

ASSESSMENT #3

Candidate Ability to Plan Instruction

Candidates for initial licensure in the Social Sciences/ Secondary Education program are well prepared to plan NCSS standards-based instruction. All candidates are intensively trained in the content they must teach by the time they enroll in the *SED 410: History/Social Studies Practicum*. In order to enroll they must pass the Praxis II Content Social Studies exam with a minimum score of 157 and maintain a minimum GPA of 2.75 in their combined History and Social Science courses. All course work must be completed prior to entry into the final semester of their professional preparation *SED 421: Student Teaching* and *SED 422: Student Teaching Seminar*.

The bulk of class time in Practicum is spent translating content into lessons and units suitable for the secondary classroom. Candidates have the opportunity to work with the lessons and ideas they develop in the classroom during their 6 week field experience in a public high school and middle school setting. The field experience is comprised of two three week settings, 60-70 hours, in a public high school and middle school. The artifact that best exemplifies the candidates' ability to plan lessons is found in the Implemented Lesson Plan. Candidates build on their ability to plan NCSS standards-based instruction during their student teaching experience. All candidates are required to create units and lessons for the three classes that they teach each day (two preps). Every lesson taught must be accompanied by a fully matured lesson plan. The artifact that best demonstrates the candidates' ability to plan instruction at the student teaching level is the Implemented Unit Plan in the Exit Portfolio. The Implemented Unit Plan as found in the Exit Portfolio is at the heart of the Teacher Candidate Work Sample and is evidenced in the relevant sections we have attached here.

The candidates' performance on these assessments is a result of substantial instruction in the content area at the baccalaureate level. Not surprisingly the results from the Implemented Unit found in both the Exit Portfolio and Teacher Candidate Work Sample mirror the results found in the Implemented Lesson Plan. The hard work done in creating model units and lessons in which candidates learn how to translate thick content into useable curriculum suitable for secondary and middle level students has paid off. Candidates demonstrate a range between competence (3) and strength (4) or an average of approximately 3.5 on all indicators of the Implemented Lesson Plan. This same strong showing is replicated in the Implemented Unit Plan for Cohort I and in the Implemented Unit found in the Teacher Candidate Work Sample for Cohort II. These results are certainly due in part to the fact that weaker candidates are counseled out of the program early on, when they fail to attain the minimum content GPA or test scores. Candidates not completing the program (these include only those who enter Practicum) do so for reasons not having to do with scholarship, which lies at the heart of successful planning.

The Teacher Candidate Work Sample, with its emphasis on student learning and assessment, has been a valuable contribution to the program. As we have pushed the TCWS concept back into the Practicum with the mini-TCWS, the teacher candidates have struggled less with the TCWS in their student teaching experience.

ASSESSMENT #3 DATA

History/Social Studies Practicum

SED 410

Assignment #2

Your second written assignment in the Practicum is to plan a six to seven day unit based on a typical chapter found in a secondary World History or United States History Social Studies textbook. You can find models of chapters in the textbooks found in the curriculum resource center, the National Center for History, and the models presented in class and the RITER seminar you have attended. When tackling this assignment, assume that you will be working with a class of mixed ability students in an urban high school in Rhode Island. Your work should include the following elements.

1. A statement of **Course Goals**. Prepare a one-page statement explaining what you think the broadest goals yearlong ought to be for a course that you would teach in World or US History. How does your unit fit into this scheme? In addition to identifying key conceptual content which you think important, you should also determine the skills and values you think are central to this course.
2. **Unit Objectives**. What is the overall question that you want to address during the course of the unit? Identify the learning objectives that you want to reach in teaching the six to seven day unit you are planning. There should be a clear connection between your unit objectives and the course goals. Unit objectives should address several of the key concepts and generalizations you want to emphasize in this unit.
3. **Organizing Question and Lesson Objectives**. State the organizing question for each day's lesson followed by the specific objectives that you wish to accomplish for that specific lesson. Be sure that the objectives are connected to the overall unit objectives.
4. **Teaching Activities**. Describe a set of teaching activities which are which are consistent with your objectives. Teaching activities are descriptions of what the students do in class, not the teacher. You should, however, have a critical question, or questions that the students are addressing for each activity. The activities and critical questions must be connected to the day's objectives and lead to a **summary** that will answer the organizing question. A forty minute lesson usually has two to three activities that include the summary. Finally, although lecturing is a legitimate teaching activity, we want you to emphasize collaborative and writing activities for this assignment and in the work you do in the field.
5. **Assessment**. How will you evaluate the success of this lesson and the overall unit? What kind of impact has the lesson/unit had on student learning? The activities should include a mix of formal and informal assessments. Although you will use formal tests as part of your assessment regimen when you are student teaching, please focus on other assessment activities that you believe will produce the same result. Remember that your assessments should be linked to the Unit and lesson objectives.

