

Contextual Factors Rubric

Scored: 12.8.09

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 → Indicator ↓	1-2 Unacceptable	3-4 Acceptable	5-6 Target	RIPT S	Score Earned
Knowledge of District, Community, School and Classroom Factors	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.	1	3
Knowledge of Characteristics of Class Members	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.	4	3
Knowledge of Students' Skills And Prior Learning	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.	3	3
Knowledge of Characteristics of Specific Students and Approaches to Differentiate Learning	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.	4	1
Implications for Instructional Planning and Assessment	Candidate does not provide implications for instruction and assessment based on student individual differences and district, community, school, and classroom characteristics OR provides inappropriate implications.	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, and classroom characteristics.	4	3

Comments: You need to make adjustments to the "Knowledge of Characteristics of Specific Students and Approaches to Differentiate Learning" section to bring it up to the acceptable range. The other sections are minimally acceptable but there is room for improvement if you are up for it. (I would make these improvements before sharing this in a hiring situation.) Also, please clean up phrasing and grammar.

District, Community, School and Classroom Factors

City High School is located in Capital City in an urban community or environment. The mission of this school is to prepare all students to succeed in all the nations universities, colleges and future professions. The vision of this school is to be a national leader in educating the urban youth. The budget for all of the schools in Capitol City is \$322,122,729.

The students at this school are expected to take six weeks of health a year. They will have health class during this time every other day for an hour and a half. The ninth grade students at City High School come into this school from a number of different locations throughout this area. This makes the prior knowledge of students in certain areas vary considerably and also difficult to gauge.

The students meet in the gym and have attendance taken there. From there the students in Physical Education will go to the locker room and the students in Health class will meet at one part of the gym where topics concerning what will be going on in class will be covered. At this point the students will make their way to the health room just around the corner. In this room there is a Smart Board that can be used for presentations. However, the extremely large windows on two of the four walls can sometime make these presentations difficult to see with the afternoon's sunshine. Also in the classroom is a computer with full Internet access. Down the hall there is a supply room that is available to the teachers. The desks are arranged in a sort of horseshoe shape which I feel actively promotes students engagement and involvement because it leaves no students in the back of the class.

Comment [MSOffice1]: In the supply room?

The ethnic background shows the majority of the school being Hispanic or Latino at 57%, White students are at 6%, Black/African American Students are 21%, Asian students are at 5%, American Indian or Alaska Native is 2% and multi-response is 9%.

Comment [MSOffice2]: Try to replace this sentence backward.

As for socio-economic factor pertaining to this school, 83% of the students receive a free lunch and another 5% get reduced lunch.

Comment [MSOffice3]: Any other points to make about the school or the community that might be important to your institution. This is a bit superficial.

Characteristics of Class Members

The members of the class come from a wide range of backgrounds. The student ages can range from 14 years old to 16 even 17 years old pending on the number of years the students may have stayed back. Some students are repeating their ninth grade for the third time now.

Comment [MSOffice4]: What is a more professional term that could be utilized here?

The age difference may play a roll in the learning environment. Being that there is quite the difference in years between the students there may be a time where some students will feel uncomfortable asking questions regarding the topic of the reproductive systems with a possibility of feeling embarrassed in front of the older classmates. A challenge of mine will be to create a "safe zone" in my classroom. An area where students do not feel scared or nervous about asking questions. According to Information Works, 29% students in the Hope High School Information Technology feel comfortable talking to a teacher regarding academic issues most of the time and 17% of those students feel comfortable talking to a teacher about personal or family problems. I feel this will play a role in me getting a lot of vocal participation, questioning and voicing of opinions on sensitive subjects concerning topics such as contraceptive, abstinence, HIV/AIDS, choices and decision making.

Comment [MSOffice5]: Your word processing program is picking up on the same grammatical errors that I am. Do not ignore these hints.

There are no language barriers in the class, however, there are several students in the class that are bi-lingual. The major second language that is spoken is Spanish.

Comment [MSOffice6]: Did these students learn English as a second language? Does this come into play here at all? Is cultural diversity an issue here?

Gender of the students is about even in the classes. There is no one gender that seems to be more represented then the other. For school wide, 57% of the school is males and 43% is female.

Students Skills and Prior Learning

After reviewing the pre test that was given to the students I have learned that the students have little to no knowledge regarding the topics of this upcoming unit. When the students were through with the common consensus was that the material on the pre test was new to them and they

had no previous experience with learning this material. This was a imperative tool to help me shape my future unit. Topics to be covered will include reproductive systems, contraceptive, abstinence, decision-making and HIV/AIDS. This is a freshmen class that is new to this school. However, there are a few students who are not new to this school but are repeating their ninth grade year. I asked the students before I gave the pre test when the last time was that they had health. Aside from the students who are repeating this grade that had health last year, this answer varied considerably. Some students explained they had it in 6th, 7th, or 8th grade. Other students explained that they did not have health class since they were in elementary school.

Characteristics of Specific Students and Approaches to Differentiate Learning

To get to know the students better, I had them to an activity called "The Whip" or "Domino Effect". With this activity the students stood up in a circle and we came up with different questions together as a group that we had to answer starting with one person in the circle and then moving around the circle until it came back to the first person. Examples of question we asked started with first names and last names. We then moved on to where we were born, favorite color, favorite music artist and more categories. The purpose of this was to get a better understanding of the students in the class, those who are more outgoing and willing to participate as well as those who seem to be more subdued. I also want to see if there are some students who do not feel comfortable working with others or talking in front of the class. Through this activity I found that I have a lot of student coming from the Dominican Republic, majority of the students enjoy Rap music, football, and basketball. One question on the peer interviews was regarding someone they look up to and why. Unfortunately, more than half of the students responded by say they have nobody they look up to.

Comment [MSOffice7]: This section should be more about what you learned about characteristics of SPECIFIC students rather than how you learned information about your class, generally.

Instructional Planning and Assessment

The ninth grade students in this school come from a number of different middle schools throughout Providence. From this information it is imperative for me to get a solid understanding of the students prior education in this subject matter. Some students may have some previous instructions in this content area whereas others may have none. For this information I will produce a pre-test for the students that will have a variety of questions ranging from basic knowledge in this content area to more higher level, in depth questions.

Some parts of this unit will have to be presented carefully with much sensitivity in mind towards the subject matter. Other professionals in the building told me there are many students, in all grades, that have children of their own. I need to be sure that the presentation of my lessons in regards to these situations do not insinuate those choices are poor or bad choices but instead that the students must think about the choices they make and consider all possible outcomes of their decision before they follow through with a decision.

Comment [MSOffice8]: I appreciate how you are attempting to reduce value judgments... Good

According to Information Works, students at this school do not feel comfortable talking with a teacher about personal issues. With this information known I feel as though I will have to plan activities in my lesson that will help to promote an environment where students feel safe with asking questions.

Comment [MSOffice9]: Good points... It sounds like you will have a rich affective component in your units.

The instruction in the unit will vary throughout each lesson with more structured parts of the lesson where there is a power point presentation and the students will be learning content knowledge. Other parts of the unit will be more group work, self-discovery and discussion based. The reason for both types of instruction will be to keep the students engaged and involved in the lesson while also keeping them focused and on task throughout the ninety-minute class.

Assessing the students will be done formally after the first few lessons regarding the male and female reproductive systems. The students will be given a test containing matching questions, fill in

the blank, true and false and a part where the students will have to fill out a diagram of the systems. The next assessment will be an informal assessment and will also be their culminating project in which the health classes complete each quarter. The culminating project will be completed in class and it will involve students working cooperatively in groups to create a t-shirt that will advocate for healthy decision making as well as for HIV awareness.

