

**George Mason University**  
**College of Education and Human Development**  
**Teaching Culturally & Linguistically Diverse and Exceptional Learners**

EDUC 520 6F1– Elementary Curriculum, Instruction, and Assessment in International Schools  
3 Credits, Summer 2017  
MTWRF July 19-28, Nguyen Engineering Building 1108

**Faculty**

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**Prerequisites/Corequisites**

Admission to GSE and enrollment in the TCLDEL program.  
Recommended prerequisite: EDUC 511 and EDRD 515

**University Catalog Course Description**

Addresses interrelationship of instruction, curriculum, and assessment in international schools. Includes review of research and effective practice. Requires 20 hours of PK-6 classroom fieldwork. May not be repeated for credit.

**Course Overview**

This course addresses the specifics of curriculum, instruction and assessment in international schools and includes a review of research and effective teaching practices. Through discussion and interaction, self-study and reflection, you will have opportunities to develop deeper understandings complemented by practical ideas and strategies, in the areas of curriculum development and implementation, effective instruction, and appropriate assessment, with emphasis on specific issues affecting international schools. Course content and experiences are designed to improve pedagogical effectiveness and promote continuous reflection to impact your future students' learning in a positive manner.

**Course Delivery Method**

This course is delivered through a variety of instructional strategies. Session formats will vary and will include lecture, interactive hands-on activities, large and small group discussions, student presentations, and cooperative learning groups.

## Learner Outcomes or Objectives

This course is designed to enable students to do the following:

1. Become knowledgeable about the interrelationship of curriculum, instruction, and assessment in the elementary curriculum
2. Understand specific issues affecting international schools in the areas of curriculum development and implementation, effective instruction, and appropriate assessment
3. Appreciate cultural components in their relationship to students, families, and colleagues in international schools
4. Adapt curriculum, instruction, and assessment for an international context
5. Become familiar with international curriculum models, specifically the Primary Years Program of the International Baccalaureate Organization
6. Develop a unit of inquiry using the PYP planning framework
7. Extend their repertoire of pedagogical skills including strategies for planning, managing, and assessing learning experiences
8. Recognize and plan for sociocultural, linguistic, and learning differences among students
9. Utilize strategies to promote inquiry and reflection among students
10. Develop skills as a reflective practitioner - observing, recording, and analyzing teaching and learning behaviors from a deliberative reflective stance
11. Begin developing an awareness and appreciation of a research base that supports current best practices in teaching and learning
12. Appreciate being part of a wider learning community enabling sharing of information, ideas, and resources with colleagues

## Professional Standards (INTASC / ACEI / IB standards)

Upon completion of this course, students will have met the following professional standards:  
The following InTASC standards and IB standards will be addressed during this course.

| Student Learning Outcome | INTASC     | PYP Requirement |
|--------------------------|------------|-----------------|
| 1.                       | 1,4,7,8    | A,B,C,D         |
| 2.                       | 2,3,5,7,10 | A,B,C,D,E,F,H   |
| 3.                       | 1,4,6,8    | A - M           |
| 4.                       | 1,4,7,8    | D,F,H,I,J,K,L,M |
| 5.                       | 2,3,6      | E,F,G,H         |
| 6.                       | 2,3,4,7    | E,F,G,H         |
| 7.                       | 1,4,7,8    | E,F,H           |
| 8.                       | 3,5,6,7,9  | N,O,P           |
| 9.                       | 1,7,9      | E,N,O,P         |
| 10.                      | 5,6,9,10   | E,F, H,N,O,P    |

## INTASC Principles

- Principle 1:* **Making content meaningful**  
The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of subject matter meaningful for students.
- Principle 2:* **Child development and learning theory**  
The teacher understands how children learn and develop and can provide learning opportunities that support their intellectual, social, and personal development.
- Principle 3:* **Learning styles/diversity**  
The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.
- Principle 4:* **Instructional strategies/problem solving**  
The teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.
- Principle 5:* **Motivation and behavior**  
The teacher uses an understanding individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagements in learning, and self-motivation.
- Principle 6:* **Communication/knowledge**  
The teacher uses knowledge of effective verbal, nonverbal and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.
- Principle 7:* **Planning for instruction**  
The teacher plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals.
- Principle 8:* **Assessment**  
The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner.
- Principle 9:* **Professional growth/reflection**  
The teacher is a reflective practitioner who continually evaluates the effects of his or her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.
- Principle 10:* **Interpersonal relationships**  
The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being.

The following ACEI standards will be addressed during the course:

1.0 Development, Learning, and Motivation--Candidates know, understand, and use the major concepts, principles, theories, and research related to development of children and young adolescents to construct learning opportunities that support individual students' development, acquisition of knowledge, and motivation.

2.6 Health education—Candidates know, understand, and use the major concepts in the subject matter of health education to create opportunities for student development and practice of skills that contribute to good health;

4.0 Assessment for instruction—Candidates know, understand, and use formal and informal assessment strategies to plan, evaluate and strengthen instruction that will promote continuous intellectual, social, emotional, and physical development of each elementary student.

5.1 Professional growth, reflection, and evaluation—Candidates are aware of and reflect on their practice in light of research on teaching, professional ethics, and resources available for professional learning; they continually evaluate the effects of their professional decisions and actions on students, families and other professionals in the learning community and actively seek out opportunities to grow professionally; and,

5.2 Collaboration with families, colleagues, and community agencies—Candidates know the importance of establishing and maintaining a positive collaborative relationship with families, school colleagues, and agencies in the larger community to promote the intellectual, social, emotional, physical growth and well-being of children.

### **Required Texts**

Arends, R. I. (2011). *Learning to teach*. NY: McGraw-Hill.

Kyriacou, C. (2014). *Essential teaching skills*. Cheltenham: Nelson Thornes.

Additional readings will be distributed in class and / or posted on Black Board:

<http://blackboard.gmu.edu>

Technology Resources:

- All students are required to have access to a computer with Internet access and a current GMU email account.
- Relevant Websites:

International Baccalaureate Organization – Online Curriculum Center (OCC)

<http://www.ibo.org/>

American Psychological Association

<http://www.apa.org>

### **Course Performance Evaluation**

Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., Blackboard, Tk20, hard copy).

## **TK20 PERFORMANCE-BASED ASSESSMENT SUBMISSION REQUIREMENT**

### **(Student Learning Analysis Assignment)**

Every student registered for any Teaching Culturally, Linguistically Diverse & Exceptional Learners program course with a required performance-based assessment is required to submit this assessment and the Fieldwork Log of Hours and Evaluation Form to Tk20 through Blackboard (regardless of whether the student is taking the course as an elective, a one-time course or as part of an undergraduate minor). Evaluation of the performance-based assessment by the course instructor will also be completed in Tk20 through Blackboard. Failure to submit the assessment to Tk20 (through Blackboard) will result in the course instructor reporting the course grade as Incomplete (IN). Unless the IN grade is changed upon completion of the required Tk20 submission, the IN will convert to an F nine weeks into the following semester.

## **FIELDWORK REQUIREMENT**

### **Field Experience Record and Evaluation (Student Learning Analysis Assignment)**

The **field experience is a required component** of the teacher preparation program at George Mason University. All students will complete a minimum of **20 hours in field experience** for this course. Documentation of your field experience is required as well as a signed statement from your field experience teacher(s) or supervisor(s). If you are taking more than one course in a semester, you must complete 20 hours per course (e.g., two courses require 40 hours of field experience). This means you may be completing different tasks for different courses in the same placement. Materials and products used for one course cannot be used for another course (e.g., videos, lesson plans, activities, etc.)

