and goals of the unit.	The lesson explicitly teaches students how to critically analyze an appropriate piece of media. The media and lens fit the themes and goals of the unit.	
Alignment with Learning Goals and Unit Objectives **(RIPTS 2; NCTE**	Few lessons are explicitly linked to unit objectives. Few learning tasks, assignments and resources are aligned with unit objectives.	Most lessons are explicitly linked to unit objectives. Most learning tasks,	All lessons are explicitly linked to unit objectives. All learning tasks, assignments and resources are aligned with	

Rating →	1-2	3-4	5-6	SCORE
Indicator ↓	Unacceptable	Acceptable	Target	
4.2)	Not all unit objectives are covered in the design.	assignments and resources are aligned with unit objectives. Most unit objectives are covered in the design.	unit objectives. All unit objectives are covered in the design.	
Classroom Climate (RIPTS 6; NCTE 2.1, 4.2, 4.4)	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.	
Use of Technology (RIPTS 2; NCTE 3.6.3, 4.6)	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.	
Organization, readability,	This section is unorganized, difficulty to read, and/or has	This section is organized, readable, and uses	This section is well-organized, readable, and uses appropriate	

Rating → Indicator ↓	1-2 Unacceptable	3-4 Acceptable	5-6 Target	SCORE
spelling, and grammar (RIPTS 8; NCTE 3.1)	many spelling and/or grammar errors. Unprofessional presentation.	appropriate spelling and grammar. Contains few errors. Adequate presentation.	spelling and grammar. Highly professional presentation.	

TOTAL_____/42