Comment [MSOffice10]: This section is only relevant if you make direct connections to the contextual factors... without those connections, this piece belongs in another process of the ICWS.

Resources:

Information Works

<http://www.infoworks.rhode.uri.edu/2003/default.asp>

Accessed November 6, 2006

Providence Public School District

www.providenceschools.org

Accessed: November 9, 2009

Learning Goals and Unit Objectives Rubric

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

Rating → Indicator ↓	Score earned	1-2 Unacceptable	3-4 Acceptable	5-6 Target	RIPTS
Part I					
Learning Goals	3	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	2
Part II					
Alignment with National, State or Local Standards	4	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.	2
Classification of Unit Objectives	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.	5
Clarity	4	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.	8
Appropriateness For Students	4	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	3
Part III					
Rationale / Purpose	4	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.	4

Comments:

Learning Goals and Unit Objectives
Part I

Learning Goals
<ul style="list-style-type: none"> • Students will gain the knowledge necessary to know how the male and female reproductive systems work. • Students will gain the knowledge necessary to know what parts of reproductive system belong to what gender. • Students will gain the knowledge, skills, and attitudes to make responsible decisions related to sexual activity. • Students will gain the knowledge of the possible outcomes of risky sexual behaviors. • Students will have an understand as to how HIV/AIDS is transmitted and the effect that it has on a person.

Comment [MSOffice11]: Your goals are a bit on the broad side and rather than being applicable to the overall unit, they appear to segment the unit... first 2 goals to the first 2 lessons, 3rd goal to the 3rd and 4th lesson, last goal to last 2 lessons, etc...

I think you have a couple of goals in here that truly encompass your intentions, and others could be eliminated because they are embedded in the larger picture ones.

Comment [MSOffice12]: I would guess that this goal is overarching all the others... the others are simply content pieces addressed during the unit. This is a skill building / attitude impacting goal.

Part II

Objectives	R.I. Health Education Standards	Domain, Level, Classification, Other
9 th grade students will be able to label at least 5 parts of the male's reproductive system and what it is used for at the end of the unit.	Standard One - Students will understand the concepts related to health promotion and disease prevention as a foundation for a healthy life.	Cognitive domain; Level - recall
9 th grade students will be able to label at least 5 parts of the female's reproductive system and what it is used for at the end of the unit.	Standard One - Students will understand the concepts related to health promotion and disease prevention as a foundation for a healthy life.	Cognitive domain; Level - recall
Students will be able to list at least 5 parts of the male's reproductive system and accurately explain their usage in the body.	Standard One - Students will understand the concepts related to health promotion and disease prevention as a foundation for a healthy life.	Cognitive domain; Level - recall
Students will be able to list at least 5 parts of the female's reproductive system and accurately explain their usage in the body.	Standard One - Students will understand the concepts related to health promotion and disease prevention as a foundation for a healthy life.	Cognitive domain; Level - recall

<p>Students will be able to properly explain abstinence and condoms as modes of birth control at the end of the unit</p>	<p>Standard One - Students will understand the concepts related to health promotion and disease prevention as a foundation for a healthy life.</p> <p>Standard Three - Students will demonstrate the ability to practice health-enhancing behaviors and reduce health risks.</p>	<p>Cognitive domain; Level - recall</p>	
<p>Students will be able to analyze the possible outcomes of a situation and make the healthiest decision at the end of the unit.</p>	<p>Standard Three - Students will demonstrate the ability to practice health-enhancing behaviors and reduce health risks.</p> <p>Standard Six - Students will demonstrate the ability to use goal-setting and decision-making to enhance health.</p>	<p>Affective domain; Level - Organization</p>	<p>Comment [MSOffice13]: I agree that there is an affective piece here, but there also needs to be a cognitive connection - critical thinking...</p>
<p>Students will be able to use effective communication skill and refusal skills to state their solution to a problem to someone at the end of the lesson.</p>	<p>Standard Six - Students will demonstrate the ability to use goal-setting and decision-making to enhance health.</p>	<p>Affective domain; Level - valuing</p>	<p>Comment [MSOffice14]: See note above</p>
<p>Students will be able to properly explain the knowledge, skills, attitudes and beliefs necessary to reduce the sexual health risks at the end of the lesson.</p>	<p>Standard Six - Students will demonstrate the ability to use goal-setting and decision-making to enhance health.</p>	<p>Affective domain; Level - valuing</p>	
<p>At the end of the unit students will be able to accurately explain at least two ways culture and media play a role on risky sexual behaviors.</p>	<p>Standard Four - Students will analyze the influence of culture, media, technology and other factors on health.</p>	<p>Cognitive domain; Level - evaluation</p>	
<p>Students will be able to explain with accuracy how HIV enters and affects the body at the end of the unit.</p>	<p>Standard One - Students will understand the concepts related to health promotion and disease prevention as a</p>	<p>Cognitive domain, Level - recall</p>	<p>Comment [MSOffice15]: Higher than recall</p>

At the end of the unit, students will be able to name 3 ways that HIV can/cannot be transmitted.	<p>foundation for a healthy Standard One - Students will understand the concepts related to health promotion and disease prevention as a foundation for a healthy Standard Three - Students will demonstrate the ability to practice health-enhancing behaviors and reduce health risks.</p>	Cognitive domain; Level - recall
The students will be able to effectively advocate for a healthy lifestyle in regards to sexual activity at the end of the unit.	Standard Seven - Students will demonstrate the ability to advocate for personal, family, community, and environmental health.	Affective domain; Level - valuing

Comment [MSOffice16]: Is this an attitude or a critical thinking skill?

Part III

The first part of this unit will be about the reproductive systems in both the male and the female. The students do not have much knowledge in this content area so I will need to start it from the basics in regards to who has what parts and where they are located. This content is always taught to the ninth grade class in health class, it is a part of the ninth grade curriculum.

Decision-making is very important for the students in this school, especially regarding sexual activity. In this school, there are a lot of young parents. Some of these students had a child when they were 12 or 13 years old and still in middle school. The students at this school need to learn. In 2007, 48% of high school students have had sexual intercourse. Furthermore 15% of high school students have had four or more partners. With this information it is imperative for student be taught decision making skills in that they are able to fully weigh options and understand all the possible outcomes of their actions. Students need the skills to be able to make the healthiest decision.

Comment [MSOffice17]: Cite sources using APA in-text citations

The final part of the unit will be based on HIV/AIDS as well as abstinence and condom use. This is also imperative for students this age to know in that in 2007, 39% of sexually active teenagers did not use a condom during their last sexual intercourse. This shows that students are not aware of

the risks they are taking by participating in unsafe sex. Also, in 2006, over 5,000 people ages 13-24 were diagnosed with HIV/AIDS representing 14% of the population diagnosed that year. Finally, about 19 million new sexually transmitted diseases and infections are diagnosed each year, half of that number is accounted towards people ranging from 15 years old to 24 years old.

The population I will be teaching needs the education to live a healthy risk free life. They need to gain the skills, attitudes and beliefs that are necessary to have a risk free, healthy life.

Comment [M5Office18]: Did you wrap up with a goal statement...? Take a look back at your goals.

