

## Section IV Evidence for Meeting Standards

### #3 Pedagogical and Professional Knowledge, Skills, and Dispositions

#### 1. Description of Lesson Plan and Unit Plan

The program recognizes that the path to becoming a reflective practitioner is developmental. Candidates need to plan, act, and reflect in small components of instruction first, and the progress to larger ones. Consequently, two assessments of candidates' ability to plan instruction are included. The first is a lesson that is planned and taught in a middle or secondary setting, observed by the Practicum instructor, and documented in the Preparing to Teach Portfolio that is submitted at the end of the Practicum semester.

The second is a unit of instruction that is taught during Student Teaching and documented in three processes of the Teacher Candidate Work Sample (TCWS), which replaced the Exit Portfolio in Spring 2009: Learning Goals & Unit Objectives, Assessment Plan, and Design for Instruction. The TCWS contains six teaching processes that are identified by research and best practice as fundamental to improving student learning and aligned with the FSEHD Conceptual Framework themes of Knowledge, Pedagogy, Diversity, and Professionalism. A major change is the focus on assessment which was much narrower in the old Exit Portfolio and inclusion of measureable indicators.

#### 2. Alignment of Lesson Plan and Unit Plan with NCTM Standards and Indicators

Program Standard	Indicators Addressed
Standard 1: Knowledge of Mathematical Problem Solving	1.1, 1.2, 1.3, 1.4
Standard 2: Knowledge of Reasoning and Proof	2.1, 2.2, 2.3, 2.4
Standard 3: Knowledge of Mathematical Communication	3.1, 3.2, 3.3, 3.4
Standard 4: Knowledge of Mathematical Connections	4.1, 4.2, 4.3
Standard 5: Knowledge of Mathematical Representation	5.1, 5.2, 5.3
Standard 6: Knowledge of Technology	6.1
Standard 7: Dispositions	7.1, 7.2, 7.3, 7.4, 7.5, 7.6
Standard 8: Knowledge of Mathematics Pedagogy	8.1, 8.2, 8.3, 8.4, 8.7, 8.8
Standard 16: Field-Based Experiences	16.1, 16.2, 16.3

#### 3. Analysis of Data Results

During Practicum, the instructors (all full-time mathematics education faculty) review all lesson plans that candidates write before they teach them and discuss necessary revisions to ensure that the plan for instruction supports student learning in mathematics. The delivery of the lesson for learning mathematics is also evaluated. All candidates must achieve an overall level of Satisfactory on the Lesson Planning rubric in order to advance to student teaching (greater than 18 points out of 28). All candidates in the last three years have demonstrated their competence with planning and teaching lessons.

The TCWS contains three processes that connect to the unit of mathematics instruction as compared to the Unit of Instruction in the Exit Portfolio. All candidates must pass each section (50% of possible points). Previously, candidates were required to achieve an overall level of Satisfactory on the rubric for the Unit Plan in the Exit Portfolio (last used in 2008) in order to pass. All candidates who completed student teaching in the last three years have demonstrated their competence with planning and teaching units of instruction.

**4. Data Interpretation**

Because of the structure of the assessments, candidates in the program are able to demonstrate the Standards and Indicators outlined here. In every lesson they plan during Practicum, candidates articulate how they will engage students through real-world and mathematical connections. Faculty examine candidate’s written plans for developmental structure, clarity of communication and adequate mathematical representations. They expect plans to outline the candidate’s pedagogical approach and show commitment to learning by all students in the activities, materials, and accommodations they include. By the time they complete Practicum, they have demonstrated that they are able to plan lessons. Toward the end of Practicum candidates write a unit of instruction that receives considerable feedback from faculty. Thus, they are prepared for the assessment during Student Teaching in which they demonstrate competence in developing, teaching and reflecting on a unit of mathematics instruction.

**5. Lesson Plan and Unit Plan Documentation**

**a. 1) Implemented Lesson Plan from Preparing to Teach Portfolio**

Select one taught and observed lesson from either the middle or secondary field experiences. Include the final version of the lesson plan (prior to instruction) and a detailed reflection that incorporates feedback from both the classroom teacher and Practicum instructor.