**\*TCLDEL Fieldwork Log of Hours and Evaluation Form must be uploaded to TK20 on Blackboard.** The form is located on Blackboard in your TCLDEL organization site in the “Fieldwork” page.

**In-service teachers:** Field experience can often be conducted in your own classroom if you have access to the population of students required for the PBAs and other assignments. Please consult your instructor if you have questions about the viability of your classroom for fieldwork in this class. You must register for your school as your field experience site in the online Field Experience Request form available here: <https://cehd.gmu.edu/endorse/ferf>. You will check the box indicating that: *“I will arrange my own field experiences (observations and/or case studies) because I am a full-time contracted school system employee and will complete field experience at my workplace.”* The deadline to submit your field experience placement is Week 2 of class. Failure to do so will result in an unsatisfactory grade for your fieldwork assignment. If you are taking this course as part of a cohort program, please indicate “TCLDEL Cohort” on your request form FIRST, then select your program and placement location. HINT: Cohort courses have section numbers beginning with “6F” (e.g. EDUC 511.6F1).

**Pre-service teachers:** If you are not currently working in a K-12 school, you will need to be placed in an appropriate fieldwork setting to complete your required PBAs and fieldwork hours. You must request a fieldwork site using the online Field Experience Request form available here: <https://cehd.gmu.edu/endorse/ferf>. You will check the box indicating that: I will need George Mason (Clinical Practice Specialist) to arrange a placement for my field experiences (including observations and/or case studies). The deadline to submit your field experience placement is Week

2 of class. Failure to do so will result in an unsatisfactory grade for your fieldwork assignment. If you are taking this course as part of a cohort program, please indicate “TCLDEL Cohort” on your request form, then select your program and placement location. HINT: Cohort courses have section numbers beginning with “6F” (e.g. EDUC 511.6F1).

**Virginia state or county cohort teachers:** Cohort Students are required by their district and by TCLDEL to complete field experiences as required by the Virginia Department of Education for this program. Each district has arranged for candidates to be able to work at K-12 grade levels in order to complete all licensure requirements. Please contact your district coordinator for further information.

**TCLDEL Fieldwork Log of Hours and Evaluation Assessment**

|   | Status of Student Work |              |
|---|------------------------|--------------|
|   | 1                      | 0            |
| Fieldwork Log of Hours demonstrates 20 hours of fieldwork completed, with a teacher-mentor or supervisor signature. | Complete               | Not Complete |

NOTE: Failure to submit documentation of successful completion of your fieldwork in a timely manner will make you ineligible to register for coursework, be recommended for licensure, or receive a grade for this course.

- **Assignments and/or Examinations**

| EDUC 520 Assignments and Evaluation Overview      |             |
|---|-------------|
| Preparation and Participation                     | 20%         |
| PYP Planner and Lesson Plan                       | 20%         |
| Develop and Critique an Authentic Assessment Tool | 20%         |
| Student Learning Analysis Assignment (PBA)        | 40%         |
| <b>Total</b>                                      | <b>100%</b> |

- **Other Requirements**

Attendance Policy: TCLDEL students are expected to attend *all* class periods of courses for which they register. In class participation is important not only to the individual student, but to the class as whole. Class participation is a factor in grading; instructors may use absence, tardiness, or early departure as de facto evidence of nonparticipation and as a result lower the grade as stated in the course syllabus (Mason Catalog). Any unexcused absences will result in a 10 point deduction from your participation grade.

- **Grading**

At George Mason University course work is measured in terms of quantity and quality. A credit normally represents one hour per week of lecture or recitation or not fewer than two

hours per week of laboratory work throughout a semester. The number of credits is a measure of quantity. The grade is a measure of quality. The university-wide system for grading graduate courses is as follows:

| Grade | GRADING | Grade Points | Interpretation   |
|-------|---------|--------------|--|
| A+    | =100    | 4.00         | Represents mastery of the subject through effort beyond basic requirements                         |
| A     | 94-99   | 4.00         |  |
| A-    | 90-93   | 3.67         |  |
| B+    | 85-89   | 3.33         | Reflects an understanding of and the ability to apply theories and principles at a basic level     |
| B     | 80-84   | 3.00         |  |
| C*    | 70-79   | 2.00         | Denotes an unacceptable level of understanding and application of the basic elements of the course |
| F*    | <69     | 0.00         |  |

**Note: “C” is not satisfactory for a licensure course; “F” does not meet requirements of the Graduate School of Education**

See the University Catalog for details: <http://catalog.gmu.edu/policies/academic/grading/>

### Honor Code & Integrity of Work

**Integrity of Work:** TCLDEL students must adhere to the guidelines of the George Mason University Honor Code (<http://oai.gmu.edu/honor-code/>). The principle of academic integrity is taken very seriously and violations are treated as such.

*Violations of the Honor Code* include:

1. Copying a paper or part of a paper from another student (current or past);
2. Reusing work that you have already submitted for another class (unless express permission has been granted by your current professor **before** you submit the work);
3. Copying the words of an author from a textbook or any printed source (including the Internet) or closely paraphrasing without providing a citation to credit the author. For examples of what should be cited, please refer to: <https://owl.english.purdue.edu/owl/resource/589/02/>
4. You may also not “reuse” fieldwork hours. Each placement must have 20 documented hours that are solely for each course that you are in; you may be at the same site, but the same hours may not be counted towards the same course.

### Late Work Policy

At the graduate level all work is expected to be of high quality and submitted on the dates due. *Work submitted late will be reduced one letter grade for every day of delay.* Because we live in uncertain times, if you have any extraordinary circumstances (think flood, earthquake, evacuation) that prevent you from submitting your work in a timely manner, it is your responsibility to contact the instructor as soon as possible after the circumstances occur and make arrangements to complete your work. *It is up to the discretion of the instructor to approve the late/makeup work.*

### **Course Withdrawal with Dean Approval**

For graduate and non-degree students, withdrawal after the last day for dropping a course requires approval by the student's academic dean, and is permitted only for nonacademic reasons that prevent course completion (Mason catalog). *Students must contact an academic advisor* in APTDIE to withdraw after the deadline. There is no guarantee that such withdrawals will be permitted.

### **Online Participation/Attendance Policy**

Students are expected to attend all courses. **Students with two or more absences will not receive credit for the course.**

### **Incomplete (IN)**

This grade may be given to students who are in good standing, but who may be unable to complete scheduled course work for a cause beyond reasonable control. The student must then complete all the requirements by the end of the ninth week of the next semester, not including summer term, and the instructor must turn in the final grade by the end of the 9th week. Unless an explicit written extension is filed with the Registrar's Office by the faculty deadline, the grade of IN is changed by the registrar to an F (Mason catalog). Faculty may grant an incomplete with a contract developed by the student with a reasonable time to complete the course at the discretion of the faculty member. The faculty member does not need to allow up to the following semester for the student to complete the course. A copy of the contract will be kept on file in the APTDIE office.

### **Professional Dispositions**

Students are expected to exhibit professional behaviors and dispositions at all times.

### **Core Values Commitment**

The College of Education and Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles: <http://cehd.gmu.edu/values/>.

### **GMU Policies and Resources for Students**

#### *Policies*

- Students must adhere to the guidelines of the Mason Honor Code (see <http://oai.gmu.edu/the-mason-honor-code/>).
- Students must follow the university policy for Responsible Use of Computing (see <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>).



- Students are responsible for the content of university communications sent to their Mason email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students **solely** through their Mason email account.
- Students with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see <http://ods.gmu.edu/>).
- Students must follow the university policy stating that all sound emitting devices shall be silenced during class unless otherwise authorized by the instructor.

### *Campus Resources*

- Support for submission of assignments to Tk20 should be directed to [tk20help@gmu.edu](mailto:tk20help@gmu.edu) or <https://cehd.gmu.edu/aero/tk20>. Questions or concerns regarding use of Blackboard should be directed to <http://coursessupport.gmu.edu/>.
- The Writing Center provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing (see <http://writingcenter.gmu.edu/>).
- The Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops and outreach programs) to enhance students' personal experience and academic performance (see <http://caps.gmu.edu/>).
- The Student Support & Advocacy Center staff helps students develop and maintain healthy lifestyles through confidential one-on-one support as well as through interactive programs and resources. Some of the topics they address are healthy relationships, stress management, nutrition, sexual assault, drug and alcohol use, and sexual health (see <http://ssac.gmu.edu/>). Students in need of these services may contact the office by phone at 703-993-3686. Concerned students, faculty and staff may also make a referral to express concern for the safety or well-being of a Mason student or the community by going to <http://ssac.gmu.edu/make-a-referral/>.

**For additional information on the College of Education and Human Development, please visit our website <https://cehd.gmu.edu/>.**

**PROPOSED Class Schedule**

|   | <b>Topic/Learning Experiences</b>   |
|---|---|
| <i>Preparation for Day 1</i>                              | <p><b>Welcome to EDUC 520</b></p> <p>Read the syllabus, paying particular attention to the requirements, assignments, deadlines and grading policies.</p> <p>Skim required texts to familiarize yourself with the overall structure and content.</p>  |
| <p>Day 1</p> <p>Wednesday</p> <p>July 19<sup>th</sup></p> | <p>Introduction to Course:</p> <ul style="list-style-type: none"> <li>* Education in an international context</li> </ul> <p>Discussion of <i>Key questions about...</i></p> <ul style="list-style-type: none"> <li>* Learning the art of teaching – understanding the roles of a teacher</li> <li>* Teaching the art of learning – understanding the characteristics of students</li> <li>* The assignments and assessment rubrics</li> </ul> |
| <i>Preparation for Day 2</i>                              | <p>Investigate and prepare to lead a 10 minute discussion on a specific issue, adaptation or consideration relating to curriculum, instruction and assessment in international schools</p> <p>Read (everyone):</p> <p>Arends Chapter 1 <i>The Scientific Basis for the Art of Teaching</i></p> <p>Arends Chapter 2 <i>Student Learning in Diverse Classrooms</i></p> <p>Kyriacou Chapter 1 <i>Developing your teaching skills</i></p>         |
| <p>Day 2</p> <p>Thursday</p> <p>July 20<sup>th</sup></p>  | <p>Focus on curriculum:</p> <ul style="list-style-type: none"> <li>* The interrelationship of curriculum, instruction, and assessment in the elementary curriculum</li> <li>* Specific issues and adaptations for international schools – discussion groups</li> <li>* Integrated teaching units and standalone subject teaching</li> <li>* International curriculum models, specifically the PYP framework</li> </ul>                        |
| <i>Preparation for Day 3</i>                              | <p>Read: (as assigned)</p> <p>Arends Chapter 3 <i>Teacher Planning</i></p> <p>Arends Chapter 4 <i>Learning Communities and Student Motivation</i></p> <p>Arends Chapter 5 <i>Classroom Management</i></p> <p>Kyriacou Chapter 2 <i>Planning and preparation</i></p> <p>Kyriacou Chapter 4 <i>Lesson Management</i></p> <p>Kyriacou Chapter 5 <i>Classroom climate</i></p>   |

|   |   |
|---|---|
| <p>Day 3<br/>Friday<br/>July 21<sup>st</sup></p>  | <p>Discussion of <i>Key questions about...</i></p> <ul style="list-style-type: none"> <li>* The principles, timeframes, techniques and tools of effective planning</li> <li>* Planning analysis activity</li> <li>* Using the PYP planner &amp; essential elements</li> <li>* Creating a Community of Learners</li> <li>* Motivating students</li> </ul>  |
| <p>Preparation for Day 4</p>                      | <p>TBD</p>  |
| <p>Day 4<br/>Monday<br/>July 22<sup>nd</sup></p>  | <p>Focus on Assessment:</p> <ul style="list-style-type: none"> <li>* Principles and purposes of assessment</li> <li>* Formative and summative assessment</li> <li>* Self-assessment and reflection</li> <li>* Using the PYP Learner profile for self-assessment and reflection</li> <li>* Assessing conceptual understanding, skills and knowledge</li> </ul> <p>Discussion of Assessment assignment - due Friday</p> <p>Discussion of Student Learning Analysis (PBA) assignment – due March 15th</p>                                  |
| <p>Preparation for Day 5</p>                      | <p><b>Read: (as assigned)</b></p> <p>Arends Chapter 7 <i>Presenting and Explaining</i></p> <p>Arends Chapter 8 <i>Direct Instruction</i></p> <p>Arends Chapter 9 <i>Concept Teaching</i></p> <p>Arends Chapter 10 <i>Cooperative learning</i></p> <p>Arends Chapter 11 <i>Problem-based learning</i></p> <p>Arends Chapter 12 <i>Classroom discussion</i></p> <p><b>Read: (everyone)</b></p> <p>Arends Chapter 13 <i>Connecting the Models and Differentiating Instruction</i></p> <p>Kyriacou Chapter 3 <i>Lesson Presentation</i></p> |
| <p>Day 5<br/>Tuesday<br/>July 23<sup>rd</sup></p> | <p>Focus on Instruction:</p> <p>Models of Teaching (part 2, including group presentations)</p> <ul style="list-style-type: none"> <li>* Presenting and explaining</li> <li>* Direct Instruction</li> <li>* Concept Teaching</li> <li>* Cooperative Learning</li> <li>* Problem-Based Learning</li> <li>* Classroom Discussion</li> </ul> <p>Connecting the models</p> <ul style="list-style-type: none"> <li>* Building a repertoire of approaches</li> <li>* Strategies for differentiating</li> </ul>                                 |

|   |  |
|---|--|
| <i>Preparation for Day 6</i>                | Arends Chapter 6 <i>Assessment and Evaluation</i>  |
| Day 6<br>Wednesday<br>July 24 <sup>th</sup> | Focus on Instruction:<br>Models of Teaching (part 1)<br><br><ul style="list-style-type: none"> <li>* Inquiry-based learning</li> <li>* Facilitating student inquiry</li> <li>* The art of questioning</li> <li>* A mini model unit of inquiry</li> </ul>   |
| <i>Preparation for Day 7</i>                | Kyriacou Chapter 7 Assessing pupils' progress<br>PYP Planner & Assessment assignment   |
| Day 7<br>Thursday<br>July 30 <sup>th</sup>  | <b>Assignment due – PYP Planner with lesson plan &amp; assessment tool</b><br>Assessment (continued)<br>Discussion of <i>Key questions about...</i><br><br><ul style="list-style-type: none"> <li>* Creating effective checklists and rubrics</li> <li>* Developing and using student portfolios</li> <li>* Reporting to parents</li> <li>*</li> </ul>   |
| <i>Preparation for Day 8</i>                | Arends Chapter 14 <i>School Leadership and Collaboration</i><br>Kyriacou Chapter 8 <i>Reflection and evaluation</i>  |
| Day 8<br>Friday<br>July 31 <sup>st</sup>    | <b>Assignment due – Teacher Metaphor</b><br>The reflective international teacher:<br>Discussion of <i>Key questions about...</i><br><br><ul style="list-style-type: none"> <li>* Life-long professional growth, self-study, and reflection</li> <li>* The practicalities, challenges and rewards of living and teaching internationally</li> <li>* Becoming Internationally-minded</li> <li>* Discussion of Student Learning Analysis (PBA) assignment – due March 15th</li> </ul> |

Note: Faculty reserves the right to alter the schedule as necessary, with notification to students.

## DETAILED ASSIGNMENT DESCRIPTIONS AND EVALUATION CRITERIA

| <b>Preparation and Participation (20 points)</b>   |   |   |  |  |
|--|---|---|--|--|
| Students are required to attend and be prepared for all classes. In- class participation is important not only to the individual student, but to the class as whole.   |   |   |  |  |
| <b>Exemplary<br/>20 points</b>   | <b>Nearing exemplary<br/>18-19 points</b>   | <b>Proficient<br/>16-17 points</b>  | <b>Partially proficient<br/>14-15 points</b>   | <b>Not proficient<br/>&lt;14 points</b>  |
| <p><b>Preparation:</b><br/>Exceptionally well-prepared for all sessions.</p> <p>Selects and fully completes all readings and reports.</p> <p>Comes prepared with thoughtful synopsis, questions, and comments that broaden peers perspectives on and understanding of the topic.</p> <p>Demonstrates an excellent understanding of readings and makes connections to classroom practice.</p> | <p><b>Preparation:</b><br/>Very well-prepared for all sessions.</p> <p>Selects and fully completes all readings and reports.</p> <p>Comes prepared with thoughtful synopsis, questions, and comments.</p> <p>Demonstrates an excellent understanding of readings and makes connections to classroom practice.</p> | <p><b>Preparation:</b><br/>Prepared for all sessions.</p> <p>Selects and fully completes readings and reports.</p> <p>Is prepared for sharing reading and asking questions.</p> <p>Demonstrates a good understanding of readings and makes connections to classroom practice.</p> | <p><b>Preparation:</b><br/>Not fully prepared for sessions.</p> <p>Selects and completes some of the readings and reports.</p> <p>Is somewhat prepared to share readings and questions.</p> <p>Demonstrates a beginning understanding of readings and makes some connection to classroom practice.</p> | <p><b>Preparation:</b><br/>Unprepared for sessions.</p> <p>Little or no involvement and sharing of readings and reports.</p> <p>Is seldom prepared to share readings and questions.</p> <p>Demonstrates a limited understanding of readings and makes few connections to classroom practice.</p> |
| <p><b>Participation:</b><br/>Participates in all discussions and activities with enthusiasm and positive learning outlook.</p> <p>Often takes the lead, actively promoting and extending conversation focused on the topic.</p> <p>Comments demonstrate an exceptionally</p>   | <p><b>Participation:</b><br/>Participates actively in all discussions and activities.</p> <p>Actively promotes conversation focused on the topic.</p> <p>Comments demonstrate a high level of understanding and reflection.</p> <p>Listens actively and sensitively to peers.</p>                                 | <p><b>Participation:</b><br/>Participates in all discussions and activities.</p> <p>Comments demonstrate sound understanding and good reflection.</p> <p>Listens actively and sensitively to peers.</p>   | <p><b>Participation:</b><br/>Participates in most discussions and activities.</p> <p>Comments demonstrate basic understanding.</p> <p>Listens actively to peers.</p>   | <p><b>Participation:</b><br/>Little meaningful participation in discussions and activities.</p> <p>Comments demonstrate little evidence of understanding or reflection.</p> <p>Has a negative effect on the classroom atmosphere.</p>  |

|   |   |  |  |  |
|---|---|--|--|--|
| <p>high level of understanding and reflection.</p> <p>Listens actively and sensitively to peers.</p> <p>Prompts peer feedback and input.</p> <p>Has a very positive effect on the classroom atmosphere.</p> | <p>Prompts peer feedback and input.</p> <p>Has a positive effect on the classroom atmosphere.</p> |  |  |  |
|---|---|--|--|--|

**PYP Planner and Lesson Plan (20 points)**

To consolidate your knowledge of PYP curriculum and planning, you will create a unit of inquiry planner. You will receive a template to guide you in creating each element of the planner including central idea, inquiry points, resources, teacher questions, context for facilitative inquiry, and pre-unit, formative and summative assessments. *You should also create ONE (1) sample lesson plan to accompany your unit of inquiry planner.*

| <b>Exemplary</b><br>20 points  | <b>Nearing exemplary</b><br>18-19 points  | <b>Proficient</b><br>16-17 points   | <b>Partially proficient</b><br>14-15 points  | <b>Not proficient</b><br>>14  |
|--|---|---|--|---|
| <p>All elements of the planner are addressed thoroughly and are linked together coherently.</p> <p>The sample lesson plan is detailed, very well-structured and links very clearly to the overall unit plan.</p> | <p>All elements of the planner are addressed and are linked together coherently.</p> <p>The sample lesson plan is detailed, well-structured and links to the overall unit plan.</p> | <p>All elements of the planner are addressed but lack depth or coherence.</p> <p>The sample lesson plan links to overall lesson plan but lacks detail and/or structure.</p> | <p>Most elements of the planner are addressed but lack depth or coherence.</p> <p>The sample lesson plan lacks detail and structure.</p> | <p>Only some elements of the planner are addressed and lack depth and coherence.</p> <p>The sample lesson plan is either missing or inadequate.</p> |

**Develop and Critique an Authentic Assessment Tool (20 points)**

You will create an assessment tool that includes clear criteria for what will be assessed, and present it with a description of the context in which it will be used and a critique of its strengths and limitations.

| <b>Exemplary</b><br>20 points  | <b>Nearing exemplary</b><br>18-19 points  | <b>Proficient</b><br>16-17 points  | <b>Partially proficient</b><br>14-15 points  | <b>Not proficient</b><br><14 points   |
|--|---|--|--|---|
| <p>Assessment tool is exceptionally well-thought out, includes very clear criteria and is highly appropriate for the context described.</p> <p>Description of context is detailed and very clear.</p> <p>Critique includes extensive insightful analysis of strengths and limitations.</p> | <p>Assessment tool is very well-thought out, includes very clear criteria and is appropriate for the context described.</p> <p>Description of context is detailed and clear.</p> <p>Critique includes thoughtful analysis of strengths and limitations.</p> | <p>Assessment tool is well-thought out, includes clear criteria and is appropriate for the context described.</p> <p>Description of context is clear.</p> <p>Critique includes some analysis of strengths and limitations.</p> | <p>Assessment tool is adequate but lacks clear criteria and/or may not be appropriate for the context described.</p> <p>Description of context is adequate.</p> <p>Critique identifies some strengths and limitations.</p> | <p>Assessment tool is inadequate.</p> <p>Description of context is missing or inadequate.</p> <p>Critique is missing or inadequate.</p> |

### Performance Based Assessment (PBA)\*

#### Student Learning Analysis (40 points)

For EDUC 520 you will complete the Student Learning Analysis assignment and submit it via TK20.

This assignment, to be completed during your 20 hour field assignment, is designed to focus on the relationship between your teaching and student learning. It should answer the questions, “When I teach, do students learn? And How do I know they are learning?” You may complete this assignment in any content area with a small group of students (with your supervising teacher’s approval). You will need to be able to work for four to six weeks on this assignment so please plan accordingly.

Specifically, you will design a unit of instruction for elementary age students (using the PYP planner or any other planning format appropriate to your setting). You will establish baseline evidence of student knowledge through a pre-assessment you design. You will teach/lead the inquiry in your planned area. You will collect sample student work for analysis and complete a post-assessment of student learning. You will provide an in-depth analysis of teaching and student learning along with your critical reflection on the process.

Your final assignment will be assessed against the following criteria, each potentially worth 4 points.

|                                    | Exceeds Standard (4)  | Meets Standard (3)   | Approaches Standard (2)   | Do Not Meet Standard (1)   |
|------------------------------------|---|--|---|--|
| ACEI 2.7<br>Physical education     | Description of the group gives an extended and comprehensive picture of their development levels, including any special learning needs and is supported by extended and substantive research references | Description of the group gives a comprehensive picture of their development levels including any special learning needs and is supported by substantive references | Satisfactory description of the group gives a clear picture of their development levels including any special learning needs and is supported by references | Description of the group gives an incomplete picture of their development levels including any special learning needs and is supported by a few references |
| ACEI 5.2<br>Socio-cultural context | Clear, comprehensive description of the family and community, including language, culture and socio-economic status. Description is linked to extended  | Clear description of the family and community, including language, culture and socio-economic status. Description is linked to research references                 | Satisfactory description of the family and community including language, culture and socio-economic status. Description is linked to some                   | Incomplete, vague, or unclear description of the family and community. Description provides few connections to research                                    |



|   |   |  |  |  |
|---|---|--|--|--|
|   | research references   |  | research references  |  |
| ACEI 3.1<br>Integrating and applying knowledge                                      | Planning includes all required elements, comprehensively described: Purposes, goals/objectives, resources, instructional activities (including technology), assessments, differentiation and theme of inquiry | Planning includes all required elements: purposes, goals/objectives, resources, instructional activities (including technology), assessments, differentiation and theme of inquiry | Planning includes most required elements.  | Planning includes only some required elements  |
| Summary of class data (pre-post assessments)<br><br>ACEI 4.0<br>Assessment          | Multiple samples of pre-post assessments are used skillfully to provide extended and substantive evidence to support teaching implications  | Samples of pre-post assessments are used to provide significant evidence to support teaching implications  | Samples of pre-post assessments provide satisfactory evidence to support teaching implications             | Samples of pre-post assessments are incomplete and/or do not provide evidence to support teaching implications |
| Summary Work Sampling and Field Notes<br><br>ACEI 4.0<br>Assessment – informal data | Description of work samples is detailed and complete and, together with accompanying field notes, gives a comprehensive view of student learning and engagement   | Description of work samples is detailed and connected to field notes. Together they give a good view of student learning and engagement  | Description of work samples and field notes give a satisfactory picture of student learning and engagement | Work samples and field notes give an incomplete picture or do not describe student learning and engagement     |

|   |   |   |  |  |
|---|---|---|--|--|
| Teaching Implications<br><br>ACEI 1.0<br>Development, Learning & Motivation             | Thorough and effective description of the connections between collected data and teaching/learning implications. Supported by extensive research references | Very clear description of the connections between collected data and teaching/learning implications. Supported by research references   | Satisfactory description of connections between collected data and teaching/learning implications. Supported by some research references             | Incomplete description of the connections between collected data and teaching /learning implications. Not supported by research references |
| Reflects on Student Learning Analysis assignment<br><br>ACEI 5.1<br>Professional Growth | In-depth and comprehensive reflection on student learning with insightful connections to own teaching   | Very good reflection on student learning with clear connections to own teaching   | Satisfactory reflection on student learning with some connections to own teaching  | Limited reflection on student learning with few connections to own teaching  |
| Overall quality of work   | SLA is an exemplary piece of work, presented in a professional and timely manner. The paper is exceptionally well-structured and error-free.                | SLA is a very good piece of work, presented in a professional and timely manner. The paper is well-structured and virtually error-free. | SLA is a good piece of work, presented in a professional and timely manner. The paper is reasonably structured and contains only a few minor errors. | SLA is incomplete but presented in a professional and timely manner. The paper contains only minor errors.                                 |

The following **TWO** common assessments for the College of Education and Human Development will be administered during the course, *these will be integrated into the course PBA*.

## Teacher Candidate Instruction and Assessment Plan

### Assessment Objective

- The candidate will use knowledge of individual learning differences and assessment to develop an instructional plan for a student with developmental, learning, physical or linguistic differences, including a plan for assessing the student's progress.

### Rationale

Lesson planning is an essential skill for an educator. A lesson plan is a road map for instruction. When planning teachers and teacher candidates need to answer four main questions:

Who are my students? (Context/Student Needs)

What do my students need to know and be able to do? (Objectives)

How will I get all students to know and do the new tasks? (Teaching and learning)

How will I know they know what was taught? (Assessments)

The first step in planning is identifying the learning objectives for the lesson-based upon student abilities, challenges, and prior knowledge. Before developing specific learning activities, determine how you will assess if students have met the lesson objectives. Once you know how you will assess student learning, you can develop activities that align instruction with the assessment. Additionally, a teacher must consider student prior knowledge, how to differentiate to meet student needs, and how to do so within the time allotted. Lesson plans include pacing, transitions, checking for understanding, and ideas for re-teaching or extending learning based upon student needs.

The planning process is the same whether you are planning a lesson for a class or for an individual. For this assessment you will develop an instructional plan for a student with developmental, learning, physical or linguistic differences, including a plan for assessing the student's progress.

### Assessment Task Directions

Candidates will develop an individualized plan for a child with developmental, learning, physical, or linguistic differences within the context of the general environment and curriculum that includes the following sections:

**Section 1. Description of the individual student** that includes **cognitive, linguistic, social, emotional, and/or physical** developmental skill levels and abilities, interests **and** educational progress and **statement of educational need**.

**Section 2. Identification of and rationale for three learning objectives** that support meaningful learning outcomes for the student.

**Section 3. Description of and rationale for at least three** evidence-based **instructional strategies** that address the identified learning objectives and reflect the student's **cognitive, linguistic, social, emotional, and/or physical** developmental skill levels and abilities, interests **and** educational needs.

**Section 4. Description of and rationale for instructional adaptations** and accommodations needed, including the use of augmentative and alternative communication systems and assistive technologies or other appropriate technologies.

**Section 5. Statement of plan for the assessment and documentation** of the student's progress toward the identified objectives.

**Teacher Candidate Instruction and Assessment Plan  
Rubric**

| Criteria  | Does Not Meet<br>Standard<br>1   | Approaches<br>Standard<br>2  | Meets<br>Standard<br>3  | Exceeds<br>Standard<br>4  |
|---|--|--|---|---|
| <b>Section 1</b>  |  |  |   |   |
| <b>Description of Individual Student</b>  |  |  |   |   |
| <p><b>The candidate regularly assesses individual and group performance in order to design and modify instruction to meet learners' needs in each area of development (cognitive, linguistic, social, emotional, and physical) and scaffolds the next level of development.</b></p> <p><i>InTASC 1(a)</i></p> | <p>The candidate does not provide a description or the description of student <b>does not</b> include assessment data <b>related to cognitive, linguistic, social, emotional, and/or physical</b> developmental skill levels and abilities, interests, <b>or</b> educational progress.</p> | <p>The candidate provides description of student that includes appropriate assessment data related to <b>some but not all</b> of the following: cognitive, linguistic, social, emotional, and/or physical developmental skill levels and abilities, interests, <b>or</b> educational progress.</p> | <p>The candidate provides description of student that includes appropriate assessment data on <b>all</b> of the following: cognitive, linguistic, social, emotional, and/or physical developmental skill levels and abilities, interests, and educational progress.</p> <p>The candidate describes impact of student characteristics on learning.</p> | <p>The candidate provides description of student that includes both appropriate and multiple forms of assessment data on <b>all</b> of the following: cognitive, linguistic, social, emotional, and/or physical developmental skill levels and abilities, interests, and educational learning need.</p> <p>The candidate describes <b>and</b> provides examples of impact of student characteristics on learning.</p> |
| <b>Statement of Educational Need</b>  |  |  |   |   |
| <p><b>The candidate effectively uses multiple and appropriate types of assessment data to identify each student's learning needs and to develop differentiated learning experiences.</b></p> <p><i>InTASC 6(g)</i></p>  | <p>The candidate <b>does not</b> address student educational needs or <b>inappropriately uses</b> assessment data to create a statement of educational need.</p>   | <p>The candidate uses assessment data to create a statement of educational need that is <b>marginally</b> aligned with assessment results.</p>   | <p>The candidate uses assessment data to create an <b>appropriate</b> statement of educational need that is <b>aligned</b> with assessment results.</p>   | <p>The candidate <b>effectively</b> uses assessment data from <b>multiple sources</b> to create a <b>thorough and appropriate</b> statement of educational need that is <b>aligned</b> with assessment results.</p>   |
| <b>Section 2</b>  |  |  |   |   |
| <b>Identification of Learning Objectives</b>  |  |  |   |   |
| <p><b>The candidate individually and collaboratively selects and creates learning experiences that are</b></p>  | <p>The candidate identifies learning objectives that are <b>either</b> (a) <b>incomplete</b> because related outcomes</p>  | <p>The candidate identifies learning objectives <b>without relevance</b> to student educational need.</p>  | <p>The candidate identifies learning objectives with related outcomes that are <b>relevant</b> to individual student</p>  | <p>The candidate identifies <b>distinct</b> learning objectives with related outcomes that are <b>relevant</b> to</p>   |

|   |   |   |   |   |
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| appropriate for curriculum goals and content standards, and are relevant to learners.<br><br><i>InTASC 7(a)</i>   | are not identified <b>or</b> (b) the objectives are <b>not directly related</b> to student educational need.  |   | needs.  | individual student needs.   |
| <b>Identification of Rationale for Learning Objectives</b>  |   |   |   |   |
| The candidate plans for instruction based on formative and summative assessment data, prior learner knowledge, and learner interest.<br><br><i>InTASC 7(d)</i>  | The candidate <b>does not provide</b> rationales which are aligned to the specific learning objectives and/or the relationship of the learning objectives to student educational needs is <b>missing or unclear</b> . | The rationales provided <b>are not</b> be aligned to the specific learning objective and the relationship of the learning objectives to student educational needs is <b>unclear</b> .                       | The rationales provided <b>are aligned</b> with the learning objective and the relationship of learning objectives to student educational needs is <b>clearly</b> identified.   | The rationales provided <b>are aligned</b> with the learning objective and the relationship of the learning objectives to student educational needs is <b>clearly and effectively</b> identified.   |
| <b>Section 3</b>  |   |   |   |   |
| <b>Description of Instructional Strategies</b>  |   |   |   |   |
| The candidate plans how to achieve each student's learning goals, choosing appropriate strategies and accommodations, resources, and materials to differentiate instruction for individuals and groups of learners.<br><br><i>InTASC 7(b)</i> | The candidate <b>does not</b> identify instructional strategies or identifies instructional strategies that are <b>not related</b> to the learning objectives <b>or</b> student learning needs.                       | The candidate identifies instructional strategies that are <b>marginally</b> related to the learning objectives <b>or</b> student learning needs.   | The candidate identifies <b>evidence-based</b> instructional strategies that are aligned to the learning objectives and student learning needs.   | The candidate identifies <b>evidence-based</b> instructional strategies that are aligned to <b>specific</b> learning objectives and student learning needs.<br><br>The candidate provides <b>specific sources of</b> evidence for the instructional strategy. |
| <b>Rationale for Instructional Strategies</b>   |   |   |   |   |
| The candidate understands that each learner's cognitive, linguistic, social, emotional, and physical development influences learning and knows how to make instructional decisions that build on learners'                                    | The candidate <b>does not provide</b> rationales which are aligned to the specific instructional strategies <b>and/or</b> the relationship of instructional strategies to the learning objectives and student         | The rationales provided <b>do not</b> aligned to the specific instructional strategies and, the relationship of the instructional strategies to the learning objectives that meet student educational needs | The rationales provided <b>are aligned</b> with instructional strategies and, the relationship of the instructional strategies to the learning objectives that meet student educational needs is <b>clearly</b> identified. | The rationales provided <b>are aligned</b> with the strategies and, the relationship of the instructional strategies to <b>specific</b> learning objectives that meet student educational needs is <b>clearly and effectively</b>                             |

|   |  |  |   |   |
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| strengths and needs.<br><br><i>InTASC 1(e)</i>  | educational needs is <b>missing or unclear</b> .   | is <b>unclear</b> .  |   | identified.   |
| <b>Section 4</b>  |  |  |   |   |
| <b>Description of Instructional Adaptation</b>  |  |  |   |   |
| The candidate accesses resources, supports, and specialized assistance and services to meet particular learning differences or needs.<br><br><i>InTASC 2(f)</i>   | The candidate <b>does not identify</b> either adaptations or accommodations to support student achievement of learning objectives.   | The candidate identifies <b>either</b> adaptations or accommodations that <b>minimally support</b> student achievement of learning objectives.   | The candidate identifies and describes appropriate adaptations or accommodations that <b>clearly support</b> student achievement of learning objectives.  | The candidate identifies and thoroughly describes appropriate adaptations or accommodations that <b>clearly support</b> student achievement of learning objectives.   |
| <b>Rationale for Instructional Adaptation</b>   |  |  |   |   |
| The candidate knows a range of evidence-based instructional strategies, resources, and technological tools and how to use them effectively to plan instruction that meets diverse learning needs.<br><br><i>InTASC 7(k)</i> | The candidate <b>does not provide</b> rationales that are aligned to the adaptations and accommodations <b>and/or</b> the relationship of the adaptations and accommodations to student educational needs is <b>missing or unclear</b> .                             | The rationales <b>marginally provides</b> evidence to support the adaptations and accommodations and the relationship of the adaptations and accommodations to student educational needs is <b>unclear</b> .                               | The rationales provide <b>adequate</b> evidence to support the adaptations and accommodations and the relationship of the adaptations and accommodations to student educational needs is <b>clearly identified</b> .  | The rationales provide <b>evidence-based support</b> for the specific adaptations and accommodations and the relationship of the adaptations and accommodations to student educational needs is <b>clearly and thoroughly</b> identified.   |
| <b>Section 5 Assessment and Documentation of Student Progress</b>   |  |  |   |   |
| The candidate designs assessments that match learning objectives with assessment methods and minimizes sources of bias that can distort assessment results.<br><br><i>InTASC 6(b)</i>                                       | The candidate <b>does not</b> describe an assessment plan that that evaluates all student learning objectives <b>or</b> describes a plan that <b>does not</b> directly measure all of the student learning objectives (e.g., is <b>not observable, measurable</b> ). | The candidate describes an assessment plan that evaluates all student learning objectives but <b>does not</b> include documentation of <b>both</b> formative and summative measures that <b>does not</b> address possible assessment bias. | The candidate describes an assessment plan that evaluates all student learning objectives <b>and includes both</b> formative and summative assessments that minimize sources of bias.<br><br>The candidate describes the assessment results that would prompt modification of | The candidate describes an assessment plan that evaluates <b>all</b> student learning objectives, <b>includes</b> formative and summative assessments that minimize sources of bias and includes <b>multiple</b> data sources for each objective.<br><br>The candidate describes <b>multiple</b> assessment results |

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|  |  |  | instructional plans <b>and</b> those specific modifications. | that would prompt modification of instructional plans <b>and</b> those specific modifications. |
|--|--|--|--|--|

# Collaborative Learning Team Assessment

## Assessment Objectives

- The candidate will collaborate with other teachers in a school context.
- The candidate will assess individual student and/or group learning progress and consider this data to make instructional decision.
- The candidate will develop and/or revise lesson plans, instructional delivery methods, and classroom management strategies with the goal of improving student learning progress.
- The candidate will collaboratively develop a teaching action plan that promotes an individual student's or a group of students' academic achievement.

## Rationale

Today's teachers play a teacher leadership role, with each professional (novice and veteran) facilitating not only their own but also their colleagues' professional development—all focused on the achievement of the students they work together to educate. As a Teacher Candidate you will enter schools where collaboration with your colleagues in the service of your students is required. Professional collaborations and teacher leadership must begin and end with joint considerations of the evidence of student learning.

You will complete the Collaborative Learning Team Task during an internship or field experience placement to ensure that you have an active responsibility for instruction and student learning. This task can be completed in conjunction with other program requirements (e.g., a teacher research project or a teacher work sample assignment).

## Assessment Task

To complete this task you will:

- Collaborate with a team of teacher colleagues, potentially including but not consisting solely of the mentor teacher, to discuss individual student or group learning progress
- With the learning team, consider assessment results and make responsive instructional decisions that promote an individual student's or a group of students' learning
- Provide input to the team to identify lesson plans or revisions to lesson plans, instructional delivery methods, or classroom management strategies affecting student learning progress
- Detail a teaching action plan that the team believes will promote the individual student's or group of students' academic achievement and that includes a description of the instructional activities and assessments to be used and how assessment results will be used to determine changes in student learning

## Submission Directions

You will submit a completed template to demonstrate meeting the above objectives and completion of the above tasks:

### Part 1: Collaboration

**Documentation of collaborations** with teacher colleagues regarding individual student or group learning progress. (Documentation can include: agenda, minutes, reflections, etc.)

### Part 2. Assessment and Instruction

**Documentation of initial assessment results and responsive instructional decisions.** (Documentation will include the initial results from the assessment and the specific instructional decisions made in response to the assessment results.)

### Part 3. Lesson Plan(s)/Revisions

**Documentation of lesson plans** or revisions, instructional delivery methods or classroom management strategies. (Documentation will be the detailed lesson plan(s) or revision with instructional delivery methods or classroom management strategies.)

### Part 4. Teaching Action Plan



**Include the teaching action plan** that is a description of the alignment of specific instructional activities and assessments. (Documentation will describe an alignment of objectives, assessment outcomes and instructional strategies used.)

**Collaborative Learning Team Assessment  
TEMPLATE**

You will submit the following and attachments to demonstrate meeting the objectives for this assessment task.

| Task  | Documentation  |  |  |
|---|--|--|--|
| <b>Part 1: Documentation of collaborations</b> with teacher colleagues regarding individual student or group learning progress. | <b>Documentation of collaborations</b>   |  |  |
|   | <i>List artifacts attached to this template:</i>   |  |  |
| <b>Part 2. Documentation of initial assessment results and responsive instructional decisions.</b>                              | <b>Assessment results</b>  | <b>Corresponding instructional decisions</b> |  |
|   |  |  |  |
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|   |  |  |  |
| <b>Part 3. Documentation of lesson plans or revisions, instructional delivery methods or classroom management strategies.</b>   | <b>Attach lesson plan to this template.</b><br><i>Briefly describe the content of the lesson and specific strategies and management techniques used for this lesson.</i> |  |  |
| <b>Part 4. Teaching action plan</b> that includes a description of instructional activities and assessments.                    | <b>Teaching action plan</b>  |  |  |
|   | <b>Objectives</b>  | <b>Instructional Activities</b>              | <b>Assessment (list and state alignment)</b> |
|   |  |  |  |
|   |  |  |  |
|   |  |  |  |

**Collaborative Learning Team Task  
Rubric**

| <b>Criteria</b>  | <b>Does Not Meet Standard 1</b>   | <b>Approaches Standard 2</b>   | <b>Meets Standard 3</b>   | <b>Exceeds Standard 4</b>   |
|--|---|--|---|---|
| <b>Part 1. Collaboration</b>   |   |  |   |   |
| <p><b>The candidate works with school professionals to plan and facilitate learning to meet diverse needs of learners.</b></p> <p><i>InTASC 10(b)</i></p>  | <p>The candidate <b>does not provide</b> evidence of effectively collaboration with school professionals to plan <b>and/or</b> jointly facilitate learning to meet diverse needs of learners.</p> | <p>The candidate provides evidence that he/she collaborates only <b>occasionally or less than effectively</b> with school professionals to plan and jointly facilitate learning to meet diverse needs of learners.</p> | <p>The candidate provides evidence that he/she collaborates with school professionals to <b>effectively</b> plan and <b>jointly</b> facilitate learning to meet diverse needs of learners but <b>did not</b> take advantage of all opportunities.</p> | <p>The candidate provides evidence that he/she collaborates <b>regularly and effectively</b> with a variety of school professionals to plan and <b>jointly</b> facilitate learning to <b>meet diverse needs</b> of learners.</p>            |
| <p><b>The candidate engages in professional learning, contributes to the knowledge and skill of others, and works collaboratively to advance professional practice.</b></p> <p><i>InTASC 10(f)</i></p>                                       | <p>The candidate <b>does not provide</b> evidence of collaboration with school professionals to engage in professional learning that advances practice.</p>                                       | <p>The candidate provides evidence that he/she only <b>occasionally or less than effectively</b> collaborates with school professionals to engage in professional learning that advances practice.</p>                 | <p>The candidate provides evidence that he/she <b>effectively</b> collaborates with school professionals to <b>effectively</b> and <b>jointly</b> engage in professional learning that advances practice.</p>   | <p>The candidate provides evidence that he/she collaborates <b>regularly and effectively</b> with a variety of school professionals to <b>effectively</b> and <b>jointly</b> engage in professional learning that advances practice.</p>    |
| <b>Part 2. Assessments and Instruction</b>   |   |  |   |   |
| <p><b>Independently and in collaboration with colleagues, the candidate uses data (e.g., systematic observation, information about learners, research) to evaluate outcomes of teaching and learning to adapt planning and practice.</b></p> | <p>The candidate <b>does not</b> show evidence of collaboration with colleagues in the use of data to evaluate outcomes of teaching and learning or to adapt planning and practice.</p>           | <p>The candidate independently or in collaboration with colleagues uses data to evaluate outcomes of teaching and learning <b>but inaccurately or ineffectively</b> adapts planning and practice.</p>                  | <p>The candidate independently and in collaboration with colleagues uses data to <b>effectively</b> evaluate outcomes of teaching and learning <b>and</b> adapts planning and practice.</p>   | <p>The candidate independently and in collaboration with colleagues uses a <b>variety of data</b> to <b>accurately</b> evaluate outcomes of teaching and learning and <b>effectively</b> adapts planning and practice for all learners.</p> |