Reference:

Center For Disease Control – Healthy Youth

Accessed November 19, 2009

<http://www.cdc.gov/healthyYouth/sexualbehaviors/index.htm>

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	RIPT S	Score earned
Part I					
Visual Organizer	The organizer does not clearly present: <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • how <i>some</i> 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: <ul style="list-style-type: none"> • how <i>all</i> 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 	9	4
Multiple Forms of Assessment	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; <i>some</i> 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.	9	4
Alignment of Unit Objectives and Assessments.	<i>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.	<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.	<i>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.	9	4
Justification for Assessment Methods	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.	9	4

Adaptations Based on the Individual Needs of Students	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>all</i> assessments that are appropriate to meet the individual needs of <i>all</i> students.	4	3
Part II					
Rationale	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.	9	4
Scoring Procedures	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>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	9	4

Comments:

Assessment Plan: Part I
Day 1 & 2

Unit Objectives	Assessments	Justifications for Assessment Methods	Adaptations
<p>9th grade students will be able to label at least 5 parts of the male's reproductive system and what it is used for at the end of the unit.</p> <p>9th grade students will be able to label at least 5 parts of the female's reproductive system and what it is used for at the end of the unit.</p> <p>Students will be able to list at least 5 parts of the male's reproductive system and accurately explain their usage in the body.</p> <p>Students will be able to list at least 5 parts of the female's reproductive system and accurately explain their usage in the body.</p>	<p>Pre-Assessment</p> <ul style="list-style-type: none"> - Multiple choice, fill in the blank and true or false quiz. <p>Formative Assessment</p> <ul style="list-style-type: none"> - Self Discovery group work - Small group discussions - Lecture <p>Post Assessment</p> <ul style="list-style-type: none"> - Multiple choice, fill in the blank and true or false. 	<p>Pre Assessment</p> <p>A pre assessment will allow me to get a better understanding of the base knowledge the students have regarding the male and female reproductive systems.</p> <p>Formative Assessment</p> <p>The self discovery assignment allows the students to research the material they do not already to complete the assignment</p> <p>Small group discussions allow the students to ask questions and gain more understanding of certain aspects of the material.</p> <p>Lecture will allow the students to get a better understanding of the material that they were not able to get a full grasp on during the group work and self discovery methods.</p> <p>Post Assessment</p> <p>This exam will show me whether or not the students have a good understanding of the material that has been presented to them. The material has been presented for a good amount of time and in several different methods to ensure understanding.</p>	<p>David needs to be constantly kept on task and motivated.</p> <p>Extra credit to groups that work best together works as good motivation for class.</p> <p>Class needs time for small group work each class.</p> <p>Lecture can be no more then 25 minutes.</p>

Day 3 & 4

Unit Objectives	Assessments	Justifications for Assessment Methods	Adaptations
<p>Students will be able to analyze the possible outcomes of a situation and make the healthiest decision at the end of the unit.</p> <p>Students will be able to properly explain abstinence and condoms as modes of birth control at the end of the unit</p> <p>Students will be able to use effective communication skill and refusal skills to state their solution to a problem to someone at the end of the lesson.</p> <p>Students will be able to properly explain the knowledge, skills, attitudes and beliefs necessary to reduce the sexual health risks at the end of the lesson.</p> <p>At the end of the unit students will be able to accurately explain at least two ways culture and media play a role on risky sexual behaviors.</p>	<p>Pre Assessment</p> <ul style="list-style-type: none"> - Multiple choice, fill in the blank and true or false quiz. - Group discussions - Small group discussions <p>Formative Assessment</p> <ul style="list-style-type: none"> - Short Lecture - Questioning and critical thinking imbedded in lecture. - Students in small groups will think critically about culture and media and how it may affect the decisions people may make. <p>Post Assessment</p> <ul style="list-style-type: none"> - Small group work - Chart paper activities - Critical thinking and analyzing decisions. 	<p>Pre Assessment</p> <p>A pre assessment will allow me to get a better understanding of the base knowledge the students have regarding abstinence and condom use.</p> <p>Group discussions will help me to understand what the students see as benefits of abstinence and condom use.</p> <p>The group discussion will help me to understand the process the students go through in order to make a decision.</p> <p>Formative Assessment</p> <p>Informal questioning throughout lecture to take time away from lecture and allow students to discuss benefits of abstinence and condom use.</p> <p>Question pertaining to abstinence and condom use.</p> <p>Post Assessment</p> <p>In groups students will analyze and think critically regarding the benefits of abstinence and condom use as modes of birth control and reduction of risk.</p> <p>The small groups work will give the students an opportunity to discuss a given problem, all the possible outcomes and then choose the healthiest decision with the least health risk. This will display if the students understand the decision making process as well as risky behaviors.</p>	<p>Students need to be reinforced to raise hand and respect others in class during discussions.</p> <p>Walking around to groups is necessary to keep them on task.</p> <p>Allowing David to answer question will help keep him on task by giving the attention he wants however in a positive manner.</p>

Day 5, 6 & 7

Unit Objectives	Assessments	Justifications for Assessment Methods	Adaptations
<p>Students will be able to properly explain how HIV enters and affects the body at the end of the unit.</p> <p>At the end of the unit, students will be able to name 3 ways that HIV can/cannot be transmitted.</p> <p>The students will be able to effectively advocate for a healthy lifestyle in regards to sexual activity at the end of the unit.</p>	<p>Pre-Assessment</p> <ul style="list-style-type: none"> - Multiple choice, fill in the blank and true or false quiz. <p>Formative Assessment</p> <ul style="list-style-type: none"> - Class discussion regarding HIV and affects on the body. - Group handout competition <p>Post Assessment</p> <ul style="list-style-type: none"> - T-shirt advocacy project (culminating project) 	<p>Pre Assessment</p> <p>A pre assessment will allow me to get a better understanding of the base knowledge the students have regarding abstinence and condom use.</p> <p>Formative Assessment</p> <p>A more interactive way of explaining how HIV enters the body and effects cells in the body including different props.</p> <p>Short lecture on HIV/AIDS, what it is and how it will affect a person</p> <p>Small group competition with a handout with help to solidify the information given, and have students teach their peers as well as learn from their peers.</p> <p>Post Assessment</p> <p>This project will allow the students to take the information that they have just learned and then apply it to the real world by creatively portraying the importance of proper decision making as well as spreading awareness of risky behaviors.</p>	<p>Post Assessment</p> <p>Allow students to now pick groups for the class long project. Students will work more efficiently with chosen groups</p>

Part II

Several formative assessment techniques will be used to be constantly checking the students for understanding but also to keep student interest throughout the unit. The different techniques is essential to the learning process so that all types of learners are reached appropriately.

Short lecture will be used at times throughout the unit to reach the students who learn best through explanation of concepts and content. Also, the lecture time is imperative for this particular class to keep some structure in the environment. This particular class is a high - energy class with

Comment [MSOffice19]: Pay attention to these green squiggly marks

lots to say but also they very easily get off task. The students need that lecture time to stay focused in class and on task with the material and content being presented. The short lecture will be presented on a power point presentation so I can better focus on the explanation of the content to the students. The students will be given the notes in a handout form so they do not have to copy the presentation. However, there will be some parts in the handout that will require the students to fill in some areas on their own. This is done so the students will remain on task and focused as opposed to getting a handout full of notes and not paying attention during the rest of the class time. Some parts of the lecture hand out will also prompt students to join up with other students for some small group work. This will allow the student to think critically with peers but also break up the lecture time to keep the class interesting, active and engaging. This will also help to promote questions from the students regarding the topic.

Comment [MSOffice20]: Ok – BUT the lecture is not part of your cache of ASSESSMENT strategies. This part of the explanation is not relevant to the task.