<b>SED 410: LESSON PLAN FORMAT</b>	
RIC TEACHER _____ DATE _____	
MATH CLASS _____ TOPIC _____	
RIPTS: _____	
NCTM STANDARD(S): _____	
_____	
RI GSEs: _____	
<b>OBJECTIVES</b>	<p><i>What is the student to know and be able to do as a result of this lesson?</i></p> <ul style="list-style-type: none"> <li>• Consider content and process goals.</li> <li>• List the objectives in behavioral terms.</li> </ul>

	<ul style="list-style-type: none"> <li>• Examples: Students will be able to _____</li> <li>Students will develop _____</li> <li>Students will utilize _____</li> </ul>
<p>INSTRUCTIONAL MATERIALS AND RESOURCES</p>	<p><i>What instructional materials will you need for this lesson?</i></p> <ul style="list-style-type: none"> <li>• Examples: Printed materials such as text and handouts; overhead transparencies, manipulatives (for overhead and/or student use), supplies such as graph paper, rulers, markers, etc., chalkboard/chalk.</li> </ul> <p><i>What technological resources (if any) will you need for this lesson?</i></p> <ul style="list-style-type: none"> <li>• Examples: Calculators (student and/or overhead), data collection device (student and/or teacher), computer, software, web resource, tv/vcr, video camera, etc.</li> </ul>
<p>INSTRUCTIONAL ACTIVITIES AND TASKS</p>	<p><i>What instructional activities and tasks will you use to accomplish your objectives?</i></p> <p>This should be your script for the lesson, and includes step-by-step detailed descriptions. Include:</p> <p><b>A. SET INDUCTION OR “WHY BOTHER” to:</b></p> <ul style="list-style-type: none"> <li>• Focus students’ attention on the lesson.</li> <li>• Motivate students.</li> <li>• Stimulate students’ interest and involvement.</li> <li>• Relate lesson to students’ lives or to a previous mathematics lesson/prior knowledge.</li> <li>• Prepare students for the body of the lesson.</li> </ul> <p><b>B. PROCEDURES/ACTIVITIES OR “DURING”:</b></p> <ul style="list-style-type: none"> <li>• Detailed descriptions of content, procedures, activities, investigations, etc. designed to assist your students in accomplishing your lesson objective(s).</li> <li>• Include examples you will demonstrate (with figures).</li> <li>• Include scripted questions you plan to ask.</li> <li>• Actively engage all students.</li> <li>• Incorporates Bloom’s Taxonomy.</li> </ul> <p><b>C. CLOSURE OR “WRAP UP”:</b></p> <ul style="list-style-type: none"> <li>• Draws attention to the end of the lesson.</li> <li>• Ties all activities together in a meaningful whole.</li> <li>• Reinforces major points.</li> <li>• Helps organize student learning.</li> <li>• Reinforce major points.</li> </ul>

ASSESSMENT ACTIVITIES	<p><i>How will you determine what the students know and are able to do during and/or at the end of the lesson?</i></p> <ul style="list-style-type: none"> <li>• Type of assessment(s) varies from lesson to lesson.</li> <li>• Examples: group activity sheet; journal reflection.</li> </ul>
LEARNER FACTORS	<p><i>How does this lesson accommodate:</i></p> <ul style="list-style-type: none"> <li>• Different developmental levels of students;</li> <li>• Individual learning styles;</li> <li>• Specific learning needs?</li> </ul> <p><i>How does this lesson create connections between the topic and students' experiences?</i></p>
ENVIRONMENT FACTORS	<p><i>What student grouping(s) will be used?</i></p> <p><i>What changes will you need to make in the classroom due to instruction, materials, safety, etc., if any?</i></p>
REFLECTION	<p><i>How did the lesson plan work?</i></p> <p><i>What was effective?</i></p> <p><i>What would you change for tomorrow or the next time you use this plan?</i></p> <ul style="list-style-type: none"> <li>• Complete and attach the reflection sheet as soon as possible after the lesson has been taught.</li> </ul>

**a. 2) Teacher Candidate Work Sample processes: Learning Goals & Unit Objectives, Assessment Plan, and Design for Instruction**

**Learning Goals and Unit Objectives**

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

**Task:** Provide and justify the learning goals and objectives for the unit.

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

### **Part I**

Learning goals are broad and lofty and reflect the big ideas or structure of the discipline.

