

ASSESSMENT #3: Candidates' Ability to Plan Instruction

a. A brief description of the assessment and its use in the program.

In the program's capstone methods course EDUC [REDACTED] Teaching English and Communication in Secondary School, candidates design and submit for evaluation a unit plan that includes the following EPP-wide components: a unit map, unit plan rationale, 3 key lesson plans, a calendar, explanation of use of resources, adaptations for diverse learners, and formative and summative assessments. In addition, beginning in 2019, the English Education Program added to this assessment an explicit emphasis on backwards-design with specific assessment types: a test, an authentic performance task, student self-assessments, adapted formative assessments from Jim Burke's *The English Teacher's Companion* (a required text in this course), and a grammar mini lesson and assessment, embedded meaningfully within the unit. Evidence of thematic, culturally responsive and/or cross disciplinary pedagogy is included. Appropriate Pennsylvania Core Standards (for students) are included. Candidates select unit topics, objectives, and activities in conversation with their mentor teachers and in response to who their learners are, as candidates take this course while concurrently placed in EDUC [REDACTED].

b. A description of how this assessment specifically aligns with the standards it is cited for in Section III. Cite SPA standards by number, title, and/or standard wording.

Assessment	NCTE/CAEP Standards
Unit Plan as a Whole	Learners and Learning in ELA 1.1, 1.2, 1.3 Planning for Instruction in ELA 3.1, 3.2

Unit Plan Discrete Criteria	NCTE/CAEP Standards
Unit Relevance, Theme, Research Base	Learners and Learning in ELA 1.1, 1.2, 1.3
Standards Addressed in Unit Plan	Planning for Instruction in ELA 3.1
Unit Objectives / Goals	Planning for Instruction in ELA 3.1, 3.2

Unit Plan Assessments	Planning for Instruction in ELA 3.1, 3.2
Adaptations for Diverse Learners	Learners and Learning in ELA 1.1, 1.2, 1.3
Instructional Strategies / Technology	Learners and Learning in ELA 1.1, Planning for Instruction in ELA 3.1
Design and Use of Materials and Resources	Learners and Learning in ELA 1.3 Planning for Instruction in ELA 3.1
Reflection on Planning	Learners and Learning in ELA 1.1, 1.3, Planning for Instruction in ELA 3.1

c. A brief analysis of the data findings.

Data indicate that candidates possess pedagogical content knowledge to enable them to design coherent, relevant, standards-aligned, differentiated, antiracist/antibias instruction and assessments, as the average score for each criterion was 3.3-3.75, with the median score of the majority of criteria being 4 and the predominant mean being 3.75. Score options include Distinguished (4), Proficient (3), Basic (2), and Unsatisfactory (1). The majority of candidates scored Distinguished on the majority of criteria. 1 candidate consistently scored Unsatisfactory, while the remaining 11 candidates primarily scored Distinguished on all criteria. Four candidates scored Proficient in 3 different categories: Unit Relevance, Theme, and Research Base (1 Proficient); Unit Plan Content (1 Proficient); and Adaptations for Diverse Learners (2 Proficient). In addition, 1 candidate scored Basic on Adaptations for Diverse Learners.

d. An interpretation of how that data provides evidence for meeting standards, indicating the specific SPA standards by number, title, and/or standard wording.

In the past five years, we have changed our course sequence so that candidates take EDUC [REDACTED] while beginning their yearlong residency in EDUC [REDACTED]. Because of this change, while taking EDUC [REDACTED], candidates are concurrently completing 60 hours of observation and participation in their placements (part of EDUC [REDACTED]), and they use what they are learning about

their students to inform their unit plan choices. For example, concurrently in EDUC [REDACTED], they complete a Student Observation Project that allows them to focus on students' identities and learning differences (Standard 1). Linking EDUC [REDACTED] coursework to their placement, most importantly the Methods Unit Plan (Assessment 3), has made this assessment far more meaningful and has allowed us to incorporate NCTE/CAEP Standard 1.