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| <i>InTASC 9(c)</i>  |  |  |   |  |
| <b>Part 3. Lesson Plan</b>  |  |  |   |  |
| <p><b>The candidate understands the strengths and needs of individual learners and how to plan instruction that is responsive to these strengths and needs.</b></p> <p><i>InTASC 7(j)</i></p>       | <p>The candidate exhibits a <b>limited or no</b> understanding of the strengths and needs of individual learners <b>nor</b> how to plan instruction that is responsive to strengths and needs.</p>               | <p>The candidate exhibits a <b>limited</b> understanding of the strengths and needs of individual learners <b>and/or</b> how to plan instruction that is responsive to these strengths and needs.</p>          | <p>The candidate exhibits an understanding the strengths and needs of individual learners and how to plan <b>effective</b> instruction that is responsive to these strengths and needs.</p>   | <p>The candidate exhibits a <b>deep understanding</b> the strengths and needs of <b>diverse</b> learners and how to plan <b>effective</b> instruction that is responsive to these strengths and needs.</p>   |
| <p><b>The candidate balances the use of formative and summative assessment as appropriate to support, verify, and document learning.</b></p> <p><i>InTASC 6(a)</i></p>                              | <p>The candidate <b>does not provide evidence</b> of the use of formative and summative assessment as appropriate to support, verify, and document learning.</p>   | <p>The candidate provides <b>limited</b> evidence of the use of formative <b>and/or</b> summative assessment as appropriate to support, verify, and document learning.</p>                                     | <p>The candidate provides <b>adequate</b> evidence of the balanced use of formative and summative assessment as appropriate to support, verify, and document learning.</p>  | <p>The candidate provides <b>extensive</b> evidence of the balanced use of <b>multiple</b> formative and summative assessments as appropriate to support, verify, and document learning.</p>   |
| <p><b>The candidate designs assessments that match learning objectives with assessment methods and minimizes sources of bias that can distort assessment results.</b></p> <p><i>InTASC 6(b)</i></p> | <p>The candidate provides <b>no evidence</b> that he/she designs assessments that match learning objectives with assessment methods <b>or</b> minimizes sources of bias that can distort assessment results.</p> | <p>The candidate provides <b>little evidence</b> that he/she designs assessments that match learning objectives with assessment methods and minimizes sources of bias that can distort assessment results.</p> | <p>The candidate provides <b>evidence</b> that he/she designs <b>effective</b> assessments that <b>closely</b> match learning objectives with assessment methods and minimizes sources of bias that can distort assessment results.</p> | <p>The candidate provides multiple pieces of <b>evidence</b> that he/she designs <b>effective</b> assessments that <b>align</b> learning objectives with a <b>variety</b> of assessment methods and minimizes sources of bias that can distort assessment results.</p> |

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| <p>The candidate works independently and collaboratively to examine test and other performance data to understand each learner's progress and to guide planning.</p> <p><i>InTASC 6(c)</i></p> | <p>The candidate <b>does not</b> work independently and collaboratively to examine test and other performance data to understand <b>some</b> learner's progress and to guide planning.</p> | <p>The candidate works independently <b>and/or</b> collaboratively to examine <b>limited</b> test and other performance data to understand <b>some</b> learner's progress and to guide planning.</p> | <p>The candidate works independently and collaboratively to examine test and other performance data to understand each learner's progress and to guide planning.</p> | <p>The candidate works independently and collaboratively to examine <b>multiple sources of</b> test and other performance data to understand every learner's progress and to guide planning to meet <b>diverse</b> student needs.</p> |
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**Part 4 Teaching Action Plan**

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| <p>The candidate reflects on his/her personal biases and accesses resources to deepen his/her own understanding of cultural, ethnic, gender, and learning differences to build stronger relationships and create more relevant learning experiences.</p> <p><i>InTASC 9(e)</i></p> | <p>The candidate <b>describes rather than reflects on</b> personal biases <b>and does not</b> access resources to deepen understanding of cultural, ethnic, gender, and learning differences to build stronger relationships and create more relevant learning experiences.</p> | <p>The candidate <b>describes rather than reflects on</b> personal biases and accesses <b>some</b> resources to deepen understanding of cultural, ethnic, gender, and learning differences to build stronger relationships and create more relevant learning experiences.</p> | <p>The candidate reflects on <b>some</b> personal biases and accesses <b>a range</b> of resources to deepen understanding of cultural, ethnic, gender, and learning differences to build stronger relationships and create more relevant learning experiences.</p> | <p>The candidate reflects <b>candidly on a variety of personal biases</b> and accesses a <b>broad range</b> of resources to deepen understanding of cultural, ethnic, gender, and learning differences to build stronger relationships and create more relevant learning experiences.</p> |
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| <p><b>The candidate takes an active role on the instructional team giving and receiving feedback on practice, examining learner work, analyzing data from multiple sources, and sharing responsibility for decision making and accountability for each student's learning.</b></p> <p><i>InTASC 10(a)</i></p> | <p>The candidate <b>does not</b> work with the instructional team, receives <b>limited</b> feedback on practice, examining <b>minimal</b> learner work, <b>rarely</b> analyzing data, and sharing <b>little</b> responsibility for decision making and accountability for student's learning.</p> | <p>The candidate <b>occasionally and/or passively</b> works with the instructional team, receiving <b>limited</b> feedback on practice, examining <b>some</b> learner work, analyzing data <b>from a single source</b>, and sharing <b>little or no</b> responsibility for some decision making and accountability for each student's learning.</p> | <p>The candidate takes an <b>active</b> role on the instructional team, receiving feedback on practice, examining learner work, analyzing data from <b>multiple sources</b>, and sharing responsibility for decision making and accountability for <b>each</b> student's learning.</p> | <p>The candidate takes an <b>active</b> role on the instructional team, <b>giving and receiving</b> feedback on practice, examining learner work, analyzing data from <b>multiple sources</b>, and sharing responsibility for decision making and accountability for each student's <b>diverse</b> learning needs.</p> |
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