Group work and short, informal presentations of group findings will also be a part of the formative assessments throughout the unit. This will break up the class and allow them time to work with their peers. This will be beneficial for students who may learn well from working with their peers and talking about the topic. Also, this will allow the students to maybe feel more comfortable with the topics because they are now discussing it with their peers. As they start to feel more comfortable with the topic then hopefully the students will feel more comfortable with me and asking questions regarding the topic and making discussions and lectures more interactive and engaging. This comfort is key for me to effectively assess the students progress. If the students do not feel comfortable in the class then they will not feel comfortable asking questions which will possibly leave areas of the content unclear, and the students will not feel comfortable presenting group findings which will not allow me to assess the students understanding of the material.

Comment [MSOffice21]: This section should receive an overhual to focus on assessment not instructional decision making.

A self - discovery project will be done to help the students to gain an understanding of the male and female reproductive anatomy. The students will work in groups to label large posters that diagram these systems. The students will talk about the problem with their peers, share ideas and thoughts, as well use resources in the room to try and complete the task. This will hopefully help the

Comment [MSOffice22]:

students to feel comfortable with the topic in that they have to discuss it with their peers / teammates. This activity will also give the students ownership towards the content since they will be learning some of it on their own. The content will be solidified with further explanation however the base knowledge was on their own or with their peers / teammates. This activity finally will help the students move towards meeting the objectives regarding the male and female reproductive anatomy in that it will display the students understanding as to where parts are located as well as what those parts are specifically for.

The objectives that are related to decision making, risky behaviors, analyzing media and culture are going to be assess through small group work and group discussions. Students will be in groups where they will have to problem solve, weigh options, consider all possibilities and finally choose the healthiest and best option. Students will also have to work together and discuss the most effective and appropriate way to present their decision if needed to in that given scenario.

Objectives concerning HIV and AIDS will be covered through a small structured lecture an informal presentation, and group work. This will benefit the students and also be appropriate for the students in that the material will be presented to them in many different manners. The hand out will help me to know if the students understand in that they will fill it out as a group and then show it to me for credit. The t-shirt advocacy project will display the students knowledge of the content but also their understanding of the risk that are tied to the virus as well as the important role good decision making plays in risk reduction.

Pre and post assessments will be formal quizzes in the form of fill in the blank, multiple choice, and true and false. There will be twenty questions leaving each question worth 5 points. The post test will be the same quiz given at the end of the unit to notice student improvement, what areas were presented well and the students have a good grasp on and what other areas the class collectively did not do to well with leaving me to rethink my instruction techniques and strategies.

Students will be scored by several different ways. 20% of the students grade will be their behavior and participation during class which will be kept record of in the attendance book. Another

Comment [MSOffice23]:

20% of their grade will come from the culminating project. This project will have a rubric explaining exactly what the students need to do in order to receive a good grade. 50% of the students grade will be from their test on the reproductive systems. Finally 10% of their grade will be based on their reflection paper on their health class.

Comment [MSOffice24]: Some rubrics attached in C&W

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	RIPTS	Score earned
Use of Pre-Assessment Data	<p>Pre-assessment data is presented but the format is difficult to navigate.</p> <p>A clear explanation of how pre-assessment data influenced instructional design is lacking.</p>	<p>Pre-assessment data is presented in an organized format.</p> <p>A clear explanation of how pre-assessment data influenced instructional design is lacking.</p>	<p>Pre-assessment data is presented in an organized, detailed format.</p> <p>A rich, insightful explanation of how pre-assessment data influenced instructional design is provided.</p>	8	4
Unit Visual Organizer	<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>	2	5
Lesson Plans	<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>	2	4

Rating → Indicator ↓	1-2 Unacceptable	3-4 Acceptable	5-6 Target	RIPTS	Score earned
Alignment with Learning Goals and Unit Objectives	<p>Few lessons are explicitly linked to unit objectives.</p> <p>Few learning tasks, assignments and resources are aligned with unit objectives.</p> <p>Not all unit objectives are covered in the design.</p>	<p>Most lessons are explicitly linked to unit objectives.</p> <p>Most learning tasks, assignments and resources are aligned with unit objectives.</p> <p>Most unit objectives are covered in the design.</p>	<p>All lessons are explicitly linked to unit objectives.</p> <p>All learning tasks, assignments and resources are aligned with unit objectives.</p> <p>All unit objectives are covered in the design.</p>	2	5
Classroom Climate	<p>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.</p>	<p>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.</p>	<p>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.</p>	6	4
Use of Technology	<p>Technology is inappropriately used OR candidate does not use technology or provide a rationale for its omission.</p> <p>A description of how planning and/or instruction could be enhanced with the use of technology is absent.</p>	<p>Candidate uses technology appropriately.</p> <p>Technology contributes to teaching and learning.</p> <p>OR</p> <p>Candidate provides a clear rationale for omission of technology AND describes how planning and/or instruction could be enhanced with the use of technology.</p>	<p>Candidate consistently integrates appropriate technology.</p> <p>Use of technology makes a significant contribution to teaching and learning.</p>	2	4

Comments:

Design for Instruction:**Pre – Assessment and Narrative**

The data that was collected from the given pre-assessment will be used greatly to help to guide my instruction. With the students being new to this school and coming from several different schools and several different health classes and teacher, administering this quiz is imperative to understand where the students are with this material regarding what they already know and what they do not know. This is content area, reproductive systems, decision – making, HIV, abstinence and condoms is the mandatory curriculum with this age level in this school district. However, some students may have already had some experience in this area from previous schools.

Question on pre assessment that were correct and incorrect. 20 questions.

Question	Number who answered it correct	Number who answered it incorrect
1	7	5
2	9	3
3	11	1
4	7	5
5	4	8
6	5	7
7	6	6
8	8	4
9	0	12
10	11	1
11	10	2
12	9	3
13	11	1
14	8	4
15	8	4
16	6	6
17	3	9
18	4	8
19	3	9
20	4	8

Test by Sections

Part one of test: Write M next to the parts that belong to males and F next to parts that belong to females. 6 questions.

Student	Correct on Pre Assessment	Percent Correct on Pre Assessment
A	2	33
B	1	17
C	6	100
D	5	83
E	3	50
F	1	16
G	5	83
H	4	67
I	4	67
J	5	83
K	3	50
L	4	67

Part two of pre assessment: True and false questions. 7 questions.

Student	Correct on Pre Assessment	Percent Correct on Pre Assessment
A	3	42
B	4	57
C	6	85
D	5	100
E	6	85
F	6	85
G	4	57
H	6	85
I	5	71
J	5	71
K	1	14
L	5	71

Part three of pre assessment: Matching questions. 7 questions.

Student	Correct on Pre Assessment	Percent Correct on Pre Assessment
A	0	0
B	3	42
C	2	28
D	5	71
E	2	28
F	1	14
G	2	28
H	5	71
I	5	71
J	5	71
K	1	14
L	2	28

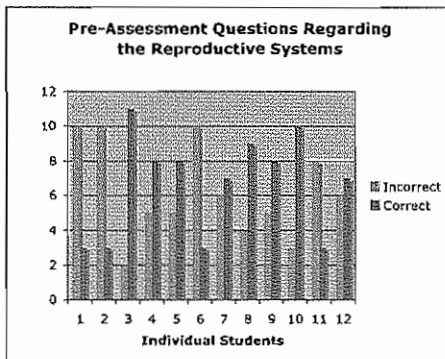
Overall Student Performance

Student	Overall Percent Grade
A	25
B	35
C	70
D	75
E	55
F	40
G	55
H	15
I	70
J	75
K	25
L	55

- 8 out of 12 students failed the pre-assessment with a percent score of 55% and below.
- 4 out of 12 students passed the pre-assessment with a percent score range of 70% to 75%.