History/Social Studies Practicum Lesson Plan

Lesson Planning: What do I want to teach? How am I going to teach it?

Assessment: What do I want my students to know? How do I know that they have learned the material?

What follows is the format that I would like you to follow for your lesson plans:

Guiding Question: Should be phrased to encourage student inquiry (Bloom's taxonomy) into the topic of the day (this should be placed on the board after your motivational activity).

Lesson Objectives: Students will be able to...3-4 objectives. Here you need to pay close attention to Bloom's Taxonomy.

Student factors: You can only address this when you are actually teaching in front of a class.

Materials Needed:

Standards Addressed: Usually a lesson addresses two (sometimes three) NCSS standards in a substantial way. RIBTS addressed.

Motivational Activity: This should last no more than three to five minutes and lead students to the Guiding Question.

Teaching Activities

Be sure that these are tied to the lesson objectives. Pay close attention to Bloom's taxonomy as your activities and questions need to lead to higher order thinking. Formal or informal assessments can be integrated into these activities.

Summary activity: This should be in the form of an activity or question that helps students answer the guiding question that organized the lesson. Besides providing you with an informal assessment the summary can also be framed as a formal assessment.

Reflection: What worked, what didn't, what will you do differently the next time? Be sure that you include information that you gathered from you informal or formal assessment of student learning.

FEINSTEIN SCHOOL OF EDUCATION AND HUMAN DEVELOPMENT
Exit Portfolio

Name: _____ ID #: _____

Telephone #: _____ E-mail: _____

Teacher Preparation Program: Secondary Education Major/Concentration: _____

Assess the extent that the candidate has achieved the following Rhode Island Beginning Teacher Standards in the implemented unit plan. Rate the candidate's performance 1 (an area of weakness) to 4 (an area of strength) for each Standard.

	Weakness	Developing	Competence	Strength
1. The implemented unit plan demonstrated a knowledge base that reflects an understanding of the nature of the world in which we live. <i>(RIBTS 1)</i>	1	2	3	4
2. The implemented unit plan demonstrated an understanding of central concepts, structures, and tools of the discipline the candidates teach. <i>(RIBTS 2)</i>	1	2	3	4
3. The implemented unit plan demonstrated an understanding of how children learn and develop. <i>(RIBTS 3)</i>	1	2	3	4
4. The implemented unit plan demonstrated an understanding of how students differ in their approaches to learning. <i>(RIBTS 4)</i>	1	2	3	4
5. The implemented unit plan provided evidence of student's critical thinking, problem solving, an performance skills. <i>(RIBTS 5)</i>	1	2	3	4
6. The unit plan was implemented in an appropriate learning environment where positive social interaction, active engagement in learning, and self-motivation were evident. <i>(RIBTS 6)</i>	1	2	3	4
7. The candidate demonstrated collaboration with colleagues and/or families in the implemented unit plan to support student learning. <i>(RIBTS 7)</i>	1	2	3	4
8. The candidate used effective communication in implementing the unit plan such that students explored, conjectured, discussed, and investigated new ideas. <i>(RIBTS 8)</i>	1	2	3	4
9. Formal and informal assessment strategies were integrated in the unit plan to support student learning. <i>(RIBTS 9)</i>	1	2	3	4

Comments:

Signature of Evaluator: _____ Date: _____

Performance Indicators

RIBTS 1: Teachers create learning experiences using a broad base of general knowledge that reflects an understanding of the nature of the world in which we live.			
Weakness	Developing	Competence	Strength
Learning experiences reflect little general knowledge and are founded on a narrow base of awareness and understanding of the world.	Learning experiences reflect some aspects of general knowledge and awareness of current issues within the content area, but could be further developed.	Learning experiences reflect a broad base of general knowledge, an awareness of current issues, and understanding of the world as it relates to unit content.	Learning experiences reflect an effort to expand on and integrate a broad base of general knowledge while planning, and reveal a keen awareness of current issues and an understanding of the nature of the world and how this relates to unit content.
RIBTS 2: Teachers create learning experiences that reflect an understanding of central concepts, structures, and tools of inquiry of the disciplines they teach.			
Makes content errors, cannot articulate interdisciplinary connections, or presents content without connections to real-life experiences.	Knowledge of content is in evidence, but is somewhat superficial or inaccurate; minimal connections to other disciplines or to students' personal lives is evident.	Displays basic content knowledge, makes connections to other disciplines and discusses relevant issues associated to students' personal lives.	Takes initiative to teach beyond the text, keeps abreast of new ideas, incorporates interdisciplinary strategies and challenges students to question their understandings.
RIBTS 3: Teachers create instructional opportunities that reflect an understanding of how children learn and develop.			
Displays minimal knowledge of developmental characteristics of learners or fails to activate students' prior knowledge.	Designs lessons that demonstrate some awareness of students' prior knowledge and developmental needs; is overly reliant on didactic approaches to learning.	Designs activities that demonstrate an awareness of prerequisite knowledge, learning style and divergent thinking of students.	Learners are stimulated to think and test ideas that include deliberate opportunities to discover the connections between ideas.
RIBTS 4: Teachers create instructional opportunities that reflect a respect for the diversity of learners and an understanding of how students differ in their approaches to learning.			
Conveys modest expectations for achievement, fails to seek supplementary materials, or is unaware of individual learning abilities and the impact of cultural background on learning.	Demonstrates occasional success in planning and implementation of lessons that accommodate for a diversity of learning styles and cultural influences; has problems expressing how to accommodate diverse learners.	Conveys consistent expectations for students, adaptations are part of planning, and attempts to meet individual needs; is aware of cultural influences on approaches to learning and attempts to address these in planning and lesson implementation.	Articulates clearly individual goals for success, actively seeks out resources to the benefit of varied learners, and provides opportunities for students to challenge themselves. Adaptations address cultural and linguistic differences.
RIBTS 5: Teachers create instructional opportunities to encourage students' development of critical thinking, problem solving, and performance skills.			
Relies on direct instruction to passive learners utilizing few resources outside of the textbook.	Utilizes a limited repertoire of teaching strategies to engage the learner or resists exploring ways to develop critical thinking.	Uses variety of strategies and multiple resources for delivering materials to engaged learners in solving problems.	Actively involve students in decision making, collaboration, problem solving, and finding resources.

RIBTS 6: Teachers create a learning environment that encourages appropriate standards of behavior, positive social interaction, active engagement in learning, and self-motivation.			
Student behavior is not monitored, no standards of conduct have been established, or responses to misbehavior are overly repressive or insensitive to individuals.	Standards of appropriate behavior have been communicated but not enforced in a consistent and appropriate manner.	Consistent standards of appropriate behavior are encouraged and misbehavior is addressed in a consistent, prompt, and fair manner.	Standards of conduct create a positive classroom climate, using effective reinforcement and responses are appropriate, respectful and successful.
RIBTS 7: Teachers foster collaborative relationships with colleagues and families to support students' learning.			
Makes minimal or no attempt to communicate with parents or colleagues to support students' learning.	Consults with colleagues, but resists incorporating their suggestions.	Consults when necessary with colleagues on matters related to instruction and parents when related to student.	Evidence is presented showing collaboration with colleagues and families to coordinate learning activities or to address other concerns related to teaching.
RIBTS 8: Teachers use effective communication as the vehicle through which students explore, conjecture, discuss, and investigate new ideas.			
Written and oral language contains grammar or syntax errors, interacts with students through recitation, accepting low level questions or responses.	Language and vocabulary is appropriate much of the time in an attempt to promote deeper understanding but is inconsistent in allowing students to express ideas.	Language is clear with appropriate vocabulary, uses variety of questions to probe student understanding, and helps students articulate ideas.	Language is expressive and well chosen, asks questions to promote risk-taking and stimulates curiosity, and insures all students are heard in group discussions.
RIBTS 9: Teachers use a variety of formal and informal assessment strategies to support the continuous development of the learner.			
Uses minimal variety of assessment strategies and/or strategies that are inconsistent with instructional goals and do not provide constructive feedback.	Aware of a variety of assessments, but the information collected is superficially analyzed to adapt instruction and improve student learning.	Designs multiple methods of assessment that are used to collect information to adjust teaching plans and to support student learning.	Learners are involved in self-assessment where feedback is personalized and descriptive to foster continued learning. Multiple methods of teacher assessments enhance student learning.