The goals serve as an overarching umbrella to guide all instruction within the unit. The learning goals should be significant, challenging, varied and appropriate. In the chart, number or code each learning goal so you can reference it later.

### **Part II**

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

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

### **Part III**

Prepare a statement of rationale that explains the value and purpose of this unit for the intended population. This statement should clearly and thoughtfully explain the benefits students will experience as a result of participation in this unit. Draw connections to 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?

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

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

Suggested Page Length: 2 pages including chart

### **Assessment Plan**

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.

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

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

### **Design for Instruction**

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

### **Task**

Based on your analysis of your pre-assessment results, design your unit of instruction.

### **Prompt**

After administering the pre-assessment, analyze student performance relative to the and 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.

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

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

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

Provide a narrative describing the following:

- Alignment with learning goals: Explain how the unit helps students meet learning goals
- Classroom climate: Explain how you will create a supportive learning environment that encourages appropriate standards of behavior, positive social interaction, active engagement in learning, and self-motivation for all students.
- Technology: Describe how you will use technology in your planning and/or instruction. If you do not plan to use any form of technology, provide a clear rationale for its

omission AND how planning and/or instruction could be enhanced with the use of technology.

- *Technology is defined as any high tech or low tech mechanical aid that makes learning more inclusive and effective for all students. Technology is not limited to the use of the computer.*

Suggested Page Length: maximum 4 pages and visual organizer.

**b. 1) Scoring Guide for the Implemented Lesson Plan for Preparing to Teach Portfolio**

The scoring for this summative assessment is established by the Feinstein School of Education and Human Development. Candidates are rated on seven Rhode Island Professional Teacher Standards on a 4-point scale: 1) weakness, 2) developing, 3) competence, 4) strength.

1. The implemented lesson plan reflected an understanding of central concepts, structures, and tools of inquiry of the disciplines the candidates teach. (RIPTS 2)
2. The implemented lesson plan reflected an understanding of how children learn and develop. (RIPTS 3)
3. The implemented lesson plan reflected an understanding of how students differ in their approach to learning. (RIPTS 4)
4. The implemented lesson plan provided evidence of students developing critical thinking, problem solving, and performance skills. (RIPTS 5)
5. The lesson plan was implemented in an appropriate learning environment where positive social interaction, active engagement in learning, and self-motivation were evident (RIPTS 6)
6. The candidate used effective communication in implementing the lesson plan such that students explored, conjectured, discussed, and investigated new ideas. (RIPTS 8)
7. Formal and informal assessment strategies were integrated in the lesson plan to support student learning. (RIPTS 9)

The Preparing to Teach Portfolio is in transition and not all rubrics for components have been revised. A new Lesson Observation and Progress Report instrument was developed in 2008. The Lesson Planning Indicators and Scoring Rubrics from that instrument have guided the ratings observers have used for the Implemented Lesson Plan in the Preparing to Teach Portfolio during the transition. They are included here for completeness. An addendum specific to mathematics is also used. There is a 4-point scale that guides scoring, with anchors: 1) Unsatisfactory, 2) Basic, 3) Proficient, 4) Distinguished. (MATHAddendumFSEHDforms.doc)

**Lesson Observation and Progress Report, developed in 2008**

**Planning Indicators**

1. The design of the lesson demonstrates careful planning and organization, from appropriate set induction to closure.
2. Lesson objectives are measurable and observable.
3. The lesson plan indicates how objectives are aligned with GLEs, GSEs, and/or appropriate standards.
4. The instructional strategies, activities and technical resources (e.g. manipulatives, adaptive or assistive technologies, electronic technology) in this lesson plan demonstrate attention to students' experience, preparedness, and/or learning styles.



5. The instructional strategies, activities and technical resources (e.g. manipulatives, adaptive or assistive technologies, electronic technology) in this lesson plan demonstrate attention to issues of access, equity, and diversity for students.
6. The lesson design demonstrates an accurate understanding of content.
7. The lesson is designed to engage students in meaningful activities related to content.
8. The lesson is designed to be student-centered, take advantage of students' curiosity, and be highly engaging.
9. Formative and/or summative assessments are aligned with objectives.
10. The lesson incorporates flexibility and plans for reteaching and/or extension, if needed.