Student Performance by Reproductive System Questions

This chart represents the student performance broken down by the question that pertained to the male and female reproductive anatomy. There were 13 questions out of 20 that had to do with this aspect of the unit. The blue columns represents the number of questions that individual student answered incorrectly regarding the reproductive systems and the red columns directly next to the blue column represents the number of questions that student answered correctly regarding the



reproductive systems.

Students	Number Correct Regarding Reproductive Systems	Performance on Reproductive Systems Questions
A	3	23%
B	3	23%
C	11	85%
D	8	62%
E	8	62%
F	3	23%
G	7	54%
H	9	70%
I	8	62%
J	10	77%
K	3	23%
L	7	54%

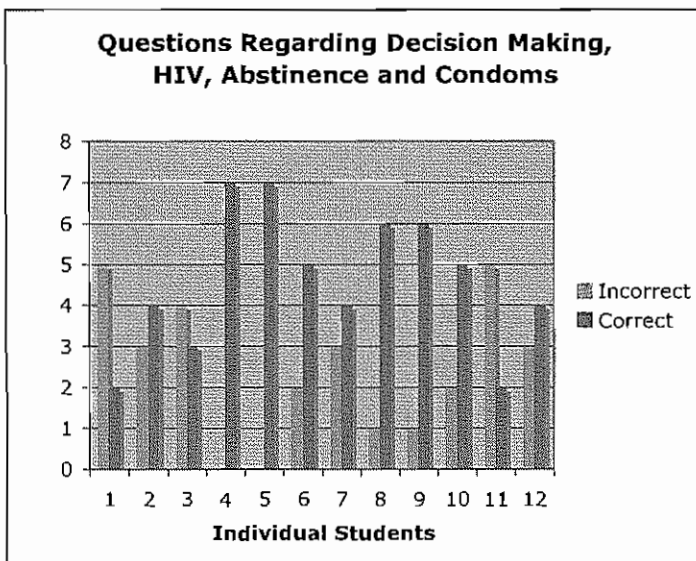
- 9 out of 12 students received a grade of 62% and below on the pre-assessment questions regarding the reproductive system.
- 3 out of 12 students received a grade ranging from 62% to 77% on the pre-assessment questions regarding the reproductive system.

The first part of the pre-assessment was regarding the male and female reproductive systems. The students had to write the letter 'M' next to the part that belonged to a male and they had to write the letter 'F' next to the part that belonged to a female. Performance in this section had a broad spectrum. Some students did very well, getting all or almost all correct and others did not do so well getting only 1 or 2 correct. This will influence my instruction in that I will need to completely and thoroughly go over this information considering some students did not do well in this section and some of the questions were very basic. However, I will have to make the lessons and activities very interesting for the students who already know it to stay focused and engaged. To do this I will have the students take part in a fun, self – discovery activity. The students will go to a poster, which will be a diagram of either a male or a female reproductive system. From there they will have two envelopes, one which contains index cards with the name of a reproductive system part that can be Velcro to the correct part of the poster. The other envelope will be a definition that will coincide with the reproductive system part that will

be Velcro to the poster. When the students are finished they will have a diagram of all the parts and the definitions. Students will work in groups and be able to use sources in the room to complete the activity. To keep students engaged and enthusiastic a competition will be installed in the activity.

Student Performance by HIV, Decision Making, Abstinence and Condoms Questions

This chart represents the student performance broken down by the question that pertained to the HIV, decision – making, abstinence and condoms. There were 7 questions out of 20 that had to do with this aspect of the unit. The blue columns represents the number of questions that individual student answered incorrectly regarding the reproductive systems and the red columns directly next to the blue column represents the number of questions that student answered correctly regarding HIV, decision –making, abstinence and condoms



Students	Number Correct Regarding HIV, Decision Making, Abstinence and Condoms	Performance on HIV, Decision Making, Abstinence and Condoms
A	2	14%
B	4	57%
C	3	43%
D	7	100%
E	7	100%
F	5	71%
G	4	57%
H	6	86%
I	6	86%
J	5	71%
K	2	14%
L	4	57%

- 6 out of 12 students received a grade of a 57% or below on the pre-assessment questions regarding decision making, HIV, abstinence and condoms.
- 6 out of 12 students received a grade of a 71% to 100% on the pre-assessment questions regarding decision – making, HIV, abstinence and condoms.

The students did rather well with the question regarding decision – making, HIV, abstinence and condoms. The questions in this section of the test were again very basic, with a few questions regarding classroom rules and regulations added in to reassure the students of their responsibilities. The information I was able to gather from these questions is that I will be able to go deeper in to these topics during class time and allow for more group work and interactive activities. For example, when we are discussing decision – making in class we will be able to go over a decision – making model as a class and then the students will be able to break off into groups, be assigned a problem, go through the decision – making model by going through all possible consequences, choices and options in order to come to the healthiest decision. From here they will be able to present their decision – making process to the class.

Alignment with Learning Goals

The unit is designed to meet the learning goals in that the focus of each lesson is based upon these goals in mind. The unit will be presented in a variety of forms to the students regarding the male and female reproductive systems, then move onto decision – making skills, from their abstinence and condoms, finally HIV/AIDS. The order of the aspects of the unit was designed so that each piece of information given in the unit will be necessary for the upcoming topics in the unit. For example, the students will learn the decision-making model, where they will consider all possibilities and eventually choose the healthiest decision, before talking about choices such as condom use or abstinence. The students will learn about condom use and abstinence before moving onto HIV/AIDS in that both are forms of protection from the virus. Finally, students will have to learn all about the reproductive systems and how it works prior to learning about decisions regarding sexual activity and the HIV/AIDS pandemic. The goal is to have one piece of information lead into the next

Numerous forms of presentation will be used to reach the learning goals. There will be lecture with a power point presentation, self – discovery and group work activities as well as class discussions. We will also do different review type games that will get the students out of their seats and moving to keep them interested and focused. The several different forms of instruction is imperative to keep the student interest and focus high. Also, several different types of instruction will ensure that all types of learners are reached and able to receive the information they way that they learn the best.

Classroom Climate

The first class will be geared towards the responsibilities of the students. Students will be given a syllabus diagramming exactly what they needed to do to get an 'A' in the class. Students were told that 20% of their grade will be based behavior, participation, and organization. This will be posted in the classroom as a constant reminder to the students. The students will understand that included in this is also the way they treat their teacher and their peers. Students are expected to treat everyone with a great amount of respect. This is especially important because this content area can

be very uncomfortable for students to talk about, if students do not feel comfortable engaging in a class due to other student being disrespectful then those students are hindering others abilities to learn. Students will understand that disrespect to other will not be tolerated and will effect their grade. The students will also be encouraged to ask as many questions regarding the topics that they would like. To reinforce this I will answer all students questions fully and to the best of my ability. If I cannot answer their question I will assure the student that I will research it. Students will also have an option of writing an anonymous question and put it in a mailbox in the front of the room. This will hopefully encourage the students to think deeper about the topics that are being presented and discussed in class.

Technology

I will use technology as much as I can throughout this unit. In the classroom there is a Smart Board for me to use. I will use this to write out notes regarding to topics as well as showing power point presentations for lecture. To show the power point presentation I will attach my laptop to the Smart Board connection, allowing me to be in a better area to see the students as opposed to being behind a desk and at they regular classroom computer. The Smart Board will also be available for the students to use to research statistics that can be used for an advocacy project near the end of the unit. I will also use music during certain activities for when it is appropriate.

Design For Instruction: Lesson Sample

Lesson 2

Instructor:

Lesson: 2

Content Area: Sexuality

Topic: Reproductive Systems

Grade Level: 9th Grade

Standards:

Standard One - Students will understand the concepts related to health promotion and disease prevention as a foundation for a healthy life.

Standard Two - Students will demonstrate the ability to access valid health information and health-promoting products and services.

Objectives:

Students will be able to name at least 5 different parts of the male reproductive system by the end of class.

Students will be able to name at least 5 different parts of the female reproductive system by the end of class.

Students will be able to list at least 5 parts of the male's reproductive system and accurately explain their usage in the body.

Students will be able to list at least 5 parts of the female's reproductive system and accurately explain their usage in the body.

Assessment:

To assess the students during this less I will go around to each group and monitor progress. I will also have the groups call me over when they feel as though their group is finished with their diagram for it to be checked.

I will also review the activity "Pin The Part On The Person." I will go over each part with the students by pointing at it and asking students to explain what that particular part is used for by them referring back to the definition they matched to the part. This will help me to understand whether or not this activity was effective teaching tool in getting the information across to the students. The students will also have a similar diagram as the poster that they will fill out to keep for their own studying use.

Questions:

1. What parts did you know right away without using a resource?
2. What parts did you never hear of?
3. What parts gave you a hard time?
4. Is there any parts function that is unclear?
5. Where is sperm produced?
6. Where does a male eliminate urine and semen?
7. What part of a female will connect the ovaries with the uterus?
8. What part of a female is also known as the birth canal?
9. What part of the female's body will hold and nourish a developing embryo.

Materials:

Reproductive systems work sheets

Reproductive systems paragraph worksheets

Reproductive systems enlarged on chart paper

Parts of reproductive system on index cards

Definitions of parts of reproductive systems on index cards

Text books

Time:

10 min – Set induction

45 mins – Pin the part on the person

25 mins – partner work; reproductive systems paragraph and review

10 mins – closure review of whole class and preparation for next lesson

=90 min

Set Induction:

For the set induction we will review the pre quiz. I will go over each question with the class and ask them to raise their hand if they know the answer. This will start to get the students thinking more about the subject matter and what we will be discussing for the next few weeks in class.

Learning Experience:

For this first part of the class the students will participate in an activity called "Pin the Part on the Person." With this activity the students will be broken up into two groups. Each group will get two pieces of chart paper with an enlarged representation of the male and female reproductive systems. The students will also get an envelope with index cards. Each index card will have a part written on them. Each group will then get another envelope with a definition of a part. Students will first have to work as a group to match the part index card with its corresponding definition index card. Students will be able to use their text book for this assignment. Once all the cards are matched up students will then play a version of the game pin the tail on the donkey. The first student will get a part and the definition and then get blindfolded. Their teammates will have to verbally direct them to the part of the enlarged model it belongs to and then come back to line in which another student will get blindfolded, a different part and definition and repeat the process. This will go on until all the parts are stuck on the models. From here, as a class, we will review each model and make corrections where needed. At this point I will also take the time to go over the definitions more in depth and in detail.

Female models will include:

Cervix	Uterus	Ovum	Fallopian Tubes
Fimbria	Ovary	Vagina	Uterine Lining

Male Models will include:

Penis	Bladder	Testicle	Urethra	Epididymis
Prostate	Cowper's Gland	Scrotum	Vas Deferens	Seminal Vesicle

For the next part of the learning experience students will be broken up into pairs. Each group will then get a fill in the blank paragraph regarding all the parts of the male and another regarding all the parts of the female. They will work with their partners to fill in the blanks of the paragraph to get a more solid understanding of each part of the system. When the students are done with these we will go over them as a group to be sure they all have the proper answer for each blank spot.

Closure.

As a closure we will review the parts of the reproductive systems of the male and female and I will ask for any questions the students may have concerning the parts. I will also reiterate to the students that they are more than welcomed to put a question into the anonymous question mail box to be answered at the next class.

Finally we will discuss what we will be doing next class. I will quickly talk about the reproductive system models that we will be making from scrap materials.

Instructional Decision-Making Rubric

Teaching Process: The candidate uses on-going analysis of student learning to make instructional decisions.

Rating → Indicator ↓	1-2 Unacceptable	3-4 Acceptable	5-6 Target	RIBTS	Score earned
Part I					
Rethinking Your Plans for a Group of Students	Instructional decisions lack evidence that support the need for a change in plans; are inappropriate and not pedagogically sound.	Instructional decisions show <i>some</i> evidence that support the need for a change in plans; are appropriate and pedagogically sound.	Instructional decisions show <i>significant</i> evidence that support the need for a change in plans; are appropriate and pedagogically sound.	3	5
Revisions for a Group of Students Based on Analysis of Student Learning	Candidate treats class as "one plan fits all" with no revisions or revisions of the instructional plan are not connected to students' responses or learning.	<i>Some</i> revisions of the instructional plan are made: to address student needs; based on the analysis of student learning; based on best practice; based on contextual factors.	<i>Many</i> appropriate revisions of the instructional plan are made: to address student needs; are informed by a thorough and thoughtful analysis of student learning/performance; based on best practice; based on contextual factors.	4	4
Explanation of the Modifications Made for a Group of Students (re: Learning Goals & Unit Objectives)	Explanation of revisions is not connected to learning goals & unit objectives. The connections between the revisions and learning goals/unit objectives are superficial or absent.	Explanation of the revisions made provides <i>some</i> connection to learning goals & unit objectives. The connections between the revisions and learning goals/unit objectives are appropriate.	Explanation of revisions made specifies connection to learning goals & unit objectives clearly and completely. The connections between the revisions and learning goals/unit objectives are significant and insightful.	4	5
Part II					
Rethinking Your Plans for an Individual Student	Instructional decisions lack evidence that support the need for a change in plans; are inappropriate and not pedagogically sound.	Instructional decisions show <i>some</i> evidence that support the need for a change in plans; are appropriate and pedagogically sound.	Instructional decisions show <i>significant</i> evidence that support the need for a change in plans; are appropriate and pedagogically sound.	3	5
Revisions for an Individual Student Based on Analysis of Student Learning	Candidate treats class as "one plan fits all" with no revisions or revisions of the instructional plan are not connected to this student's responses or learning.	<i>Some</i> revisions of the instructional plan are made: to address this student's needs; based on the analysis of this student's learning; based on best practice; based on contextual factors.	<i>Many</i> appropriate revisions of the instructional plan are made: to address this student's needs; are informed by a thorough and thoughtful analysis of this student's learning/performance; based on best practice; based on contextual factors.	4	4
Explanation of the Revisions Made for an Individual Student (re: Learning	Explanation of revisions made lack detail with respect to learning goals & unit objectives. The connections between the revisions and learning goals/unit objectives are superficial or absent.	Explanation of revisions made provide <i>some</i> detail with respect to learning goals & unit objectives. The connections between the modifications and learning goals/unit objectives are	Explanation of revisions made provide <i>much</i> detail with respect to learning goals & unit objectives. The connections between the revisions and learning goals/unit objectives are	4	4

Rating → Indicator ↴	1-2 Unacceptable	3-4 Acceptable	5-6 Target	RIBTS	Score earned
Goals & Unit Objectives)		appropriate.	significant and insightful.		

Comments:

Instructional Decision – Making

Part 1

For one of my early lessons regarding the reproductive anatomy of the male I went over a power point presentation that I had prepared for the students to take notes off of. I planned on the topics of the power point presentation to raise questions and interest with the students. Throughout the presentation of the class I noticed the students seemed to have to interest in the material being presented. The students were more focused on copying the notes word for word then asking questions or answering questions that I posed to them throughout the presentation. I also did not get to the majority of my lesson due to the students copying the power point word for word.

Overall the lesson was not engaging, or fun to be in. Also, what the students were able to take from the class remained unclear to me. I pictured and envisioned this lesson to go much differently then it did.

Comment [MSOffice25]: It is good that you are picturing / envisioning in your planning – this is a helpful strategy... as you get to know students better, your visions about their reactions will get more clear.

After the class I realized that changes needed be made to the lesson. Most importantly students needed to become more engaged in the class, and I need to be able to better assess the students throughout the lesson to get a good understanding as to whether or not the students are following along and understanding the material.

Comment [MSOffice26]: Great!

To do this I made some changes to my power point presentation. First I added the questions directly into the power point. This broke up the power point presentation from being structured to less structured. The students turned to 2 or 3 people sitting next to them and discussed the questions as a group. They thought critically about the questions and also by doing this they were able to come up with other questions regarding the topics. Once the students have talked with their group members for a few minutes, the groups would present their answers to the questions to the rest of the class. I added in three sections of question in the power point presentation where the students were

Comment [MSOffice27]: Helpful strategy!

prompted to work in small groups.

Another change I made was giving the students the notes from the power point. By doing this the students were now concerned with paying attention to the content as opposed to just copying the notes word for word. This also helped to create an environment where the students would ask questions and be more engaged with the content. I feel like with the last method the students copied all the information however they did not retain any of it. With this new method I feel as though the students were getting a good grasp on the material by the way they were asking questions and thinking deeper into the content area.

Part II

The students had to complete a culminating project that can be included in their electronic portfolio. The project was for the students to work in groups to design a t-shirt that will advocate for healthy decisions and the elimination of risk of HIV. The students received a rubric that graded them on content, creativity, and collaboration.

One student in particular has not worked well with other students throughout the quarter. She is a smart, determined, and set in her ways when completing assignments. This student I feel will not complete the project to the best of her ability if she was forced to work with a group. The student approached me and asked if she could work by her self. She explained to me that she did not want to depend on any other students to complete this project but instead wanted to take care of it on her own. I explained to the student that I wanted the class to work in groups so they can practice working with other people and sharing ideas and listening to one another. The student understood but she explained that student in the class are always absent and she did not want to depend on someone who may not be there next class. I told the student that I appreciate her approaching me with her concerns and I allowed her to work on her own. I explained to her that I would obviously not be able to grade her on collaboration but instead I will grade her on using her time wisely in class to complete

Comment [MSOffice25]: I find it interesting that this student was aware of the factors that may hinder her success if having to depend on others' reliability - sounds like she is a go-getter.

the project. Overall, I felt that this student would have a better chance to succeed in this specific project if she did work on her own. From here if I noticed students not producing work in class I asked them if they wanted to work alone. No other student wanted to work alone.

Analysis of Student Learning Rubric

Teaching Process: The teacher candidate uses assessment data to profile student learning, communicate information about student progress and achievement, and evaluate his/her own teaching.

Rating → Indicator ↓	1-2 Unacceptable	3-4 Acceptable	5-6 Target	RIP TS	Score earned
Part I					
Alignment with Selected Unit Objectives	Analysis of student learning: <ul style="list-style-type: none"> is not aligned with selected unit objectives; and/or fails to provide a comprehensive profile of student learning relative to the objectives for the whole class, subgroups, and two individuals. 	Analysis of student learning: <ul style="list-style-type: none"> is partially aligned with selected unit objectives; provides a somewhat comprehensive profile of student learning relative to the objectives for the whole class, subgroups, and/or two individuals. 	Analysis of student learning: <ul style="list-style-type: none"> is fully aligned with selected unit objectives; provides a comprehensive profile of student learning for two of the following groups: the whole class, subgroups, and/or two individuals. 	9	4
Clarity and Accuracy of Presentation of Graphs	Presentation is not clear; does not accurately reflect the data.	Presentation is clear and logical; reflects the data somewhat accurately.	Presentation is clear and logical; accurately reflects the data.	9	4
Interpretation of Data	Interpretation is inaccurate; conclusions are missing or unsupported by data.	Interpretation is somewhat accurate; some conclusions supported by data.	Interpretation is meaningful and technically accurate; appropriate conclusions are supported by the data.	9	4
Evidence of Impact on Student Learning	Analysis of student learning fails to include evidence of impact on student learning in terms of numbers of students who achieved and made progress toward the selected unit objectives and the amount of improvement they made.	Analysis of student learning includes some evidence of the impact on student learning in terms of numbers of students who achieved and made progress toward the selected unit objectives and the amount of improvement they made.	Analysis of student learning includes clear evidence of the impact on student learning in terms of proportion of students who made progress toward the selected unit objectives and the amount of improvement they made.	9	4
Part II					
Insights on Effective Instruction and Assessment	Lacks reasonable hypotheses for why some students did not meet the selected objectives. Provides an inaccurate or no description of why some tasks or assessments were more successful than others.	Explores reasonable hypotheses for why some students did not meet the selected objectives. Provides a basic description of successful and unsuccessful tasks or assessments.	Explores reasonable hypotheses for why all 3 categories of students did not meet the selected objectives. Provides a detailed explanation of successful and unsuccessful tasks and assessments.	10	3
Self Evaluation and Implications for Future Teaching	Provides few or no ideas or inappropriate ideas for redesigning unit objectives, instruction, and assessment. Lacks rationale.	Provides some ideas for redesigning unit objectives, instruction, and assessment. Offers a general rationale for why these changes would improve student learning.	Provides ideas for redesigning unit objectives, instruction, and assessment. Offers a specific rationale as to why these modifications would improve student learning.	10	3

Comments:

Analysis of Student Learning
Part I

Whole Class:

Overall Performance From Full Pre Assessment to Post Assessment

Student	Overall Percent Grade on Pre Assessment	Overall Percent Grade on Post Assessment
A	25	80
B	35	85
C	70	
D	75	
E	55	
F	40	95
G	55	
H	75	75
I	70	
J	75	85
K	25	90
L	55	75

Comment [MSOffice29]: I'm wondering why there are missing numbers.

All the students, but one, showed improvement from pre assessment to the post assessment. This tells me that my instruction was effective and it reached the students appropriately to enhance learning. As for the one student who did not improve from pre assessment to post assessment, they had the same grade on each assessment. This student did not have a bad grade to begin with, however there was some room for improvement. This student did have behavior and attendance issues, which may have played a role in the reason for no change in grade. An approach I would take to this situation would be to pull the student aside and ask why they feel there is no improvement. I would ask the student what type of learning styles is best for them. I will ask this student if there were any particular lessons or activities we did in the past in this class or they did in the past in another class that helped them to thoroughly understand the material being presented.

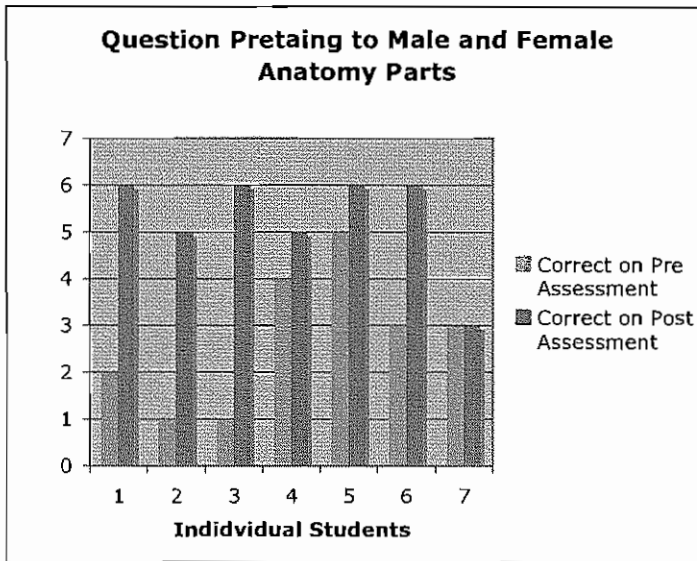
Comment [MSOffice30]: What is the teacher's role in discovering this? Do you think all students will be able to answer this question accurately?

Objective:

Students will gain the knowledge necessary to know what parts of reproductive system belong to what gender. 6 questions.

In this part of the assessment the students are asked to distinguish which parts belong to males and which parts belong to females.

Students	Correct Questions on Pre Assessment	Correct Questions on Post Assessment
A	2	6
B	1	5
F	1	6
H	4	5
J	5	6
K	3	6
L	3	3



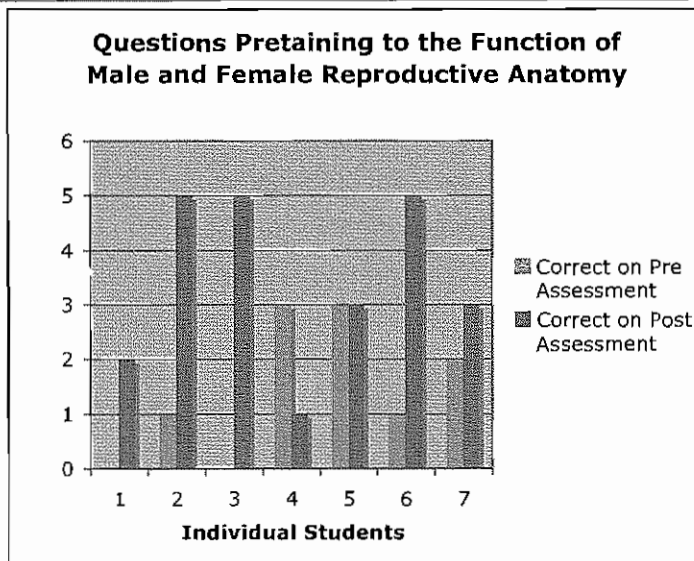
By looking these charts it is evident that the student were able to improve their knowledge of the male and female anatomy regarding the parts and which gender they belong to.

Objective:

Students will gain the knowledge necessary to know how the male and female reproductive systems work. 5 questions.

This part of the assessment the students are a series of questions that pertain to the reproductive anatomy and their function in the body and reproduction.

Students	Correct Questions on Pre Assessment	Correct Questions on Post Assessment
A	0	2
B	1	5
F	0	5
H	3	1
J	3	3
K	1	5
L	2	3



Majority of the students were able to improve their knowledge of the male and female reproductive systems and how they work. However, some students did not greatly improve and one

student actually did worse then on the pre assessment. From here I would approach these students and ask where instruction may have made this material confusing.

Subgroups:

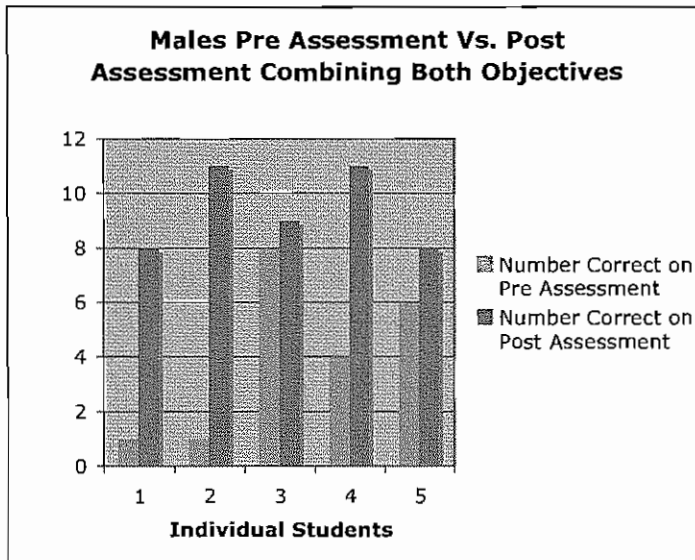
Objective:

9th grade students will be able to label at least 5 parts of the male's and female's reproductive system and what it is used for at the end of the unit.

Students will gain the knowledge necessary to know how the male and female reproductive systems work.

This chart depicts male student progress from pre assessment to post assessment on the questions that pertain to parts of the male and female anatomy as well as the questions pertaining to how these parts of the reproductive system work. The reason for choosing the males to further analyze the pre and post assessments was because the male population in this class was very out going. I wanted to see if this may have played a role in their learning. 11 questions.

Male Students	Correct Questions on Pre Assessment	Correct Questions on Post Assessment
A	1	8
F	1	11
J	8	9
K	4	11
L	6	8



From this chart it is visible to see that all male students who took the pre assessment and the post assessment did improve on the areas of the test pertaining to the male and female anatomy, both in regards to parts and function. For the student who had a large increase in their score I would ask them what activities or forms of instruction that I used that they found most helpful. This would help me to understand the parts of my instruction that are the most beneficial.

Part II

The unit objectives that the students were most able to meet was the objective regarding the parts of the male and the parts of the female. I believe the students were able to do well on this aspect because they were offered to complete a project that allowed them to first learn the information on there. I feel that when students teach themselves something they now have a sense of ownership to the material. I also feel the change I made by giving the students the majority of the notes printed out as opposed to them writing the notes down made a big difference. This helped the students to focus more on the material instead of only concentrating on copying the notes word for word. As the charts show from part I, the students were all able to improve in this area.

Comment [MSOffice31]: These sections were also guided by recall type cognitive objectives. I'm wondering if you think students have more difficulty with the critical thinking skills required in other objectives.

Some students did have trouble with the objective that was regarding having the knowledge of how the reproductive system works. By looking at the pre assessments and then the post assessment some students seemed to have some confusion with what each individual part does in the body. Majority of this information was given with no class work or project attached to it. I feel that if another self-discovery type project was used as a formative assessment regarding this objective there may have been better results for the students. Also, this subject matter may have caused some discomfort for the students leading them to not ask questions when they are confused on a particular topic.

For the objective regarding the parts of the male and female and what part belongs to what person, the students did very well. I feel this is because of the self discovery project that the students all took part in. This was a thorough project that allowed the students to research the information and apply it to this project that were doing in class. For future lesson I will use this project again. For the objective regarding what the function of the parts, I would like to either come up some sort of project for the students or have more time to focus on that material. Although the self-discovery activity was successful and the student did well with it did take a good amount of time to complete. If I could dedicate the same amount of time towards the objective regarding the function of the parts the students may have had better results on the post assessment.