FEINSTEIN SCHOOL OF EDUCATION AND HUMAN DEVELOPMENT
Preparing to Teach Portfolio

Name: _____ ID #: _____

Telephone #: _____ E-mail: _____

Teacher Preparation Program: Secondary Education Major/Concentration _____

Assess the extent that the candidate has addressed the following Rhode Island Beginning Teacher Standards in the implemented lesson plan. Rate the candidate's performance 1 (an area of weakness) to 4 (an area of strength) for each Standard.

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

Comments:

Signature of Reviewer _____ Date _____

RIBTS 6: Teachers create a learning environment that encourages appropriate standards of behavior, positive social interaction, active engagement in learning, and self-motivation.			
RIBTS 2: Teachers create learning experiences that reflect an understanding of central concepts, structures, and tools of inquiry of the disciplines they teach.			
Weakness	Developing	Competence	Strength
Makes content errors, cannot articulate interdisciplinary connections, or presents content without connections to real-life experiences.	Knowledge of content is in evidence, but is somewhat superficial or inaccurate; minimal connections to other disciplines or to students' personal lives are evident.	Displays basic content knowledge, makes connections to other disciplines and discusses relevant issues associated to students' personal lives.	Takes initiative to teach beyond the text, keeps abreast of new ideas, incorporates interdisciplinary strategies and challenges students to question their understandings.
RIBTS 3: Teachers create instructional opportunities that reflect an understanding of how children learn and develop.			
Weakness	Developing	Competence	Strength
Displays minimal knowledge of developmental characteristics of learners or fails to activate students' prior knowledge.	Designs lessons that demonstrate some awareness of students' prior knowledge and developmental needs; is overly reliant on didactic approaches to learning.	Designs activities that demonstrate an awareness of prerequisite knowledge, learning style and divergent thinking of students.	Learners are stimulated to think and test ideas that include deliberate opportunities to discover the connections between ideas.
RIBTS 4: Teachers create instructional opportunities that reflect a respect for the diversity of learners and an understanding of how students differ in their approaches to learning.			
Weakness	Developing	Competence	Strength
Conveys modest expectations for achievement, fails to seek supplementary materials, or is unaware of individual learning abilities and the impact of cultural background on learning.	Demonstrates occasional success in planning and implementation of lessons that accommodate for a diversity of learning styles and cultural influences; has problems expressing how to accommodate diverse learners.	Conveys consistent expectations for students, adaptations are part of planning, and attempts to meet individual needs; is aware of cultural influences on approaches to learning and attempts to address these in planning and lesson implementation.	Articulates clearly individual goals for success, actively seeks out resources to the benefit of varied learners, and provides opportunities for students to challenge themselves. Adaptations address cultural and linguistic differences.
RIBTS 5: Teachers create instructional opportunities to encourage students' development of critical thinking, problem solving, and performance skills.			
Weakness	Developing	Competence	Strength
Relies on direct instruction to passive learners utilizing few resources outside of the textbook.	Utilizes a limited repertoire of teaching strategies to engage the learner or resists exploring ways to develop critical thinking.	Uses variety of strategies and multiple resources for delivering materials to engaged learners in solving problems.	Actively involve students in decision making, collaboration, problem solving, and finding resources.
Weakness	Developing	Competence	Strength
Student behavior is not monitored, no standards of conduct have been established, or responses to misbehavior are overly repressive or insensitive to individuals.	Standards of appropriate behavior have been communicated but not enforced in a consistent and appropriate manner.	Consistent standards of appropriate behavior are encouraged and misbehavior is addressed in a consistent, prompt, and fair manner.	Standards of conduct create a positive classroom climate, using effective reinforcement and responses are appropriate, respectful and successful.

RIBTS 8: Teachers use effective communication as the vehicle through which students explore, conjecture, discuss, and investigate new ideas.			
Weakness	Developing	Competence	Strength
Written and oral language contains grammar or syntax errors, interacts with students through recitation, accepting low level questions or responses.	Language and vocabulary is appropriate much of the time in an attempt to promote deeper understanding but is inconsistent in allowing students to express ideas.	Language is clear with appropriate vocabulary, uses variety of questions to probe student understanding, and helps students articulate ideas.	Language is expressive and well chosen, asks questions to promote risk-taking and stimulates curiosity, and insures all students are heard in group discussions.
RIBTS 9: Teachers use a variety of formal and informal assessment strategies to support the continuous development of the learner.			
Weakness	Developing	Competence	Strength
Uses minimal variety of assessment strategies and/or strategies that are inconsistent with instructional goals and do not provide constructive feedback.	Aware of a variety of assessments, but the information collected is superficially analyzed to adapt instruction and improve student learning.	Designs multiple methods of assessment that are used to collect information to adjust teaching plans and to support student learning.	Learners are involved in self-assessment where feedback is personalized and descriptive to foster continued learning. Multiple methods of teacher assessments enhance student learning.

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

Learning Goals and Unit Objectives Rubric

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

Rating → Indicator ↓	1-2 Unacceptable	3-4 Acceptable	5-6 Target	SCORE
Part I				
Learning Goals (RIPTS 2)	Learning goals do not reflect the big ideas and outcomes of the unit. They are less than significant, challenging, varied and appropriate.	Learning goals reflect the big ideas and outcomes of the unit. They are somewhat significant, challenging, varied and appropriate.	Learning goals reflect the big ideas and outcomes of the unit. They are significant, challenging, varied and appropriate	
Part II				
Alignment with National, State or Local Standards (RIPTS 2)	Unit objectives are not aligned with national, state or local standards.	<i>Some</i> unit objectives are aligned with national, state or local standards.	<i>Most</i> of the unit objectives are explicitly aligned with national, state or local standards.	
Classification of Unit Objectives (RIPTS 5)	Unit objectives are not significant, challenging, or varied.	<i>Some</i> unit objectives are somewhat significant, challenging, and varied.	<i>All</i> unit objectives are significant, challenging, and varied.	
Clarity (RIPTS 8)	Unit objectives are not stated clearly and are activities rather than learning outcomes.	<i>Some</i> of the unit objectives are clearly stated as learning outcomes.	<i>Most</i> of the unit objectives are clearly stated as learning outcomes.	
Appropriateness For Students (RIPTS 3)	Unit objectives are not appropriate for the development, pre-requisite knowledge, skills, experiences, or other student needs. Few unit objectives will move students towards meeting learning goals.	<i>Some</i> unit objectives are appropriate for the development, pre-requisite knowledge, skills, experiences, and other student needs. Some unit objectives will move students towards meeting learning goals.	<i>Most</i> unit objectives are appropriate for the development, pre-requisite knowledge, skills, experiences, and other student needs. Most unit objectives will move students towards meeting learning goals	

Part III				
Rationale / Purpose (RIPTS 4)	<p>A superficial statement of rationale is included.</p> <p>The rationale requires more detail to explain why this unit is important to teach to the intended population.</p> <p>Explanation of appropriateness of objectives is superficial or inaccurate.</p>	<p>A statement of rationale is included.</p> <p>The rationale partially explains why this unit is important to teach to the intended population.</p> <p>Explanation of appropriateness of objectives is clear and somewhat accurate.</p>	<p>A clearly written, rich statement of rationale is included.</p> <p>The rationale explains why this unit is important to teach to the intended population.</p> <p>Explanation of appropriateness of objectives is rich, insightful and mostly accurate.</p>	

TOTAL _____

Comments:

Design for Instruction Rubric

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

Rating → Indicator ↓	1-2 Unacceptable	3-4 Acceptable	5-6 Target	SCORE
Lesson Plans (RIPTS 2)	<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>	
Alignment with Learning Goals and Unit Objectives (RIPTS 2)	<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</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>	

Use of Technology (RIPTS 2)	<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>	
Rating → Indicator ↓	1-2 Unacceptable	3-4 Acceptable	5-6 Target	SCORE
		covered in the design.		

TOTAL_____

Comments:

ASSESSMENT #3 DATA (SOCIAL SCIENCES MAJORS)

1. Implemented Lesson Plan

Candidate Ability to Plan Instruction

IMPLEMENTED LESSON PLAN			
	(6 CANDIDATES)	RANGE	AVERAGE
1. The implemented lesson plan reflected an understanding of central concepts, structures, and tools of inquiry of the discipline the candidate taught. <i>(RIBTS 2)</i>	444 333	Weakness = 1 Developing = 2 Competence = 3 Strength = 4 Range for Cohort: 3 – 4	3.5
2. The implemented lesson plan reflected an understanding of how children learn and develop. <i>(RIBTS 3)</i>	44 3333		3.33
3. The implemented lesson plan reflected an understanding of how students differ in their approaches to learning. <i>(RIBTS 4)</i>	44 3333		3.33
4. The implemented lesson plan provided evidence of students developing critical thinking, problem solving, and performance skills. <i>(RIBTS 5)</i>	44 3333		3.33
5. The lesson plan was implemented in an appropriate learning environment where positive social interaction, active engagement in learning, and self-motivation were evident. <i>(RIBTS 6)</i>	4444 33		3.67
6. The candidate used effective communication in implementing the lesson plan such that students explored, conjectured, discussed, and investigated new ideas. <i>(RIBTS 8)</i>	444 333		3.5
7. Formal and informal assessment strategies were integrated in the lesson plan to support student learning. <i>(RIBTS 9)</i>	44 3333		3.33

ASSESSMENT #3 DATA
(SOCIAL SCIENCE MAJORS THROUGH SPRING 2009)
2a. Implemented Unit Plan
Candidate Ability to Plan Instruction

IMPLEMENTED UNIT PLAN	4 CANDIDATES	RANGE	MEAN
1. The implemented unit plan demonstrated a knowledge base that reflects an understanding of the nature of the world in which we live. <i>(RIBTS 1)</i>	4444		
2. The implemented unit plan demonstrated an understanding of central concepts, structures, and tools of the discipline the candidates teach. <i>RIBTS 2)</i>	4444	Weakness = 1 Developing = 2 Competence = 3 Strength = 4	
3. The implemented unit plan demonstrated an understanding of how children learn and develop. <i>(RIBTS)</i>	444 3	Range for Cohort: 2 – 4	
4. The implemented unit plan demonstrated an understanding of how students differ in their approaches to learning. <i>(RIBTS 5)</i>	444 3		
5. The implemented unit plan provided evidence of student’s critical thinking, problem solving, an performance skills. <i>(RIBTS 5)</i>	4 333		
6. The unit plan was implemented in an appropriate learning environment where positive social interaction, active engagement in learning and self-motivation were evident. <i>(RIBTS 6)</i>	444 3		
7. The candidate demonstrated collaboration with colleagues and/or families in the implemented unit plan to support student learning <i>(RIBTS 7)</i>	33 22		
8. The candidate used effective communication in implementing the unit plan such that students explored, conjectured, discussed, and investigated new ideas. <i>(RIBTS 8)</i>	444 3		
9. Formal and informal assessment strategies were integrated in the unit plan to support student learning. <i>(RIBTS 9)</i>	333 3		

ASSESSMENT #3 SOCIAL SCIENCES MAJORS

DATA (POST-SPRING 2009)

Candidate Ability to Plan Instruction

2b. Implemented Unit Plan

(2 CANDIDATES)*

LEARNING GOALS/UNIT OBJECTIVES	SCORE	RANGE	AVERAGE
1. Learning Goals	4, 6	4-6	5
2. Alignment with NCSS standards	5, 6	5-6	5.5
3. Classification of Unit Objectives	4, 6	4-6	5
4. Clarity	4, 6	4-6	5
5. Appropriateness for students	4, 6	4-6	5
6. Rationale/Purpose	4, 6	4-6	5
7. Use of Pre-assessment data	5, 6	5-6	5.5
8. Lesson Plans	5, 6	5-6	5.5
9. Alignment with Learning Goals and Objectives	5, 6	5-6	5.5
10. Use of Technology	4, 6	4-6	5

*Candidate completed the newly instituted Teacher Candidate Work Sample that also centers on the implementation of Unit of Study linked to the NCSS standards and greatly refines the candidates' and our knowledge of how their pedagogy impacted student learning.

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