#### Implementation Indicators

1. The teacher candidate arranges the physical environment to maximize learning in this particular lesson.
2. The teacher candidate attends to individual student needs; including learning and behavioral issues.
3. The teacher candidate designs or adapts relevant learning experiences that incorporate digital tools and resources (e.g. manipulatives, adaptive or assistive technologies, electronic technology) to promote student learning and creativity.
4. The pace of the lesson is appropriate for the developmental levels/needs of the students and the purposes of the lesson.
5. The teacher candidate customizes and personalizes learning activities using digital tools and resources (e.g. manipulatives, adaptive or assistive technologies, electronic technology).
6. The teacher candidate uses multiple forms of assessment (e.g., observation, rubrics, oral questioning, etc.) to measure student learning.
7. The teacher candidate's questioning strategies are likely to enhance the development of student conceptual understanding/problem solving (e.g., emphasized higher order questions, appropriately used "wait time," identified prior conceptions and misconceptions).
8. The lesson is modified as needed based on formative assessment within the lesson.

#### Content Indicators

1. The content of the lesson is significant and worthwhile.
2. The content of the lesson is appropriate for the developmental levels of the students in this class.
3. Students are intellectually engaged with important ideas relevant to the focus of the lesson.
4. The teacher candidate provides accurate content information and displayed an understanding of important concepts.
5. Appropriate connections are made to other areas of the discipline, to other disciplines, and/or to real-world contexts.

#### Climate Indicators

1. The teacher candidate demonstrates positive relationships with her students through interactions, including talk, body language, comments on papers, etc.
2. There is a sense of community in the classroom. Students treat each other and the teacher candidate with respect.
3. Active participation of all is encouraged and valued.
4. The teacher candidate's language and behavior clearly demonstrate that s/he is approachable, sensitive, and supportive to all students.

5. The climate of the lesson encourages students to generate ideas, questions, conjectures, and/or propositions.
6. Intellectual rigor, constructive criticism, and the challenging of ideas are evident.
7. There was a high proportion of student-to-student communication about the content of the lesson.

Scoring Rubric for each Indicator in the Lesson Observation and Progress Report

1. The candidate does not include the indicator in his/her planning, action, or reflection.
2. Elements of indicator are clearly present but are partially or ineffectively carried out. The candidate is developing an awareness and may be beginning to meet the knowledge, skills, and competencies needed to meet the needs of some learners.
3. Elements of the indicator are of good quality, but there is room for improvement. The candidate knows and demonstrates the methods, skills, and strategies needed to meet the needs of most learners.
4. High quality implementation of indicator. The candidate knows and consistently demonstrates the methods, skills, and strategies needed to meet students' diverse needs and interests.

**b. 2) Scoring Guides for Teacher Candidate Work Sample Sections: the Learning Goals & Unit Objectives, Assessment Plan, and Design for Instruction**

The three benchmarks are Unacceptable, Acceptable, and Target and use values 1, 3, and 5. However, because often a student is between levels – better than the benchmark, but not quite at the next higher one – scores of 2, 4, and 6 have been added. Differentiating between a 3 and 4 can be difficult and independent scorers may sometimes differ; rarely do scorers differ on the benchmark levels Unacceptable, Acceptable, and Target. (MATHAddendumFSEHDforms.doc) Scorers also use the addendum for mathematics in making their ratings.

**Learning Goals and Unit Objectives**

Learning Goals (RIPTS 2)

- 1-2 Unacceptable: Learning goals do not reflect the big ideas and outcomes of the unit. They are less than significant, challenging, varied and appropriate.
- 3-4 Acceptable: Learning goals reflect the big ideas and outcomes of the unit. They are somewhat significant, challenging, varied and appropriate.
- 5-6 Target: Learning goals reflect the big ideas and outcomes of the unit. They are significant, challenging, varied and appropriate.

Alignment with National, State or Local Standards (RIPTS 2)

- 1-2 Unacceptable: Unit objectives are not aligned with national, state or local standards.
- 3-4 Acceptable: *Some* unit objectives are aligned with national, state or local standards.
- 5-6 Target: *Most* of the unit objectives are explicitly aligned with national, state or local standards.

Classification of Unit Objectives (RIPTS 5)

- 1-2 Unacceptable: Unit objectives are not significant, challenging, or varied.
- 3-4 Acceptable: *Some* unit objectives are somewhat significant, challenging, and varied.

5-6 Target: *All* unit objectives are significant, challenging, and varied.

Clarity (RIPTS 8)

1-2 Unacceptable: Unit objectives are not stated clearly and are activities rather than learning outcomes.

3-4 Acceptable: *Some* of the unit objectives are clearly stated as learning outcomes.

5-6 Target: *Most* of the unit objectives are clearly stated as learning outcomes.

Appropriateness For Students (RIPTS 3)

1-2 Unacceptable: 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.

3-4 Acceptable: *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.

5-6 Target: *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.

Rationale / Purpose (RIPTS 4)

1-2 Unacceptable: 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.

3-4 Acceptable: 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.

5-6 Target: 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)

1-2 Unacceptable: This section is unorganized, difficult to read, and/or has many spelling and/or grammar errors. Unprofessional presentation.

3-4 Acceptable: This section is organized, readable, and uses appropriate spelling and grammar. Contains few errors. Adequate presentation.

5-6 Target: This section is well-organized, readable, and uses appropriate spelling and grammar. Highly professional presentation.

**Assessment Plan**

Visual Organizer Format (RIPTS 9)

1-2 Unacceptable: 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.

3-4 Acceptable: 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.

5-6 Target: 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)

- 1-2 Unacceptable: The assessment plan: includes only one assessment form; does not assess students before, during, or after instruction.
- 3-4 Acceptable: The assessment plan: includes multiple forms of assessment; *some* are performance-based; and assess before, during, and after instruction.
- 5-6 Target: 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)

- 1-2 Unacceptable: *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.
- 3-4 Acceptable: *Some* of the objectives: are aligned with the overall assessment plan: *some* assessments are congruent with objectives in terms of content and cognitive complexity.
- 5-6 Target: *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.

#### Justification for Assessment Methods (RIPTS 9)

- 1-2 Unacceptable: 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.
- 3-4 Acceptable: 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.
- 5-6 Target: 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)

- 1-2 Unacceptable: Candidate does not adapt assessments at all or adaptations are limited in scope to meet the individual needs of students; these assessments are inappropriate.
- 3-4 Acceptable: Candidate makes adaptations to *some* assessments that are appropriate to meet the individual needs of *some* students.
- 5-6 Target: Candidate makes adaptations to *all* assessments that are appropriate to meet the individual needs of *all* students.

#### Rationale (RIPTS 9)

- 1-2 Unacceptable: Provides no statement about the assessments and their appropriateness for measuring learning within this context with these students.
- 3-4 Acceptable: Provides some statement about the assessments and their appropriateness for measuring learning within this context with these students.
- 5-6 Target: Provides clear and accurate statement about the assessments and their appropriateness for measuring learning within this context with these students.

#### Scoring Procedures (RIPTS 9)

- 1-2 Unacceptable: Scoring procedures are absent or inaccurate; items or prompts are poorly written; directions or procedures are confusing to students.
- 3-4 Acceptable: *Some* scoring procedures are explained; items or prompts are clearly written; *some* directions or procedures are clear to students.
- 5-6 Target: *All* scoring procedures are explained; *all* items or prompts are clearly written; *all* directions or procedures are clear to students.

#### Organization, readability, spelling, and grammar (RIPTS 8)

- 1-2 Unacceptable: This section is unorganized, difficult to read, and/or has many spelling and/or grammar errors. Unprofessional presentation.

- 3-4 Acceptable: This section is organized, readable, and uses appropriate spelling and grammar. Contains few errors. Adequate presentation.
- 5-6 Target: This section is well-organized, readable, and uses appropriate spelling and grammar. Highly professional presentation.

