Section IV: Evidence for Meeting Standards
Assessment 3: Ability to Plan

1. Description and Use of Assessment:

Exit Portfolio

- Unit Planning

Teacher Candidate Work Sample (TCWS)

- Learning Goals and Objectives
- Assessment Plan
- Design for Instruction

The Technology Education Program at Rhode Island College began using the Teacher Candidate Work Sample (TCWS) during the Spring 2010. This is a school-wide assessment instrument adapted from the Renaissance Partnership of Improving Teacher Quality. The three elements of the instrument that are used to assess lesson planning follow this document. The entire TCWS can be found in SECTION I #4 of the Context section of the NCATE report. The TCWS was field tested in 2008 – 2009 and then was adapted to replace the Exit Portfolio. For the purpose of clarity and due to the small completers group numbers over the past three years, data from both instruments will be presented here.

Throughout the course of their careers the Technology Education teacher candidates are prepared to give outstanding lessons to their students. Beginning in the TECH 300 Orientation to Technology Education class, they learn the craft of writing goals and objectives. In the TECH 406 Methods in Technology Education they create micro-lessons that they teach in front of a class. During the practicum classes, they take over and teach multiple lessons in the public school. And finally, during Student Teaching the teacher candidates take charge of their own classes under the guidance of an expert teacher. Each experience builds upon the previous opportunity to teach and becomes increasingly challenging. All candidates are intensively trained in the content they must teach by the time they enroll in Student Teaching. The artifact that best reveals a candidate's ability to plan can be found in two documents: The Exit Portfolio's Implemented Unit Plan and The Teacher Candidate Work Sample.

The Exit Portfolio's Unit Plan was the gold standard for determining if a teacher candidate had mastered the task of planning lessons. The prompt and rubric follow at the end of this section. The Technology Education program used this assessment until last year, and was satisfied with the quality of the work presented by teacher candidates. Nine items and the rubric description and directions for the candidates made this a very useful form of assessment. It also provided candidates with powerful and easily understood recommendations for improvement where necessary.

The TCWS contains six teaching processes identified by the Renaissance Partnership of Improving Teacher Quality as fundamental to improving student learning. Of these six teaching processes, we use three to assess Ability to Plan. The TCWS also aligns with the FSEHD Conceptual Framework themes of Knowledge, Pedagogy, Diversity, and Professionalism. Each of the three processes (Learning Goals and Objectives, Assessment Plan, and Design for Instruction) of the TCWS are followed by the Task, a Prompt, and a Rubric that defines various levels of performance. The Rubrics are used by the supervising college instructor to evaluate the candidate TCWS.

2. Description of Alignment with ITEEA/CTTE Standards

The two tables that follow demonstrate the relationship between the ITEEA/CTTE standards and Rhode Island Professional Teacher Standards. The alignment is similar in both Exit Portfolio and Teacher Candidate Work Sample. Both of these assessments provide adequate opportunities for candidates to demonstrate their abilities to ***Plan***, by identifying the contextual factors related to the community and students to be taught; by aligning learning goals and unit objectives with state or SPA content standards; by designing an assessment plan to evaluating student learning before, during and after instruction, and; by designing instruction as is required in the particular program in order to meet broad learning goals and specific unit objectives.