As a whole, the Methods Unit Plan requires an inquiry-based, learner-centered approach and provides evidence for candidates meeting NCTE/CAEP Standard 3, Planning for Instruction in ELA, as well as Standard 1, Learners and Learning in ELA. Candidates tie this unit to their yearlong residency placements and must create their unit plans through conversation with their mentor teachers and in response to the students in their placement. For this assignment, candidates work with their mentor teachers to select the topic of their unit plans and the class/subject, if the mentor teacher teaches multiple courses. Most candidates and mentor teachers choose a topic that candidates will teach in the spring when they are student teaching full-time. Candidates must include in their Methods Unit Plan how the topic is "relevant to and engaging for students" (Methods Unit Plan Rubric; Unit Relevance, Theme, and Research Base), they must introduce the school context, and they must tie their pedagogical choices to both the "curricular context" and their local "school context" (Assessment 3 directions). Furthermore, the Methods Unit Plan requires "a detailed explanation of the unit's relevance to the students' needs, interests, and lives," in alignment with NCTE/CAEP Standards 1.1 and 1.2 and culturally responsive pedagogies (Methods Unit Plan Rubric; Adaptations for Diverse Learners).

Candidates create different types of formative and summative assessments, including a test, an authentic performance task, student self-assessments, adapted formative assessments from Jim Burke's *The English Teacher's Companion* (a required text in this course), and a grammar mini lesson and assessment, embedded meaningfully within the unit. Candidates must choose formative assessment types from Burke's text that they then adapt to the context of their unit, and they also must create at least two self-assessments for students spaced throughout the unit that "engage learners in monitoring their progress toward established goals" (NCTE/CAEP 3.2). These specific requirements are designed for candidates to gain experience creating and identifying how to use a variety of assessments, the majority of which promote student ownership and engagement; adapting materials to specific pedagogical contexts; and practicing the process of backwards-design so that they will apply it while continuing to plan as a student teacher and in-service teacher (NCTE/CAEP 3.1 and 3.2). The Methods Unit Plan also requires that "instructional technologies support and facilitate learning throughout the unit" (Methods Unit Plan Rubric; Instructional Strategies and Technology) and that "creativity is apparent in design and use of materials throughout the unit" (Methods Unit Plan Rubric; Design and Use of Materials & Resources), both of which align with NCTE/CAEP 3.1.

In EDUC [REDACTED], candidates work on the Methods Unit Plan throughout the semester, receiving feedback from peers and the instructor on each installment of their work. They then further adapt the Methods Unit Plan when they move on to student teaching, receive feedback from their mentor teachers, and collect formative assessment data.

- e. The assessment tool itself or a rich description of the assessment.

Unit Plan

Unit Plan Overview: A unit plan for three weeks with calendar, lessons, and assessments included will be designed and completed throughout the course and posted to Live Text before the end of the semester.

From IUP's Educator Preparation Program:

Preparing for good teaching begins with quality unit plans. All teacher education candidates will design lesson and unit plans. A unit plan begins with an understanding of what students will learn and be able to do. A unit plan is a collection of lessons around a topic where each lesson builds on the prior knowledge students gained from the previous lesson(s). It is a cohesive set of lessons organized around an engaging topic or theme with the end result in mind. The purpose of the backward design unit plan is to use decision-making for planning and implementing appropriate, standards-based lessons that result in student learning. Unit plans will bridge theories and classroom practices that candidates have studied throughout their coursework.

Reflection is a critical aspect of teaching. Throughout the design of a unit plan, candidates will reflect on the unit planning *process*. When candidates have the opportunity to teach the units they design, reflection will focus on the planning process as well as the implementation of the unit in a classroom.

The assessment consists of nine components: Unit Relevance, Theme, Research-Base; K-12 Standards; Unit Objectives / Goals; Content; Assessments; Adaptations for Diverse Learners; Instructional Strategies and Technology; Design and Use of Materials and Resources; and Reflection on Planning. The detailed instructions for each component are as follows:

1. Unit Relevance, Theme, Research-Base

- Determine the central focus of the unit based on academic standards and current research in the field.
- Identify the theme of the unit in relationship to its relevance and engagement of all learners.
- Include inquiry- based activities to demonstrate a learner-centered, as opposed to teacher-centered, application of content and skills.

2. P-12 Standards

- Identify multiple, appropriate P-12 curriculum standards (i.e., College and Career Ready standards such as the Pennsylvania Core Standards) for the unit topic.

3. Unit Objectives / Goals

- Create measurable, performance-based objectives that are appropriate for the discipline.
- Create goals and objectives that are learner-centered and developmentally appropriate for the students.

4. Content

- Describe content that is accurate, developmentally appropriate, and interesting for students.
- Incorporate interdisciplinary content.
- Incorporate critical thinking and problem-solving activities to actively engage learners.

5. Assessments

- Design a pre-assessment to evaluate students' current knowledge.
- Include informal (formative) and formal (summative), creative assessments to be incorporated throughout the unit.
- Plan assessments that clearly reflect understanding of the unit goals/objectives.
- Create assessments that are learner-centered, relevant, and meaningful.

6. Adaptations for Diverse Learners

- Identify instructional and assessment adaptations for diverse learners.
- Explain how adaptive technology will be used when appropriate.
- Provide an explanation of unit's relevance to students' needs, interests, and lives.

7. Instructional Strategies and Technology

- Plan appropriate, research-based instructional strategies that are content-specific and developmentally appropriate.
- Incorporate instructional technologies that support and facilitate students' learning.

8. Design and Use of Materials and Resources

- Select creative materials and resources that are content-specific and developmentally appropriate.
- List all materials in the appropriate section of the lesson plan.
- Identify and cite all resources.

9. Reflection on Planning

- Incorporates critical thought
- Includes connections to theory and research

To be included:

- *Understanding by Design* Planning Packet, which includes rationale and calendar for the unit, at the end of this document
- Required assessments with rubrics or grading sheet: a test, an authentic performance task, student self-assessments, adapted formative assessments from Burke, a grammar lesson assessment **with changes** (taught within the context of the unit)

- Lesson plan **with changes** from teaching

Relevant Readings:

Chapter 9, *Understanding by Design*, Wiggins & McTighe

The English Teacher's Companion, Jim Burke

***Understanding by Design* Planning Packet**

Unit Cover Page

Unit Title:

Grade Level:

Subject/Topic Areas:

Academic Vocabulary:

Designed by:

Time Frame:

School District and School:

Rationale and Summary of Unit (including curricular context, school context, unit goals, and relevant secondary sources):

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Stage 1 - Identify Desired Results

Established Goals: *List the **main** standards you are trying to hit.*

What essential questions will be considered?

What understandings are desired?

	<i>Students will understand that . . .</i>
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What key knowledge and skills will students acquire as a result of this unit?	
<i>Students will know . . .</i>	<i>Students will be able to . . .</i>

Stage 2: Determine Acceptable Evidence

<p>BIG PICTURE FOR ASSESSMENTS</p> <p>What qualities must student work demonstrate to signify that standards were met and understandings we gained? In general, what will you be looking for in student work throughout this unit?</p>
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REQUIRED TYPES OF ASSESSMENTS

Assessment Chart			
	Describe the assessment. Indicate whether it is a “formative” or a “summative” assessment.	What understandings or goals will be assessed through this task?	By what criteria will it be evaluated?
<p>Authentic Performance Task</p> <p><i>Design at least one authentic performance task, or real world challenge or application.</i></p>			
<p>Student self-assessment #1</p> <p><i>To develop metacognition, student self-assessment should happen at least twice.</i></p>			
<p>Student self-assessment #2</p>			
<p>Test</p> <p><i>Design at least one test. See pages 300-310 in Burke.</i></p>			
<p>Adapted Burke Assessment #1</p> <p><i>Utilize at least two activities/assignment types from Burke that will generate formative assessments for your unit. Make sure you adapt them to match your context.</i></p>			
<p>Adapted Burke Assessment #2</p> <p><i>Utilize at least two activities/assignment types from Burke that will generate formative assessments for you.</i></p>			

<p>Grammar/Language Lesson & Assessment</p> <p><i>Integrate a 15 minute grammar lesson with a formative assessment into the context of your unit.</i></p>			
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Stage 3:

Now create each assessment with the grading rubric/checklist you will use with students.

Stage 4:

Make and highlight changes for the lesson plan and grammar lesson you taught in class.

Stage 5:

Plan your calendar. Each day should be a snapshot of your lesson plan.

For your calendar, label each day with the **WHERE**TO letters that apply below the line. You can have more than one on the same day.

Each lesson is 45 minutes.

Monday	Tuesday	Wednesday	Thursday	Friday

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WHERE TO =

W = Ensure that students understand WHERE the unit is headed, and WHY.

H = HOOK students in the beginning and HOLD their attention throughout.

E = EQUIP students with necessary experiences, tools, knowledge, and know how to meet performance goals.

R = Provide students with numerous opportunities to RETHINK big ideas, REFLECT on progress, and REVISE their work.

E = Evaluate work and progress

T = Tailor and personalize the work

O = Organize for optimal effectiveness

f.

g. The scoring guide for the assessment.

	Distinguished	Proficient	Basic	Unsatisfactory
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	4	3	2	1
A. Unit Relevance, Theme, Research Base NCTE/CAEP 1.1, 1.2, 1.3	The central focus of the unit are inquiry-based activities that address the application of critical concepts and principles of learner development through varied strategies. The theme is identified, relevant to and engaging for students. Unit is based on current research in the field.	Unit includes inquiry-based activities that address the application of critical concepts and principles of learner development through varied strategies. The theme is identified and relevant to students. Unit reflects current research in the field.	Unit includes inquiry-based activities that address the application of critical concepts and principles of learner development to learning. The theme is identified. Connection of unit to current research is unclear.	Unit lacks inquiry-based activities. The theme may not be identified. Connection of unit to current research is lacking.
B. K-12 Standards Addressed in Unit Plan NCTE/CAEP 3.1	Multiple appropriate P-12 state and/or national standards are identified and play a central role in the unit.	Unit identifies and addresses multiple appropriate P-12 state and/or national standards.	Unit identifies multiple appropriate P-12 state and/or national standards.	Unit lacks connections to appropriate P-12 state and/or national standards.
C.1 Unit Objectives / Goals NCTE/CAEP 3.1, 3.2	Objectives are innovative within the discipline and the theme. Each objective is performance based and measureable. Lesson objectives are learner-centered and developmentally appropriate.	Objectives are appropriate to the discipline and the theme. Each objective is performance based and measureable. Lesson objectives are learner-centered and developmentally appropriate.	Objectives are appropriate to the discipline and the theme. Objectives may not be measurable or developmentally appropriate.	Objectives are inappropriate to the discipline and unit theme. Objectives may not be measurable or developmentally appropriate.
C.3 Unit Plan Assessments NCTE/CAEP 3.1, 3.2	Assessment design is innovative and appropriate to the content. Assessments effectively evaluate targeted objectives. Unit includes both formal and	Assessment design is creative and appropriate to the content. Assessments effectively evaluate targeted objectives. Unit includes both formal and informal	Assessment design reflects some creativity and is appropriate to the content. Some targeted objectives lack clear assessments. Unit includes more	Little creativity in assessment design. Assessments fail to evaluate targeted objectives. Unit includes few formal or informal assessment strategies.

	informal assessment strategies. All assessments are relevant, meaningful, and learner-centered.	assessment strategies. All assessments are relevant and learner-centered.	formal than informal assessment strategies. Many assessments are learner-centered.	
D. Adaptations for Diverse Learners NCTE/CAEP 1.1, 1.2, 1.3	Adaptations for the diverse abilities of students are evident in both instruction and assessment. Unit provides a detailed explanation of the unit's relevance to the students' needs, interests, and lives. Adaptive technology is included in each lesson plan as appropriate.	Adaptations for the diverse abilities of students are evident in instruction or assessment. Unit provides an explanation of the unit's relevance to the students' needs, interests, and lives. Adaptive technology is included in each lesson plan as appropriate.	Adaptations for the diverse abilities of students are attempted in instruction and/or assessment. Unit provides a partial explanation of the unit's relevance to the students' needs, interests, and lives. Some adaptive technology is included in each lesson plan as appropriate.	Absence of appropriate adaptations for the diverse abilities of students in instruction and assessment. Unit provides inadequate explanation of the unit's relevance to the students' needs, interests, and lives. Adaptive technology is not included in each lesson plan as appropriate.
E. Instructional Strategies / Technology NCTE/CAEP 1.1, 3.1	The unit incorporates a wide variety of instructional strategies that are content-specific and developmentally/age appropriate. Instructional technologies support and facilitate learning throughout the unit.	The unit incorporates instructional strategies that are content-specific and developmentally/age appropriate. Instructional technologies support and facilitate learning in select lesson plans in the unit.	The unit incorporates instructional strategies that are content-specific or developmentally/age appropriate. Instructional technologies are integrated into select lesson plans in the unit.	Appropriate instructional strategies are lacking in the unit plan. Instructional technologies may not be integrated into the unit plan.

<p>F. Design and Use of Materials and Resources</p> <p>NCTE/CAEP 1.3, 3.1</p>	<p>Creativity is apparent in design and use of materials throughout the unit. All necessary materials are listed in the appropriate sections of the lesson plans. Resources are clearly identified and appropriately cited.</p>	<p>Creativity is apparent in design and use of materials in select lesson plans in the unit. All necessary materials are listed in the appropriate sections of the lesson plans. Resources are identified and cited.</p>	<p>Creativity is apparent in design or use of materials (but not both) in the unit. An incomplete list of necessary materials and/or resources cited.</p>	<p>Lack of creativity is shown in design and/or use of materials in the unit. Necessary materials and/or resources are not identified.</p>
<p>G. Reflection on Planning</p> <p>NCTE/CAEP 1.1, 1.3, 3.1</p>	<p>Reflection on the planning process of the unit demonstrates creativity and critical thought related to all elements of the unit plan. Reflection includes connections to theory, research, and implications for practice.</p>	<p>Reflection on the planning process of the unit demonstrates critical thought related to the unit's theme, relevance, standards, assessments, and materials. Reflection includes connections to theory and research.</p>	<p>Reflection on the planning process of the unit demonstrates critical thought related to each lesson within the plan.</p>	<p>Reflection on the planning process of the unit demonstrates limited critical thought as it relates to each lesson within the plan.</p>

h. Charts that provide candidate data derived from the assessment.

Fall 2022
N = 12

Unit Plan Discrete Criteria	Distinguished (4)	Proficient (3)	Basic (2)	Unsatisfactory (1)	Mean	Median
Unit Relevance, Theme, Research Base Learners and Learning in ELA 1.1, 1.2, 1.3	10	1	0	1	3.7	4
Standards Addressed in Unit Plan Planning for Instruction in ELA 3.1	11	0	0	1	3.75	4
Unit Objectives / Goals Planning for Instruction in ELA 3.1, 3.2	11	0	0	1	3.75	4
Unit Plan Assessments Planning for Instruction in ELA 3.1, 3.2	11	0	0	1	3.75	4

Adaptations for Diverse Learners Learners and Learning in ELA 1.1, 1.2, 1.3	8	2	1	1	3.3	4
Instructional Strategies / Technology Learners and Learning in ELA 1.1, Planning for Instruction in ELA 3.1	11	0	0	1	3.75	4
Design and Use of Materials and Resources Learners and Learning in ELA 1.3 Planning for Instruction in ELA 3.1	11	0	0	1	3.75	4
Reflection on Planning	11	0	0	1	3.75	4

Learners and Learning in ELA 1.1, 1.3, Planning for Instruction in ELA 3.1						
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