### **Design for Instruction**

#### **Use of Pre-Assessment Data (RIPTS 8)**

- 1-2 Unacceptable: 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.
- 3-4 Acceptable: Pre-assessment data is presented in an organized format. A clear explanation of how pre-assessment data influenced instructional design is lacking.
- 5-6 Target: 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)**

- 1-2 Unacceptable: The visual organizer is difficult to navigate. The lessons within the unit are not logically organized (e.g., sequenced).
- 3-4 Acceptable: 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.
- 5-6 Target: 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)**

- 1-2 Unacceptable: 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. Heavy reliance on textbook or single resource (e.g., work sheets).
- 3-4 Acceptable: 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 instructional strategies and techniques across instruction, activities, assignments, or resources. Some reliance on textbook, some variety of resources.
- 5-6 Target: 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, activities, assignments, and/or resources. The use of a variety of resources makes a clear contribution to learning.

#### **Alignment with Learning Goals and Unit Objectives (RIPTS 2)**

- 1-2 Unacceptable: Few lessons are explicitly linked to unit objectives. Few learning tasks, assignments and resources are aligned with unit objectives. Not all unit objectives are covered in the design.
- 3-4 Acceptable: Most lessons are explicitly linked to unit objectives. Most learning tasks, assignments and resources are aligned with unit objectives. Most unit objectives are covered in the design.

5-6 Target: All lessons are explicitly linked to unit objectives. All learning tasks, assignments and resources are aligned with unit objectives. All unit objectives are covered in the design.

Classroom Climate(RIPTS 6)

1-2 Unacceptable: 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.

3-4 Acceptable: 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.

5-6 Target: 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)

1-2 Unacceptable: 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.

3-4 Acceptable: 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.

5-6 Target: Candidate consistently integrates appropriate technology. Use of technology makes a significant contribution to teaching and learning.

Organization, readability, spelling, and grammar (RIPTS 8)

1-2 Unacceptable: This section is unorganized, difficult to read, and/or has many spelling and/or grammar errors. Unprofessional presentation.

3-4 Acceptable: This section is organized, readable, and uses appropriate spelling and grammar. Contains few errors. Adequate presentation.

5-6 Target: This section is well-organized, readable, and uses appropriate spelling and grammar. Highly professional presentation.

c. Data for Completers (undergraduate, RITE, MAT candidates): Implemented Lesson Plan from Preparing to Teach Portfolio

Secondary Education – Mathematics Program Completers for years 2008 – 2010 on Implemented Lesson Plan from Preparing to Teach Portfolio				
Years	N	Maximum Score	Mean Score	Explanatory Comment
2007-2008	BA 14	28	26.14	
	RITE 2	28	27	
	MAT 2	28	25	
2008-2009	BA 6	28	21.2	
	MAT 1	28	24	
2009-2010	BA 7	36	28.3	Scoring from a preliminary version of a mini/partial Teacher Candidate Work Sample (TCWS) Design of Instruction process
	BA *1	28	23	
	MAT 1	28	22	

				for a single lesson was used this year.
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\*Completed Practicum in Fall 2008

Data for Completers (undergraduate, RITE, MAT candidates) from Teacher Candidate Work Sample processes: Learning Goals & Unit Objectives, Assessment Plan, and Design for Instruction

Secondary Education – Mathematics Program Completers for years 2008 – 2010 on <u>Teacher Candidate Work Sample processes: Learning Goals &amp; Unit Objectives, Assessment Plan, and Design for Instruction</u>				
Years	N	Maximum Score	Mean Score	Explanatory Comment
2007-2008	BA 14	36	33.71	Unit Plan Exit Portfolio
	RITE 2	36	33	
	MAT 2	36	24	
2008-2009	BA 6	24	20	Learning Goals
	MAT 1	24	24	
	BA 6	30	21.2	Assessment Plan
	MAT 1	30	25	
	BA 6	42	30	Design for Instruction
	MAT 1	42	37	
2009-2010	BA 8	42	32.5	Learning Goals
	MAT *1	24	19	
	BA 8	48	32.75	Assessment Plan
	MAT *1	30	23	
	BA 8	42	31.1	Design for Instruction
	MAT *1	42	38	

\* Completed Student Teaching in Spring 2009; completed degree in Dec. 2009.