Alignment with Exit Portfolio Unit Plan

RIPTS	Aligns with	ITEEA/CTTE
STANDARD 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.	Aligns with	**7. Instructional Strategies.** Technology teacher education program candidates use a variety of effective teaching practices that enhance and extend learning of technology.
STANDARD 2: Teachers have a deep content knowledge base sufficient to create learning experiences that reflect an understanding of the central concepts, vocabulary, structures, and tools of inquiry of the disciplines/content areas they teach.	Aligns with	**6. Curriculum.** Technology teacher education program candidates design, implement, and evaluate curricula based upon the national Standards for Technological Literacy
STANDARD 3: Teachers create instructional opportunities that reflect an understanding of how children learn and develop.	Aligns with	**9. Students.** Technology teacher education program candidates understand students as learners, and how commonality and diversity affect learning.
STANDARD 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	Aligns with	**9. Students.** Technology teacher education program candidates understand students as learners, and how commonality and diversity affect learning.
STANDARD 5: Teachers create instructional opportunities to encourage all students' development of critical thinking, problem solving, performance skills, and literacy across content areas.	Aligns with	**8. Learning Environments.** Technology teacher education program candidates design, create, and manage learning environments that promote technological literacy.
STANDARD 6: Teachers create a supportive learning environment that encourages appropriate standards of behavior, positive social interaction, active engagement in learning, and self-motivation.	Aligns with	**8. Learning Environments.** Technology teacher education program candidates design, create, and manage learning environments that promote technological literacy.
STANDARD 7: Teachers work collaboratively with all school personnel, families and the broader community to create a professional learning community and environment that supports the improvement of teaching, learning and student achievement.	Aligns with	**10. Professional Growth.** Technology teacher education program candidates understand and value the importance of engaging in comprehensive and sustained professional growth to improve the teaching of technology.
STANDARD 8: Teachers use effective communication as the vehicle through which students explore, conjecture, discuss, and investigate new ideas.	Aligns with	**7. Instructional Strategies.** Technology teacher education program candidates use a variety of effective teaching practices that enhance and extend learning of technology.
STANDARD 9: Teachers use appropriate formal and informal assessment strategies with individuals and groups of students to determine the impact of instruction on learning, to provide feedback, and to plan future instruction	Aligns with	**7. Instructional Strategies.** Technology teacher education program candidates use a variety of effective teaching practices that enhance and extend learning of technology.

Alignment with TCWS

Process 2: Learning Goals	ITEEA/CTTE
Learning Goals **(RIPTS 2)**	**6. Curriculum.** Technology teacher education program candidates design, implement, and evaluate curricula based upon the national Standards for Technological Literacy
Aligns unit objectives with national, state or local standards **(RIPTS 2)**	**6. Curriculum.** Technology teacher education program candidates design, implement, and evaluate curricula based upon the national Standards for Technological Literacy
Classifies unit objectives that are significant, challenging and varied **(RIPTS 5)**	**8. Learning Environments.** Technology teacher education program candidates design, create, and manage learning environments that promote technological literacy.
Unit objectives stated clearly **(RIPTS 5)**	**8. Learning Environments.** Technology teacher education program candidates design, create, and manage learning environments that promote technological literacy.
Unit objectives are appropriate for students **(RIPTS 3)**	**9. Students.** Technology teacher education program candidates understand students as learners, and how commonality and diversity affect learning.
Provides a coherent rational for teaching the unit **(RIPTS 4)**	**9. Students.** Technology teacher education program candidates understand students as learners, and how commonality and diversity affect learning.
Process 3: Assessment Plan	
Provides visual organizer of assessment plan **(RIPTS 9)**	**7. Instructional Strategies.** Technology teacher education program candidates use a variety of effective teaching practices that enhance and extend learning of technology.
Multiple forms of assessment presented **(RIPTS 9)**	**7. Instructional Strategies.** Technology teacher education program candidates use a variety of effective teaching practices that enhance and extend learning of technology.
Aligns unit objectives and assessments **(RIPTS 9)**	**7. Instructional Strategies.** Technology teacher education program candidates use a variety of effective teaching practices that enhance and extend learning of technology.
Selected appropriate assessment methods **(RIPTS 9)**	**7. Instructional Strategies.** Technology teacher education program candidates use a variety of effective teaching practices that enhance and extend learning of technology
Assessments adapted to the individual needs of students **(RIPTS 4)**	**9. Students.** Technology teacher education program candidates understand students as learners, and how commonality and diversity affect learning.
Provides a rationale for the assessment plan **(RIPTS 4)**	**9. Students.** Technology teacher education program candidates understand students as learners, and how commonality and diversity affect learning
Process 4: Design for Instruction	
Describes pre-assessment data and influence on lessons **(RIPTS 8)**	**7. Instructional Strategies.** Technology teacher education program candidates use a variety of effective teaching practices that enhance and extend learning of technology
Demonstrates accurate representation of content **(RIPTS 2)**	**7. Instructional Strategies.** Technology teacher education program candidates use a variety of effective teaching practices that enhance and extend learning of technology
Includes lesson and unit structure **(RIPTS 8)**	**6. Curriculum.** Technology teacher education program candidates design, implement, and evaluate curricula based upon the national Standards for Technological Literacy
Uses a variety of instructional strategies and techniques **(RIPTS 8)**	**7. Instructional Strategies.** Technology teacher education program candidates use a variety of effective teaching practices that enhance and extend learning of technology
Uses contextual information and data to select appropriate and relevant activities, assignments and resources **(RIPTS 8)**	**6. Curriculum.** Technology teacher education program candidates design, implement, and evaluate curricula based upon the national Standards for Technological Literacy

Uses technology **(RIPTS 2)**	**6. Curriculum.** Technology teacher education program candidates design, implement, and evaluate curricula based upon the national Standards for Technological Literacy
Aligns learning goals with unit objectives **(RIPTS 2)**	**6. Curriculum.** Technology teacher education program candidates design, implement, and evaluate curricula based upon the national Standards for Technological Literacy
Describes plans that support intended behavior, social interaction, and student engagement **(RIPTS 8)**	**7. Instructional Strategies.** Technology teacher education program candidates use a variety of effective teaching practices that enhance and extend learning of technology

3. Analysis of Data

The data is broken into two separate sections; Exit Portfolio and TCWS. The Technology Education Program began using the TCWS in the Spring of 2010. Within each assessment the student scores identify that they are displaying the characteristics of thoughtful practitioners. The Exit portfolio scores are consistent for each group of two students. They are regarded as competent or showing strength in each standard. Interestingly, they scored very high in developing and using assessments. The scores for understanding and delivery of content also shows excellent progress made by our teacher candidates.

Exit Portfolio Unit Data:

Standard	2007 – 2008 n = 2		2008 – 2009 n = 2		Item AVG.
Student	1	2	1	2	
1. The implemented unit plan demonstrated a knowledge base that reflects an understanding of the nature of the world in which we live. *(RIBTS 1)*	4	3	3	4	3.5
2. The implemented unit plan demonstrated an understanding of central concepts, structures, and tools of the discipline the candidates teach. *(RIBTS 2)*	4	4	3	4	3.75
3. The implemented unit plan demonstrated an understanding of how children learn and develop. *(RIBTS 3)*	4	4	3	3	3.5
4. The implemented unit plan demonstrated an understanding of how students differ in their approaches to learning. *(RIBTS 4)*	4	4	3	3	3.5
5. The implemented unit plan provided evidence of student's critical thinking, problem solving, and performance skills. *(RIBTS 5)*	4	3	3	4	3.5
6. The unit plan was implemented in an appropriate learning environment where positive social interaction, active engagement in learning, and self-motivation were evident.	4	3	3	4	3.5

(RIBTS 6)					
7. The candidate demonstrated collaboration with colleagues and/or families in the implemented unit plan to support student learning. *(RIBTS 7)*	4	4	3	3	3.5
8. The candidate used effective communication in implementing the unit plan such that students explored, conjectured, discussed, and investigated new ideas. *(RIBTS 8)*	4	4	3	4	3.75
9. Formal and informal assessment strategies were integrated in the unit plan to support student learning. *(RIBTS 9)*	4	4	3	4	3.75
AVG.	4.0	3.66	3.0	3.66	3.58

Teacher Candidate Work Sample

1. Learning Goals and Unit Objectives 2009 – 2010 (2 Students)

Students scoring between 5-6 are in the Target range. Maximum score for this assessment is 42 points.

Part I	Student 1	Student 2
Learning Goals (RIPTS 2 – ITEEA/CTTE 6)	5	5
Part II		
Alignment with National, State or Local Standards (RIPTS 2 – ITEEA/CTTE 6)	5	5
Classification of Unit Objectives (RIPTS 5 – ITEEA/CTTE 8)	5	5
Clarity (RIPTS 8 – ITEEA/CTTE 7)	5	5
Appropriateness For Students (RIPTS 3 – ITEEA/CTTE 9)	5	5
Part III		
Rationale / Purpose (RIPTS 4 - – ITEEA/CTTE 9)	5	5
Organization, readability, spelling, and grammar (RIPTS 8 – ITEEA/CTTE 7)	5	5
Score	35/42	35/42

TCWS Assessment Plan Scoring

Part I	Student 1	Student 2
Visual Organizer Format (RIPTS 9 – ITEEA/CTTE 7)	5	5
Multiple Forms of Assessment (RIPTS 9 – ITEEA/CTTE 7)	5	5
Alignment of Unit Objectives and Assessments. (RIPTS 9 – ITEEA/CTTE 7)	5	5
Justification for Assessment Methods (RIPTS 9 – ITEEA/CTTE 7)	5	5
Adaptations Based on the Individual Needs of Students (RIPTS 4 – ITEEA/CTTE 9)	5	5
Part II		
Rationale (RIPTS 9 – ITEEA/CTTE 7)	5	5
Scoring Procedures (RIPTS 9 – ITEEA/CTTE 7)	5	5
Organization, readability, spelling, and grammar (RIPTS 8)	5	5
Scores	40/48	40/48

TCWS Design for Instruction

Part I	Student 1	Student 2
Use of Pre-Assessment Data (RIPTS 8 – ITEEA/CTTE 7)	4	4
Unit Visual Organizer (RIPTS 2 – ITEEA/CTTE 6)	5	5
Lesson Plans (RIPTS 2 – ITEEA/CTTE 6)	5	5
Alignment with Learning Goals and Unit Objectives (RIPTS 2 – ITEEA/CTTE 6)	5	5
Classroom Climate (RIPTS 6 – ITEEA/CTTE 8)	5	4
Use of Technology (RIPTS 2 – ITEEA/CTTE 6)	5	5
Organization, readability, spelling, and grammar (RIPTS 8 – ITEEA/CTTE 7)	5	5
Scores	34/42	33/42

The data reveal that Technology Education teacher candidates are near or at target scores in assessments measuring ability to plan.

4. Interpretation of Data as Evidence of Standards Met

The Exit Portfolio Unit Plan and Teacher Candidate Work Sample addresses an array of ITEEA/CTTE standards. The unit plan provides abundant evidence that candidates are competent or nearing mastery of the planning skills. Within the TCWS, most notably in three processes of teaching, (Goals and Objectives, Assessment, and Design for Instruction) artifacts, candidates are evaluated on discreet parts of lesson planning using an implement a unit plan rich in Technology Education content. Candidates' success in these areas may be attributed to the early start that they get developing nascent skills writing goals and objectives very early in the program; in TECH 300 Orientation to Technology Education. Our candidates have a methods class strictly for Technology Education Candidates; they also have an addition practicum where they refine these skills.

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

Technology Education Program
Exit Portfolio Guidelines

Organization

The Portfolio will begin with a Table of Contents.
The beginning of each section WILL contain a brief description of the work that is presented.
For instance, describe the lesson plan, what the goals were, and what students learned.
Each section should be clearly delineated with a separator that has a tab on it.

Please, ***Do Not*** place pages of units, reflections and other work in plastic page sleeves.

UNIT PLAN

This artifact presents a cohesive set of lessons organized around one of the Technology Education curriculum content areas (communication, construction, manufacturing, and transportation/energy systems) delivered during the student teaching experience. Use specific examples from lesson plans that highlight the content, Technology Education activity, the instructional materials, and the assessment of learning to demonstrate a holistic understanding of the elements within an instructional unit.

Product

- Describe the class and identify the students for whom the lesson unit was designed.
- Outline the objectives, student outcomes, content, and teaching standards (ITEA STL, RIBTS,) addressed across the unit's lessons.
- The unit should include: 1) examples of interdisciplinary learning; 2) the use of information technology to support student learning; 3) lessons that help students develop higher cognitive skills; 4) lab safety procedures; and 5) examples of formal evaluation of student learning.

Specifically, the unit plan should include:

- An overview of the unit, unit goals, and specific objectives.
- A set of lesson plans, in the approved format of the Technology Education program, copies of the TLA or Design Challenge, teacher preparation form, notes, assignments, textbook or website & URL references, and other important artifacts.
- Examples of the formal evaluation used to determine student achievement.
- *Include a reflection essay* that highlights the importance of the content, instructional materials, and the activities chosen to teach the unit of instruction. Additionally, the accommodations planned, the ways higher levels of cognitive skills were encouraged, and the methods of assessing learning.

Assessment samples

This section demonstrates a continuum of assessment practices by the student teacher in determining whether and to what extent students learned specific knowledge or a skill. These assessments may be embedded within the Unit Plan and Lesson Plan artifacts, but concrete examples of evaluation and assessment should be presented.

Product

- Select student work from two students who are representative of the class(es) taught during student teaching.
- Choose formal and informal assessments (these may include examples of student self-assessment) including evaluation of students' examples of product/process redesign and modeling or prototyping.
- Include an evaluation of students' work and the feedback students received.
- Prepare copies of formal and informal assessment instruments that were developed; an evaluation criteria or rubric, an answer key to a unit quiz or test, and a description of how feedback was communicated.
- *Include a reflective description of the evaluation system you used and how it might be improved in the future.*

FEINSTEIN SCHOOL OF EDUCATION AND HUMAN DEVELOPMENT
IMPLEMENTED UNIT PLAN SCORING RUBRIC

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. *(RIBTS 1)*	1	2	3	4
2.	The implemented unit plan demonstrated an understanding of central concepts, structures, and tools of the discipline the candidates teach. *(RIBTS 2)*	1	2	3	4
3.	The implemented unit plan demonstrated an understanding of how children learn and develop. *(RIBTS 3)*	1	2	3	4
4.	The implemented unit plan demonstrated an understanding of how students differ in their approaches to learning. *(RIBTS 4)*	1	2	3	4
5.	The implemented unit plan provided evidence of student's critical thinking, problem solving, an performance skills. *(RIBTS 5)*	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. *(RIBTS 6)*	1	2	3	4
7.	The candidate demonstrated collaboration with colleagues and/or families in the implemented unit plan to support student learning. *(RIBTS 7)*	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. *(RIBTS 8)*	1	23	4	
9.	Formal and informal assessment strategies were integrated in the unit plan to support student learning. *(RIBTS 9)*	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.

Teacher Candidate Work Sample Artifacts

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

Suggested Format:

Part I: Learning Goals		
Learning Goals: (usually 2-4 depending on the depth of your unit) • • •		
Part II: Unit Objectives		
	Related Content Standards (state and/or SPA)	Domain/Level/Classification/Other
Example Objective: *3rd grade students will be able to list at least 10 different healthy breakfast options by the end of the unit.*	*R.I. Health Education Standard 1: Knowledge*	*Cognitive domain; Level-Recall*
Objective 1:		
Objective 2:		
Objective 3:		
Objective 4:		
Continue with as many objectives as appropriate.		
Part III: Rationale / Purpose (3-4 paragraphs)		

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 – ITEEA/CTTE 6)	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 – ITEEA/CTTE 6)	Unit objectives are not aligned with national, state or local standards.	*Some* unit objectives are aligned with national, state or local standards.	*Most* of the unit objectives are explicitly aligned with national, state or local standards.	
Classification of Unit Objectives (RIPTS 5 – ITEEA/CTTE 8)	Unit objectives are not significant, challenging, or varied.	*Some* unit objectives are somewhat significant, challenging, and varied.	*All* unit objectives are significant, challenging, and varied.	
Clarity (RIPTS 8 – ITEEA/CTTE 7)	Unit objectives are not stated clearly and are activities rather than learning outcomes.	*Some* of the unit objectives are clearly stated as learning outcomes.	*Most* of the unit objectives are clearly stated as learning outcomes.	
Appropriateness For Students (RIPTS 3 – ITEEA/CTTE 9)	Unit objectives are not appropriate for the development, pre-requisite knowledge, skills, experiences, or other student needs. Few unit objectives will move students towards meeting learning goals.	*Some* unit objectives are appropriate for the development, pre-requisite knowledge, skills, experiences, and other student needs. Some unit objectives will move students towards meeting learning goals.	*Most* unit objectives are appropriate for the development, pre-requisite knowledge, skills, experiences, and other student needs. Most unit objectives will move students towards meeting learning goals	
Part III				
Rationale / Purpose (RIPTS 4 - – ITEEA/CTTE 9)	A superficial statement of rationale is included. The rationale requires more detail to explain why this unit is important to teach to the intended population. Explanation of appropriateness of objectives is superficial or inaccurate.	A statement of rationale is included. The rationale partially explains why this unit is important to teach to the intended population. Explanation of appropriateness of objectives is clear and somewhat accurate.	A clearly written, rich statement of rationale is included. The rationale explains why this unit is important to teach to the intended population. Explanation of appropriateness of objectives is rich, insightful and mostly accurate.	
Organization, readability, spelling, and grammar (RIPTS 8 – ITEEA/CTTE 7)	This section is unorganized, difficulty to read, and/or has many spelling and/or grammar errors. Unprofessional presentation.	This section is organized, readable, and uses appropriate spelling and grammar. Contains few errors. Adequate presentation.	This section is well-organized, readable, and uses appropriate spelling and grammar. Highly professional presentation.	

TOTAL_____/42

Comments:

Assessment Plan

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

Task

Design 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).

Sample Assessment Plan Visual Organizer

Unit Objectives	Assessments	Justification for Assessment Methods	Adaptations
1. Students will accurately perform computation involving multiplication of integers	□ <u>Pre-Assessment</u> Sample exam set □ <u>Formative Assessment</u> Personal communication • Class Discussion Selected response • Problem set 3.5 • *Integer multiplication* □ <u>Post-Assessment</u> Selected Response Short answer End of chapter exam.	□ *Selected response, short answer* has been chosen as the pre-assessment type. This method is typically used to test math comprehension as problem completion showing all work provides information on understanding of math properties and accurate processing. □ Formative Assessment consists of ongoing steps to insure that students are gaining knowledge. These are: *Informal questioning* allows for understanding and clarity. *Class discussion* allows the teacher to clarify and provide new information to the students. The *problem set* as homework will allow the students independent practice manipulating integers (focus on negative integers). Reviewing homework daily provides valuable feedback on missed concepts. *Selected response* showing work is an excellent method of quickly identifying if the student can successfully complete a math problem. By showing work, I will be able to identify processing problems or lack of understanding with properties of negative numbers.	Preferred seating for Joe S. and Vania L. with attentional and/or relational needs. Oral assessment as needed for Scott R. Classroom environment choices for students are available: large class or separate classroom; individual, small or whole group options as well. Scott R. and Carolina G. are given the option of having the assignments and/or assessments read to them. Scribing is also provided as needed. Extended time for writing can be given if Scott R., Carolina G., and Sara F. are struggling to complete assignments and/or assessments in the time allowed. Students will be provided with numerous options to demonstrate competence: talking, drawing, writing, checklist, role play.

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

Rating → Indicator ↓	1-2 Unacceptable	3-4 Acceptable	5-6 Target	SCORE
Part I				
Visual Organizer Format (RIPTS 9 – ITEEA/CTTE 7)	The organizer does not clearly present: • how the objectives are aligned with the assessments; and/or • the justification for the method of each assessment; and/or • any appropriate adaptations of the assessments.	The organizer clearly presents: • how *some* of the objectives are aligned with the assessments; and/or • the justification for the method of some assessments is incomplete or inappropriate; and/or • some assessment adaptations are missing or inappropriate.	The organizer clearly presents: • how *all* the objectives are aligned with the assessments; and • the justification for the method of all assessments; and • appropriate adaptations for all assessments within this context with these students	
Multiple Forms of Assessment (RIPTS 9 – ITEEA/CTTE 7)	The assessment plan: includes only one assessment form; does not assess students before, during, or after instruction.	The assessment plan: includes multiple forms of assessment; *some* are performance-based; and assess before, during, and after instruction.	The assessment plan: includes multiple forms of assessment (including performance assessments, lab reports, research projects, etc.); assesses student performance before and after instruction.	
Alignment of Unit Objectives and Assessments. (RIPTS 9 – ITEEA/CTTE 7)	*None* of the objectives: are aligned with the overall assessment plan: *none of the* assessments are congruent with objectives in terms of content and cognitive complexity.	*Some* of the objectives: are aligned with the overall assessment plan: *some* assessments are congruent with objectives in terms of content and cognitive complexity.	*All* of the objectives: are aligned with the overall assessment plan; *all* assessments are congruent with the objectives in terms of content and cognitive complexity.	
Justification for Assessment Methods (RIPTS 9 – ITEEA/CTTE 7)	The assessment methods selected do not seem capable of doing the job—one finds oneself asking, "Why did the candidate assess the unit objective that way?"; or, there is no evidence that unit objectives or student characteristics played a part in determining assessment method.	Matching of assessment methods to unit objectives and context seems adequate, but this information has to be inferred or searched for; or, some of the methods might be improved.	The assessment methods match the unit objectives and context; the rationale for the choice mentions the unit objective and/or student characteristics.	
Adaptations Based on the Individual Needs of Students (RIPTS 4 – ITEEA/CTTE 9)	Candidate does not adapt assessments at all or adaptations are limited in scope to meet the individual needs of students; these assessments are inappropriate.	Candidate makes adaptations to *some* assessments that are appropriate to meet the individual needs of *some* students.	Candidate makes adaptations to *all* assessments that are appropriate to meet the individual needs of *all* students.	
Part II				
Rationale	Provides no statement	Provides some statement	Provides clear and accurate	

(RIPTS 9 – ITEEA/CTTE 7)	about the assessments and their appropriateness for measuring learning within this context with these students.	about the assessments and their appropriateness for measuring learning within this context with these students.	statement about the assessments and their appropriateness for measuring learning within this context with these students.	
Scoring Procedures (RIPTS 9 – ITEEA/CTTE 7)	Scoring procedures are absent or inaccurate; items or prompts are poorly written; directions or procedures are confusing to students	*Some* scoring procedures are explained; items or prompts are clearly written; *some* directions or procedures are clear to students	*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 - – ITEEA/CTTE 7)	This section is unorganized, difficulty to read, and/or has many spelling and/or grammar errors. Unprofessional presentation.	This section is organized, readable, and uses appropriate spelling and grammar. Contains few errors. Adequate presentation.	This section is well-organized, readable, and uses appropriate spelling and grammar. Highly professional presentation.	

TOTAL_____/48

Comments:

Design for Instruction (TCWS)

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.

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
Use of Pre-Assessment Data (RIPTS 8 – ITEEA/CTTE 7)	Pre-assessment data is presented but the format is difficult to navigate. A clear explanation of how pre-assessment data influenced instructional design is lacking.	Pre-assessment data is presented in an organized format. A clear explanation of how pre-assessment data influenced instructional design is lacking.	Pre-assessment data is presented in an organized, detailed format. A rich, insightful explanation of how pre-assessment data influenced instructional design is provided.	
Unit Visual Organizer (RIPTS 2 – ITEEA/CTTE 6)	The visual organizer is difficult to navigate. The lessons within the unit are not logically organized (e.g., sequenced).	An organized visual organizer is provided. Most of the lessons within the unit are logically sequenced. Lessons appear to be somewhat useful in moving students toward achieving the learning goals.	An organized, detailed visual organizer is provided. All lessons within the unit are logically sequenced. Lessons are useful in moving students toward achieving the learning goals.	
Lesson Plans (RIPTS 2 – ITEEA/CTTE 6)	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).	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.	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.	

Rating → Indicator ↓	1-2 Unacceptable	3-4 Acceptable	5-6 Target	SCORE
Alignment with Learning Goals and Unit Objectives (RIPTS 2 – ITEEA/CTTE 6)	Few lessons are explicitly linked to unit objectives. Few learning tasks, assignments and resources are aligned with unit objectives. Not all unit objectives are covered in the design.	Most lessons are explicitly linked to unit objectives. Most learning tasks, assignments and resources are aligned with unit objectives. Most unit objectives are covered in the design.	All lessons are explicitly linked to unit objectives. All learning tasks, assignments and resources are aligned with unit objectives. All unit objectives are covered in the design.	
Classroom Climate (RIPTS 6 – ITEEA/CTTE 8)	Candidate does not articulate how s/he will create a supportive learning environment that encourages appropriate standards of behavior, positive social interaction, active engagement in learning, and self-motivation for all students.	Candidate articulates plans in which some aspects contribute to a supportive learning environment that encourages appropriate standards of behavior, positive social interaction, active engagement in learning, and self-motivation for all students.	Candidate consistently articulates plans that are likely to create a supportive learning environment that encourages appropriate standards of behavior, positive social interaction, active engagement in learning, and self-motivation for all students.	
Use of Technology (RIPTS 2 – ITEEA/CTTE 6)	Technology is inappropriately used OR candidate does not use technology or provide a rationale for its omission. A description of how planning and/or instruction could be enhanced with the use of technology is absent.	Candidate uses technology appropriately. Technology contributes to teaching and learning. OR Candidate provides a clear rationale for omission of technology AND describes how planning and/or instruction could be enhanced with the use of technology.	Candidate consistently integrates appropriate technology. Use of technology makes a significant contribution to teaching and learning.	
Organization, readability, spelling, and grammar (RIPTS 8 – ITEEA/CTTE 7)	This section is unorganized, difficulty to read, and/or has many spelling and/or grammar errors. Unprofessional presentation.	This section is organized, readable, and uses appropriate spelling and grammar. Contains few errors. Adequate presentation.	This section is well-organized, readable, and uses appropriate spelling and grammar. Highly professional presentation.	

TOTAL_____/42

Comments: