

Student Academic Performance Sample Performance-Based Assessment

Initial/Professional Teacher Education University of Colorado at Denver

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Resources:

Colorado Model Content Standards

Colorado Teacher Education Standards

Western Oregon University Teacher Work Sample

Performance Prompt Teaching Processes; Standards and Indicators from: the Renaissance Partnership for Improving Teacher Quality (Western Kentucky University)

STUDENT ACADEMIC PERFORMANCE SAMPLE (SAPS)

Version 11, May, 2005

Contents of this Document

This document begins with an overview of the *Student Academic Performance Sample (SAPS)*, the culminating performance based assessment (PBA) of the Initial Professional Teacher Education program at the University of Colorado at Denver. Teacher Candidates from three programs (elementary education, secondary education, and special education) who seek initial licensure complete the *Student Academic Performance Sample* as the context for validation of proficiency on a wide range of Colorado Teacher Education Standards. The processes and product of the *Student Academic Performance Sample* document the effort of Teacher Candidates as they develop, implement, and evaluate their teaching effectiveness on a unit of instruction.

The overview begins with a definition of what constitutes a unit of instruction and then describes the multiple "building blocks" of knowledge and skill that are the foundation for successful completion of this process. An example of a building block is data display, analysis, and interpretation. A summary of the Colorado teacher education standards that are validated through completion of this PBA follows the description of the knowledge and skills that Teacher Candidates bring to this process.

Subsequent sections of the document address the assumptions that underlie completion of this PBA (e.g., total amount of instructional time devoted to the unit) followed by a more detailed description of each of the three stages of the *Student Academic Performance Sample*: 1) planning; 2) implementation; and, 3) interpretation. The narrative sections are followed by two sets of tables: 1) a table of development guidelines that identify the expectations for creation of the SAPS product; and, 2) a rating scale for the course instructors of *IPTE 5020 and SPED 5021 - Exploring Diversity in Content and Pedagogy I and II* - who validate the proficiency of Teacher Candidates on this PBA.

The first table, development guidelines for use by Teacher Candidates, is used to guide assembly of the SAPS document. The table provides information regarding both the order of assembly and brief guidelines on the scope and length for each component of the PBA.

The second table, used by course instructors who teach *IPTE 5020 and SPED 5021 - Exploring Diversity in Content and Pedagogy I and II*, should also be reviewed by Teacher Candidates. This may enhance their understanding of the traits, or descriptors, that identify proficient performance on this PBA.

The final section of this document is a set of optional guidelines and informal questions for use by personnel at the school sites where Teacher Candidates complete this PBA. It is suggested that Teacher Candidates initiate a series of three conversations on site during the semester they complete *SPED 5021 - Exploring Diversity in Content and Pedagogy II*. The three conversations are intended to serve as informal "checkpoints" to enhance communication, as well as prompt support and guidance, for the Teacher Candidate (as needed) during this complex process. A series of questions that may be used to frame the conversations on site are found in the last section of this document. It is suggested that the first of the conversations occur as the Teacher Candidate is preparing to begin implementation of the unit of instruction. There should be general agreement among partner school personnel as to the sufficiency of the unit content (i.e., the degree to which the scope and sequence of lessons adhere to school district standards and are comprehensive). Following this conversation, the Clinical Teacher at the school site, as well as the Site Coordinator and Site Professor (if available), should encourage the Teacher Candidate to proceed with unit implementation. Please note that Site Coordinators, Site Professors, and Clinical Teachers are encouraged to provide support to the Teacher Candidate as the unit is implemented. A minimum of one formal coaching session during unit implementation is also encouraged.

The second recommended conversation at the school site occurs near the end of unit implementation. This conversation should be framed to address whether there has been sufficient progress toward acquisition of CO standards on the part of K-12 learners to conclude instruction given the range of logistical challenges (e.g., school holidays, the CSAP "testing window," etc.) that arise in K-12 settings. If so, the Teacher Candidate then conducts the range of post-assessment measures he or she has designed.

The third and final recommended conversation at the school site occurs as the Teacher Candidate shares a summary of student performance data and a draft of the narrative interpretation of the results. This stage of the SAPS addresses a summary of student improvement on the unit outcomes, an interpretation of variance in the extent of growth demonstrated by the full range of learners taught, recommendations for future instruction with these same learners, and implications for the ongoing professional development of the Teacher Candidate based on his or her learning from this experience.

Overview of the *SAPS*

The unit of instruction that serves as the framework for completion of this PBA is defined as *a sequence of well-organized lessons that are focused on promoting the acquisition of Colorado model content standards within and/or across subject areas.*

In order for a Teacher Candidate to meet the requirements of this PBA, he or she must demonstrate knowledge and skills related to the following:

- 1) an appreciation for the complex contexts that influence the design, implementation, and validation of instruction carried out in the diverse contemporary educational settings of our partner schools;
- 2) multiple methods to assess the strengths and needs of students, including substantive academic unit outcomes referenced to CO model content standards, as well as the ability of K-12 students to demonstrate social and affective skills essential to participation in (and perpetuation of) our democratic system;
- 3) a range of instructional models, including those that are indirect (e.g., inquiry, concept attainment), direct (i.e., teacher-directed), and cooperative in nature;
- 4) content knowledge, as reflected in the continua of Colorado model content standards within and across subject areas;
- 5) methods to meet the needs of learners who are diverse through accommodation of content, activities/processes, and products to support the full range of academic and related needs exhibited by the students served; and,
- 6) techniques to display, analyze, and interpret student performance data.

What Teacher Education Standards are Validated Through Completion of the *Student Academic Performance Sample*?

Standard 3: Knowledge of Standards and Assessment

- 3.1 Design short and long range standards-based instructional plans
- 3.2 Develop valid and reliable assessment tools for the classroom
- 3.3 Develop and utilize a variety of informal and formal assessments, including rubrics

- 3.4 Assess, compare and contrast the effects of various teaching strategies on individual student performance relative to content standards
- 3.5 Use assessment data as a basis for standards-based instruction
- 3.8 Ensure that instruction is consistent with school district priorities and goals, the Colorado Model Content Standards, and the 1999 Colorado Accreditation Program

Standard 4: Knowledge of Content

- 4.1 Utilize content knowledge to ensure student learning
- 4.2 Enhance content instruction through a thorough understanding of all Colorado model content standards
- 4.3 Apply expert content knowledge to enrich and extend student learning
- 4.4 Integrate literacy and mathematics into content area instruction

Standard 5: Knowledge of Classroom and Instructional Management

- 5.4 Raise the academic performance level of a group of students, over time, to a higher level
- 5.7 Accurately document and report ongoing student achievement
- 5.8 Communicate a variety of assessment results, and their implications, to students, parents, guardians, professionals, administrators, and the community

Standard 6: Knowledge of Individualization of Instruction

- 6.1 Employ a wide range of teaching techniques to match the intellectual, emotional, and social level of each student, and choose alternative teaching strategies and materials to achieve different curricular purposes
- 6.2 Design and/or modify standards-based instruction in response to diagnosed student needs, including the needs of exceptional learners and English language learners
- 6.3 Utilize understanding of educational disabilities and giftedness and their effects on student learning in order to individualize instruction for these students
- 6.6 Collect data on individual student achievement and be accountable for each child's learning

Standard 7: Knowledge of Technology

- 7.1 Apply technology to standards-based instruction
- 7.2 Use technology to increase student achievement
- 7.3 Utilize technology to manage/communicate information
- 7.4 Apply technology to data-driven assessment of learning
- 7.5 Instruct students in basic technology skills

Standard 8: Democracy, Educational Governance and Careers in Teaching

- 8.1 Model/articulate the democratic ideal
- 8.5 Evaluate his/her own performance and access the professional development options necessary to improve that performance

Assumptions Underlying the SAPS

There are a number of assumptions that underlie this complex Performance Based Assessment. These assumptions must be understood clearly by all of the people who provide support and guidance to the Teacher Candidates so that proficiency may be achieved. These assumptions include the following:

- The unit of instruction that forms the basis for SAPS should comprise a minimum of eight hours of instruction. Teacher Candidates are expected to implement SAPS within the schedule used in their respective school sites whether that be a fixed or rotating "block" schedule or other organizational structure.

The unit of instruction that forms the basis for SAPS does *not* need to be an entirely original work on the part of the Teacher Candidate. Given that Clinical Teachers vary in the flexibility they have to surrender control of the curriculum to a Teacher Candidate, an existing unit that is a component of curriculum during the semester when the Teacher Candidate completes *SPED5021 – Exploring Diversity in Content and Pedagogy II*, may be used as the framework for this PBA. Substantial additions to the unit may be required, however, to permit the Teacher Candidate to demonstrate all of the processes (and their resulting products) as required in this PBA.

- This PBA may be implemented at any time in the semester agreed upon by the SPED 5021 course instructor and personnel at the school site. There is no expectation that the SAPS be implemented during the solo week (or weeks) that occur in the final internship experience. It may, in fact, be more manageable for the Teacher Candidate to complete the SAPS at a time other than solo week due to the significant day-to-day effort required for completion of this PBA.
- There is no set number of lesson plans required for SAPS. The outcomes for individual lessons may vary in the degree of complexity undertaken by the Teacher Candidate and his or her learners. The format of the lesson plans may also vary according to the organizational structure in which Teacher Candidates conduct instruction (e.g., a 90 minute literacy block) and the guidelines used by UCD course instructors. Teacher Candidates are encouraged, however, to use a model of lesson planning that reflects “backward design.” In this framework, the lesson outcome is determined first and is stated in the form of a performance objective. The second element in backward lesson design is the Teacher Candidate’s identification of the evidence he or she will collect to validate the learners’ progress on the lesson outcome. Other lesson plan elements (e.g., identification of instructional materials) may follow in any order that is compatible with planning methods used in the Partner School.
- The range of lesson plans submitted for validation in the SAPS document must reflect the Teacher Candidate’s use of more than one instructional model (e.g., direct instruction, indirect instruction, cooperative learning) across the eight hours of instruction required for completion of the SAPS process. This requirement permits validation of those Colorado Teacher Education Standards specifying that our Teacher Candidates demonstrate multiple forms of instruction.
- The primary task of *SAPS* validation will be completed by UCD course instructors in the context of *SPED5021 – Exploring Diversity in Content and Pedagogy II*. Clinical Teachers and other personnel at the school site are

encouraged, however, to communicate with and provide guidance to Teacher Candidates throughout the *SAPS* process.

- A set of criteria, termed *traits* or *descriptors*, are found in the *SPED 5021* course instructors' rating scale for each process (and resulting product) of the *SAPS* document. Some of these traits or descriptors reflect the presence/absence of a particular criterion for the product (e.g., "*The grade level context factor is identified*") and are validated as "Yes" or "No." Other criteria are validated on a Likert scale within a *qualitative* trait or descriptor thereby reflecting more holistic scoring. An example of this form of scoring, appropriate for the complexity of this PBA, is - "*The unit topic is grounded in the strengths of the school as well as the community and provides connections to the world beyond the day-to-day experience of the students.*" Teacher Candidates are expected to produce a *SAPS* product that is validated as "Yes" on all of the dichotomous traits or descriptors as well as a "4" or higher on the holistic traits or descriptors listed for each component. Teacher Candidates who fail to meet this standard of proficient performance are provided with personalized feedback and are guided to create a revised *SAPS* product.

What Do Teacher Candidates Need to Do?

Completion of this performance-based assessment requires that Teacher Candidates generate a number of specific products for each of the three Stages of *SAPS*. The tables articulating the development guidelines and rating scale for course instructors are organized in the same order. The processes and products listed in each table are the component parts of the *SAPS*. In Stage I - Planning - Reflection for Action - the processes can be completed in any order that reflects the unit planning approach favored by a particular Teacher Candidate and his or her colleagues at the school site. The processes associated with Stages II and III, however, are to be completed in the order specified in the tables.

Development Guidelines for the *Student Academic Performance Sample*

*NOTE - Before submission of the *Student Academic Performance Sample* for validation, please review the following table to verify that each product listed is found in the documents. Please follow the order specified below for assembling the PBA.

Stage I - Reflection for Action: Planning

PROCESS	PRODUCT
Select unit topic.	Title page with 50 word abstract (maximum) describing the theme or topic of the unit; name of TC and location of final internship listed as well.
Provide rationale for topic selection.	One and one-half to three-page rationale for topic selection linked to classroom, school and community context factors; sequence of unit topic within a year-long plan of study is identified.
Identify district/state standards to be addressed in the unit.	District/state standards addressed in the unit within and/or across subject areas listed in a table, or in narrative form.
Generate learner outcomes that form the unit content; reference to state/district standards.	Learner outcomes that form the unit content within and/or across subject areas are listed in the same table as the CO model content standards, or are referenced to the CO model content standards in narrative fashion. Based on the student population, modified learner outcomes are suggested for meeting the individualized needs of particular students.
Create a web, concept map or other graphic representation of unit content.	Copy of a web, concept map or other graphic representation that illustrates clearly the major concepts, knowledge and skills addressed in the unit outcomes, as well as the relationship between the unit content within and/or across subject areas.

Create a list of Essential and Unit Framing Questions	List of of the major essential questions and corresponding unit framing questions which serve as the over-arching basis for the unit of instruction.
Develop a table that illustrates the relationship between CO model content standards, learner outcomes, lesson plans, and the context (as well as the student performance) that will serve as the post-assessment.	One to two-page table that is organized by standards, corresponding learner outcomes, post assessments, lesson plan titles, and the context (as well as the performance) that will serve as the post-assessment
Design a post-assessment for each learner outcome; use method(s) that challenge students within the content area and promote the use of higher-level cognitive skills.	A copy of a student-ready post-assessment, including directions to K12 learners, relevant scoring criteria or procedures (such as a rubric or answer key). A narrative reflection of how and why this assessment addresses the Colorado content standards targeted for the unit as well as how it serves to integrate concepts, skills and knowledge addressed throughout the unit. Possible assessment measures include teacher observation/interview; selected response or constructed response measures; and/or a checklist, rating scale, or rubric for performance measures.
Design pre-assessment that corresponds to each post-assessment; use method(s) to verify the background knowledge of K12 learners in reference to the concepts, knowledge and skills targeted by the post-assessment.	A copy of a student-ready pre-assessment for each learner outcome including scoring criteria or mechanisms that parallel the respective post assessment. Narrative description of the method(s) used to collect pre-assessment information for all students on the learner outcomes. Multiple methods are used including interviews, questionnaires, a set of individually constructed "K" charts (from a K-W-L), or more formal (e.g., constructed response) measures.
Conduct pre-assessment; analyze data from pre-assessment measures.	Graphic summary of assessment results with a one and one-half to two-page essay that summarizes the results. Discuss whether unit outcomes and lesson plans were, or were not, modified or personalized for specific students.
Design lessons, learning opportunities, and embedded assessment for a minimum of 8 hours	A sample set of lesson plans and associated embedded assessments (including student work samples). The advanced lesson planner format must be used for a minimum of 3 lesson plans with the remaining lessons following a lesson plan format of the Teacher Candidate's choosing (as long as

of instruction.	the major components of a lesson plan are addressed). Include all lessons to illustrate your ability to design various forms of instruction.
Identify "scientific basis" for one or more elements of lesson design.	One and one-half page description of the knowledge base that underlies one or more elements of lesson design (e.g., teaching similarities and differences); include two or more citations.
Select technology that supports unit content and/or processes.	One-to-two page narrative that describes the media selection and provides a rationale for the decisions made. Describe the technology skills that are required of students and how you will ensure that they will have those skills in their repertoire. Lesson plan elements reflect technology used in teaching, as well as technology knowledge and skills K-12 learners acquire and/or practice as a function of the unit.
Coordinate unit design and implementation.	One-page description of who was consulted in the creation of the unit; identification of the resources to be used.
Identify order of lessons and learning opportunities matched to CO model content standards and grade level expectations/benchmarks.	A table that illustrates a "calendar" of lesson plans and learning opportunities that address all unit outcomes referenced to CO standards and grade level expectations/benchmarks.

II - Reflection in Action: Implementation

PROCESS	PRODUCT
Implement teaching and learning.	Completed coaching forms.

Conduct and analyze a form of embedded assessment.	One and one-half page description of data analysis from the embedded assessments with an articulation of decision(s) arising from that analysis.
Modify a lesson, as indicated, by analysis of the embedded assessments.	A copy of the original lesson plan with modifications indicated in highlighted format (font, color, style, etc.). One-page description of the modifications made, including a data-based rationale for those changes. Include a discussion of how you coordinated this change with other adults in your setting that may have been impacted by the change.
Conduct post-assessment.	Sample of completed assessment measures.

Stage III - Reflection on Action: Interpretation

PROCESS	PRODUCT
Display pre- and post-assessment data per learner outcome in the form of tables and histograms (i.e., "bar" graphs).	Data tables and graphs.
Analyze data; identify "clusters" formed through particular patterns in the data as well as "outliers."	One and one-half page description of the data for each learner outcome, specific detail is provided in reference to the performance of those students whose data "clustered," as well as for those students whose performance reflected the extremes of the results.

Interpret data using one or more inferences that may be plausible in making meaning from the data.	One-half to one page description of data interpretation for each learner outcome.
Describe impact of the technology that supported teaching and learning.	One to two page description of the outcomes of technology use.
Share results of unit with family members and students.	One to one and one-half page informal letter, or other format, addressed to family members and students that describes progress toward district and/or state standards achieved on the unit.
Generate implications for learners.	List of instructional and policy recommendations for students served based on these data.
Identify implications of unit outcomes with future professional practice.	Professional development plan that describes continued areas for growth based on experience with unit development, implementation and interpretation.

University of Colorado at Denver - Division of Initial Professional Teacher Education

Rating Scale for Validation of the *Student Academic Performance Sample* - Course Instructors Only

Teacher Candidate

Date

Final Internship Location

Course Instructor

INSTRUCTIONS:

Validation of this performance-based assessment is based on holistic scoring. Holistic scoring is used when a complex performance is to be judged as meeting (or failing to meet) a specified set of criteria. Holistic scoring encompasses a number of "traits" or "descriptors" that are associated with a performance that meets the criteria.

Please review the following indicators of "proficient performance" referenced to each component of the three stages of the *Student Academic Performance Sample*. As you complete the review, note that some of the traits or descriptors are validated simply as present ("Yes") or absent ("No"). Other traits or descriptors are validated on a Likert scale. Proficiency on this PBA is achieved when all of the necessary elements scored "Yes" or "No" are judged to be present and a clear majority of the categories are rated at a level '3' and '4.' A grade for the course SPED 5021 will be based on the percentage of categories rated accordingly. Write any comments to guide continued work, if necessary, in the spaces provided.

- 1- Not addressed - Mandatory re-do
- 2 - Demonstrates a rudimentary understanding of concepts, skills, knowledge, and dispositions (not yet ready for their own classroom)
- 3- Demonstrates a developing sense of the concepts, skills, knowledge and dispositions (Commensurate with a beginning teacher who needs continued support/development).
- 4 - Demonstrates a proficient understanding of the concepts, skills, knowledge and dispositions (Meets expectation of a qualified, beginning teacher)
- 5 - Demonstrates an advanced understanding of the concepts, skills, knowledge and dispositions (Commensurate with an experienced teacher)

The following system will be used to determine your final grade in SPED 5021:

A = at least 85% (17) of the numerically scored unit sections are at a level 4 or higher and the remaining numerically scored sections are at least at a level 3. No sections in the document are omitted.

B = at least 70% (14) of the numerically scored unit sections are at a level 4 or higher and the remaining numerically scored sections are at least at a level 3. No sections in the document are omitted.

If any section in the final SAPS product is graded at a level 2 or lower, it must be rewritten and resubmitted.

	<p>school or community contexts that need to be considered in the design and implementation unit.</p>	<ul style="list-style-type: none"> ■ General school profile information (i.e., results on state tests, mobility rates, percentage of students on free and reduced lunch, average daily attendance, and school safety indicators) is described. ■ Information regarding congruence of unit topic or theme with school improvement plan and parental priorities for students served is included. ■ Clear rationale as to how the unit topic is grounded in the strengths of the school as well as the community and provides connections to the world beyond the day-to-day experience of the students. <p>Classroom context factors are described including:</p> <table data-bbox="646 646 1539 974"> <tr> <td>Grade level(s)</td> <td>___ YES ___ NO</td> </tr> <tr> <td>Number of students</td> <td>___ YES ___ NO</td> </tr> <tr> <td>Gender distribution</td> <td>___ YES ___ NO</td> </tr> <tr> <td>Number of students w/disabilities</td> <td>___ YES ___ NO</td> </tr> <tr> <td>Number of students who are gifted/talented</td> <td>___ YES ___ NO</td> </tr> <tr> <td>Number of students w/ 504 plans</td> <td>___ YES ___ NO</td> </tr> <tr> <td>Number of students who are learning English</td> <td>___ YES ___ NO</td> </tr> <tr> <td>Print and technological resources</td> <td>___ YES ___ NO</td> </tr> <tr> <td>Availability of support personnel</td> <td>___ YES ___ NO</td> </tr> </table> <ul style="list-style-type: none"> ■ Description of physical features of the classroom, and whether those features support or restrict flexibility in instructional arrangement and format, is provided. ■ Description of the interests and abilities of students, as well as learning accomplishments to date is provided. . ■ The location of the unit topic within a year-long sequence or plan of study is identified. ■ Implications of context factors for instruction are clear and appropriate. ■ The context information is captured accurately and in sufficient detail. 	Grade level(s)	___ YES ___ NO	Number of students	___ YES ___ NO	Gender distribution	___ YES ___ NO	Number of students w/disabilities	___ YES ___ NO	Number of students who are gifted/talented	___ YES ___ NO	Number of students w/ 504 plans	___ YES ___ NO	Number of students who are learning English	___ YES ___ NO	Print and technological resources	___ YES ___ NO	Availability of support personnel	___ YES ___ NO	
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Availability of support personnel	___ YES ___ NO																				

3: CONTENT Unit Section: Standards and Benchmarks		1	2	3	4	5	Comments
Identify district and/or state standards to be addressed in the unit. Identify grade-level benchmarks	District/state standards addressed in the unit within and/or across subject areas are listed.	<p>ELEMENTARY: District/state standards in social studies and science are essential elements in the content of the unit. <input type="checkbox"/> YES <input type="checkbox"/> NO</p> <p>SECONDARY: District/state standards in literacy and math are essential elements in the content of the unit. <input type="checkbox"/> YES <input type="checkbox"/> NO</p> <ul style="list-style-type: none"> ■ List of district/state standards is sufficient in scope, and conceptually related to the unit topic. ■ Grade-level benchmarks clearly relate to the learner outcomes and concepts, knowledge and skills illustrated through the post-assessments. 					
4: CONTENT Unit Section: Learner Outcomes		1	2	3	4	5	Comments
Generate learner outcomes; reference to state and/or district standards.	Learner outcomes that form the unit content within and/or across subject areas are listed.	<p>Learner outcomes are aligned with district/state standards. <input type="checkbox"/> YES <input type="checkbox"/> NO</p> <ul style="list-style-type: none"> ■ Outcomes are differentiated in content for various students. ■ Outcomes are challenging, significant, and complete. ■ Student performance on the learning outcomes is defined clearly so that attainment (or progress towards attainment) of those outcomes and district/state standards can be determined. ■ Learner outcomes reflect several types and levels of learning as well as high expectations for student understanding and application of knowledge. 					

5: CONTENT Unit Section: Concept Map		1	2	3	4	5	Comments
Create a web, concept map or other graphic representation of unit content.	Copy of web, concept map or other graphic representation of unit content.	<p>The graphic representation is accompanied by a one-page description of the conceptual linkages of unit content within and/or across subject areas.</p> <p style="text-align: right;">___ YES ___ NO</p> <ul style="list-style-type: none"> ■ Web, concept map or other graphic representation of unit content illustrates clearly the major concepts, knowledge, and skills addressed in the unit as well as the relationship between the unit content within and/or across subject areas. ■ The narrative provides a clear description of the major concepts, knowledge and skills that can be addressed within or across content areas and a clear rationale for the concepts, knowledge and skills targeted for this unit. Consideration of how content can be differentiated to meet the cognitive needs of learners who are below, at or above grade level are discussed. 					
6: CONTENT Unit Section: Essential and Unit Framing Questions		1	2	3	4	5	Comments
Develop a set of Essential and Unit Framing Questions	A list of the essential questions and unit framing questions that will guide unit development.	<ul style="list-style-type: none"> ■ Essential questions reflect principles, laws, theories or concepts of the content area (s); going to the heart of the discipline. ■ The essential questions recur naturally, provoke student interest and require un-coverage as opposed to coverage of concepts, knowledge or skills. ■ The unit framing questions provide subject-and topic-specific access to the essential questions ■ The unit framing questions frame specific set of lessons ■ The unit framing questions point to and uncover essential questions through 					

		<p>the lens of a particular topic or subject area, yet have no one 'obvious' answer</p> <ul style="list-style-type: none"> ■ The unit framing questions accommodate diverse interests, creativity, learning styles 	
7: CONTENT Unit Section: Table		<p>1 2 3 4 5</p>	Comments
<p>Create a table illustrating the state or district standards, learner outcomes, lesson plans, as well as the context (and student performance) that will serve as the post-assessment.</p>	<p>One to two page table.</p>	<p>The table is organized by <i>CO</i> standards; corresponding unit outcomes; post-assessment(s); pre-assessment(s); and ongoing, assessment embedded within lesson plans. ___ YES ___ NO</p> <p>Identification of which points in the unit that ongoing embedded assessment data will be collected are identified. ___ YES ___ NO</p> <ul style="list-style-type: none"> ■ The range of embedded assessment measures includes selected response and/or constructed measures (as appropriate), informal measures (KWL charts, "ticket to leave," etc.) and performance measures such as lab reports, research projects, and products (e.g., posters, dioramas, musical and/or other forms of artistic expression). ■ A brief description of each embedded assessment reveals the specific knowledge or skills and criteria required to meet the objective for the respective lesson ■ The embedded assessments clearly relate to the objective of each lesson and adequately address the learner outcomes for the unit and are referenced to district/state standards. 	

8: ASSESSMENT Unit Section: Post and Pre Assessments		1	2	3	4	5	Comments
Design post-assessment and corresponding pre-assessments for each learner outcome.	Copies of student-ready assessments, including directions and scoring criteria or procedures. Narrative description of the method(s) used to collect post assessment and pre-assessment information for all learners on the unit outcomes.	<p>A copy of the post-assessment measure (s) (including directions to students) for each learner outcome is included. <input type="checkbox"/> YES <input type="checkbox"/> NO</p> <p>Selected response and/or constructed response measures include a "key" that specifies the responses that may be considered "correct" or checklist, rating scale or rubric for validating levels of student achievement is included. <input type="checkbox"/> YES <input type="checkbox"/> NO</p> <p>Minimal level of performance criteria are communicated. <input type="checkbox"/> YES <input type="checkbox"/> NO</p> <p>Copies of the pre-assessment measures (including directions to students) are provided. <input type="checkbox"/> YES <input type="checkbox"/> NO</p> <p>If informal assessments (e.g., KWL charts, teacher observation, etc.) are used, criteria for judging student performance are stated. <input type="checkbox"/> YES <input type="checkbox"/> NO</p> <ul style="list-style-type: none"> ■ Description of the context (and student performance) that will serve as the post-assessment is congruent with the CO standards, unit outcomes, and lesson plans. ■ Scoring procedures for post-assessment tasks are clear and complete; explanation is provided of how pre- and post-assessment measures are evaluated. ■ Criteria for the post-assessment that will be used to determine if the students' performance meets the learning goals/outcomes are stated. ■ Post-assessment measures are congruent with the learner outcomes in regard to content and cognitive complexity. ■ Demands of post-assessment tasks are developmentally appropriate and 					

		<p>address students' related background knowledge.</p> <ul style="list-style-type: none"> ■ The need for and adaptations to assessment are addressed and if needed, meet the individual needs of a range of students. ■ Scoring procedures for pre-assessment tasks are clear and complete; explanation is provided of how pre-assessment measures are evaluated. ■ Criterion that will be used to determine the students' performance is stated. ■ Pre-assessment measures are congruent with the knowledge, skills or concepts addressed in the corresponding post-assessment in regards to content and cognitive complexity. ■ Scoring procedures for the pre-assessment are congruent to those of the respective post-assessment. 	
<p>9: DATA AND DIVERSITY Unit Section: Pre-Assessment Analysis</p>		<p>1 2 3 4 5</p>	<p>Comments</p>
<p>Conduct pre-assessment</p> <p>Analyze pre-assessment data to refine decisions about unit content and lesson design.</p>	<p>Instructions to guide assessment administration are specified.</p> <p>Graphic summary of assessment results; two-page essay that summarizes processes and results of data analysis.</p>	<ul style="list-style-type: none"> ■ Items and prompts to guide assessment administration are written clearly. ■ Teacher Candidate analyzes the pre-assessment data accurately. ■ The use of data to determine the need for differentiation of content as well as whether and why previously specified unit outcomes as well as lesson plans were, or were not, modified or personalized for specific groups or individual students is addressed. ■ The use of pre-assessment data to guide lesson design (e.g., order of lessons, number of lessons, content of lessons) is addressed. 	

10: INSTRUCTION AND DIVERSITY		1	2	3	4	5	Comments
Unit Section: Lesson Plans							
Design lessons and learning opportunities, as well as embedded assessment, for a minimum of eight hours of instruction.	A complete set of lesson plans with associated embedded assessments (including student work samples). A minimum of 3 lesson plans follow the advanced lesson planning format with the remaining plans following a format of the TC's choosing but address required elements specified in IPTE 5020 and SPED 5021.	<p>Lesson plans are characterized by variety across activities, assignments, and resources used. _____ YES _____ NO</p> <p>Lesson plans reveal a range of instructional models including indirect (e.g., concept attainment), direct, inquiry (e.g., problem-based learning), and cooperative/collaborative learning. _____ YES _____ NO</p> <ul style="list-style-type: none"> ■ Elements within each plan are coherent, internally congruent (e.g., embedded assessment matches the learning outcome as stated), and appear to be engaging and relevant to the students' classroom and community context. ■ Introduction and closure within each lesson identifies connections between elements of the lesson content with that of previous lessons, as well between the content of this lesson and that of other lessons/units as appropriate. ■ The instructional objective of each lesson clearly communicates what students will know and be able to do by the end of this lesson as well as the conditions under which students will be expected to perform. ■ The procedural fidelity of instructional strategies is evident within the body of the lesson plan. ■ Instructional design reflects pre-assessment information so that the range of lesson plans reflect differentiated content, activities/process, and/or products ■ Lessons reflect subject area content accurately; the central concepts of the discipline(s) are represented. ■ The needs of students with disabilities have been addressed explicitly in the differentiation or modifications. 					

		<ul style="list-style-type: none"> Strategies for supporting the language and communication needs of second language learners are explicit. 	
11: INSTRUCTION Unit Section: Scientific Basis of an Instructional Strategy.		<p style="text-align: center;">1 2 3 4 5</p>	Comments
Identify "scientific basis" for one or more elements of lesson design.	One and one-half page description of the scientific basis that underlies one or more elements of lesson design.	<p>Description specifies whether or not the scientific basis for the lesson element includes research with the population of students for whom the unit is being implemented. ___ YES ___ NO</p> <p>Description includes two or more citations reflecting the scientific basis for the lesson element. ___ YES ___ NO</p> <ul style="list-style-type: none"> Critical features of the scientifically based lesson element are described. Critical features of the scientifically based lesson element are reflected in the lesson plan. 	
Unit Section: Calendar			Comments
Identify order of lessons/learning opportunities; match lesson plans to CO standards and grade level expectations or benchmarks.	Create a table or "calendar" of lesson plans and learning opportunities across the days of unit implementation.	<p>All lessons are explicitly linked to the unit outcomes; all unit outcomes are addressed in the full range of lessons. ___ YES ___ NO</p> <p>Match lesson plans and learning opportunities to the state standards and grade level expectations/benchmarks. ___ YES ___ NO</p>	

12: TECHNOLOGY Unit Section: Technology		1	2	3	4	5	Comments
Adopt technology that supports unit content and/or processes.	One-to-two page narrative that describes and provides a rationale for the media selection decisions made.	<p>A lesson plan specifies a form of technology used by the Teacher Candidate in teaching K-12 learners. ___ YES ___ NO</p> <p>The acquisition or practice of a technology skill by K-12 learners in a lesson is specified. . ___ YES ___ NO</p> <ul style="list-style-type: none"> ■ Description addresses the ways in which the Teacher Candidate ensures that K-12 learners have the required technology skill in their repertoire. ■ Description addresses the ways in which the Teacher Candidate teaches a required technology skill to K-12 learners directly OR in collaboration with a media specialist in the school site. ■ Description addresses the school district technology plan accessed by the Teacher Candidate as an element of planning for technology skill acquisition or maintenance by K-12 learners. 					
Unit Section: Coordination							Comments
Coordinate unit design and implementation.	One-page description of who was consulted in the creation of the unit; identification of the resources (human and material) used.	<p>Description is provided of collaborative efforts undertaken to co-plan unit topic; plan of who is "enrolled" to support unit implementation, and the nature of those negotiations is described as well. ___ YES ___ NO</p>					

Stage II - Reflection in Action: Implementation

PROCESS	PRODUCT	TRAITS OR DESCRIPTORS OF PROFICIENT PERFORMANCE					
13. CONTENT AND INSTRUCTION Unit Section: Coaching		1	2	3	4	5	Comments
Implement teaching and learning.	One or more completed coaching forms.	<p>Coaching forms provide validation of the Teacher Candidate's content knowledge.</p> <p style="text-align: center;"><input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>Coaching forms provide validation of the Teacher Candidate's adherence to a model of instruction.</p> <p style="text-align: center;"><input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>Coaching forms provide validation of the Teacher Candidate's adherence to the critical features of a "scientifically based" lesson element.</p> <p style="text-align: center;"><input type="checkbox"/> Yes <input type="checkbox"/> No</p>					

14: DATA Unit Section: Analyze embedded assessment		1	2	3	4	5	Comments
Conduct and analyze a form of ongoing assessment.	One and one-half page description of the results of an embedded assessment including how the data were analyzed.	<ul style="list-style-type: none"> ■ Assessment method is congruent with the learning outcome in content and cognitive complexity. ■ The Teacher Candidates' responsibility for the success or failure of the teaching and learning process is reflected in the analysis of student work (e.g., the degree to which learning did or did not occur attributed to actions of the TC in curriculum, instruction, and/or "management.") 					
15: DATA Unit Section: Modified Lesson		1	2	3	4	5	Comments
Modify a lesson, as indicated, by analysis of an embedded assessment.	A copy of the original lesson plan with modifications highlighted (e.g., font, color, style, etc.). One page description of the modifications made.	<p>There is evidence of modified methods/procedures in comparison to the original lesson plan. _____ YES _____ NO</p> <p>Communication strategies used to negotiate changes in roles and responsibilities for co-teachers and other colleagues, students, and family members (as appropriate) are described. _____ NA _____ YES _____ NO</p> <ul style="list-style-type: none"> ■ Description of the adjustments made to the lesson plan are clearly informed by the TC's analysis of the students' learning and/or performance data (i.e., there is a link between analysis of student learning gains [or lack of progress] and lesson modification). ■ The instructional decisions made are pedagogically sound and grounded in research 					

		and theory (i.e., the decisions are logically related to the assessment data; "why" the lesson modification may improve progress toward the learning outcome is articulated).	
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Stage III - Reflection on Acton: Interpretation

PROCESS	PRODUCT	TRAITS OR DESCRIPTORS OF PROFICIENT)	CHECK MARK INDICATES PROFICIENT PERFORMANCE
Unit Section: Post Assessment			Comments
Conduct post-assessments.	Sample of completed assessment measures.	Post assessment measures are aligned with state and/or district standards and unit learning outcomes; samples of student post-assessment measures are included. _____ YES _____ NO	

Unit Section: Data tables and graphs		1	2	3	4	5	Comments
Display pre- and post-assessment data per learner outcome in the form of tables and histograms (i.e., "bar" graphs).	Data tables and graphs.	<p>Presentation of data is formatted well, easy to understand, and contains no errors of representation. _____ YES _____ NO</p> <p>Each set of data tables and graphs displays the extent to which <i>all</i> class members attained the unit learning outcome through display of pre- and post-assessment "scores." _____ YES _____ NO</p> <p>Report of students who did, and did not, achieve each unit outcome is reported accurately. _____ YES _____ NO</p>					
16: DATA Unit Section: Data Analysis		1	2	3	4	5	Comments
Analyze data; identify "clusters" formed through particular patterns in the data as well as "outliers."	One and one-half page description of the data for each CO model content standard or unit "framing question"	<p>Confidentiality of students is protected in both data displays and narrative interpretation of results. _____ YES _____ NO</p> <p>Samples of student post-assessment measures are included that illustrate each of the "levels" of performance specified on the performance measure, if applicable. _____ YES _____ NO</p> <ul style="list-style-type: none"> ■ Rationale for collection of post-assessment data is provided for each unit outcome (i.e., "In what ways do these data count as credible evidence of student learning"?). ■ Initial description of data for each unit outcome is described without judgment (e.g., "The work shows...", "I see...", "I find...") 					

		<ul style="list-style-type: none"> ■ Initial patterns in the data for each unit outcome are described using one or more techniques (e.g., counting, level, descriptive statistics such as mean or median, etc.). ■ Patterns in the data are described in regard to multiple dimensions of student performance including upward, level, or downward trends; accuracy/proficiency; and/or speed/fluency as applicable. ■ "Clusters" (i.e. discrete categories or groups) of students whose data form a pattern in relation to the unit outcome are described according to one or more demographic variables (e.g., assignment of a formal disability label) and other variables such as gender, attendance, etc. ■ A rationale is provided as to why it may be important to analyze the learning of the students whose learning is represented by "clusters" in relation to one or more learning outcomes. ■ The progress (or not) of individual students who are "outliers" (i.e., scores that fall at the extreme ends of the data set) is examined. ■ Multiple sources of student work are analyzed that may serve as evidence for the progress (or not) on the unit outcomes beyond the pre- and post-assessment data (e.g., anecdotal evidence of student learning, improved attendance or engagement, additional forms of assessment data, etc.). ■ Overall narrative account of the data analysis is clear, comprehensive, and organized.. 	
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17: DATA AND DIVERSITY Unit Section: Data Interpretation		1	2	3	4	5	Comments
Interpret data using one or more inferences that may be plausible in making meaning from the data	One-half to one page description of data interpretation for each unit outcome	<ul style="list-style-type: none"> ■ The degree to which the gains (or not) in student learning are significant or important, as well as to which "audience" these data may be important is described. ■ Data interpretation is technically accurate and conclusions are aligned with the data. ■ Specific dimensions of unit design and implementation (e.g., interest/relevance of the unit outcomes) that may have contributed to the results are described. ■ Interpretation of the degree to which all students made progress toward the unit outcomes is addressed in light of classroom, school, and community context factors that may have contributed to the results; as well as students' varied approaches to learning; and students' prior knowledge related to unit outcomes. . ■ Data interpretation addresses additional sources of student work that are supplementary to the pre- and post-assessment data (e.g., anecdotal evidence of student learning) as evidence of student "gain" within the context of PBA implementation. ■ One or more hypotheses are provided as to why students whose data formed "clusters" (e.g., students who are engaged in second language acquisition, gender, etc.) may have performed in the ways they did. ■ Overall narrative account of the data interpretation is clear, comprehensive, and plausible according to the inferences made. 					

18: TECHNOLOGY Unit Section: Impact of Technology		1	2	3	4	5	Comments
Describe impact of the technology that supports teaching and learning.	One to two page description of the outcomes of technology use.	Narrative addresses technology elements that worked well; those that need improvement, assumptions that were made that proved to be faulty, and the future implications for technology use in instruction.					
Unit Section: Results							Comments
Share results of unit with family members and students.	One to one and one-half page informal letter, or other format, addressed to family members and students that describes progress toward district and/or state standards	<p>Communication methods describe student progress toward district and/or state standards achieved on the unit. _____ YES _____ NO</p> <p>Language used is accessible, family and student "centered," and positive/affirming in tone. _____ YES _____ NO</p>					

	achieved on the unit.						
19: CONTENT AND INSTRUCTION Unit Section: Implications for Learners		1	2	3	4	5	Comments
Generate implications for learners.	List of instructional and policy recommendations for all students served based on these data.	<p>Subsequent learning outcomes identified are consistent with the progression of unit content projected for the remainder of the school year. _____ YES _____ NO</p> <p>The methods associated with learning gains are described; multiple hypotheses are explored for why some students may have been unsuccessful (or especially successful) in acquiring unit outcomes. _____ YES _____ NO</p> <p>Suggestions for alternative approaches for those learners who were less successful on unit outcomes are described. _____ YES _____ NO</p> <ul style="list-style-type: none"> ■ Teacher Candidate provides appropriate implications of these data for future instruction based on individual differences between students, as well as classroom, school, and community contexts. 					
Unit Section: Professional Development Plan							Comments
Identify implications of unit outcomes for future professional practice	Professional development plan describes continued areas for growth.	<p>Identification of a two-part plan describing professional development is included. The plan includes strengths ("what did I do that fostered the learning of these students?") as well as goals for future growth ("what did not work and what could I do differently next time?"). _____ YES _____ NO</p> <p>Actions in relation to attainment of future professional development goals are specified. _____ YES _____ NO</p>					

Validation of the *Student Academic Performance Sample* - Optional Guidelines for School-Site Personnel

INSTRUCTIONS: One or more people associated with the school site may meet with the Teacher Candidate to offer guidance, as needed, through the processes of this complex performance based assessment. Guidelines of what the Teacher Candidate may want to share with these people at various points during this process are suggested, as well as a series of questions for use by school site personnel if they choose.

Process/product for SAPS Stage I	Guiding Questions for School Site Personnel
Unit topic and rationale for selection.	Is the topic relevant and age- appropriate for the learners to be served? Does this unit topic clearly link with multiple district/state standards?
Pre- and post-assessment description	Is the selection of assessment tasks adequate for the range of CO model content standards addressed in the unit? Are the scoring procedures for assessment tasks clear and complete? Are the demands of the assessment tasks developmentally appropriate? Is the students' related background knowledge assessed?

Implement pre-assessment; use data to differentiate content.	In what ways does analysis of the pre-assessment data guide selection of the final unit outcomes for the full range of learners?
Summary of learner outcomes.	<p>Are the learner outcomes defined with clarity sufficient to determine attainment (or progress towards attainment) of the CO model content standards?</p> <p>ELEMENTARY: Are district/state standards in the areas of social studies and/or science included as elements in the content of the unit.?</p> <p>SECONDARY: Are district/state standards in the areas of both literacy and math included as elements in the content of the unit?</p>
Lessons and learning activities to guide approximately 8 hours of instruction.	Do lesson plans reflect differentiated activities and illustrate a range of instructional models including indirect (e.g., concept attainment), direct, inquiry, and cooperative/collaborative learning?
Process/product for SAPS Stage II	Guiding Questions for School Site Personnel
Implement lessons including ongoing assessment.	*NOTE - It is assumed that coaching by one or more members of the validation team will occur during unit implementation. Coaching processes may include a query of the Teacher Candidate regarding his or her perception (and concrete evidence) of student progress at the level of a lesson or the unit overall.

<p>If applicable, modify lesson as indicated by analysis of ongoing assessment data.</p>	<p>Is there a logical link between determination of lack of student progress and the lesson modification proposed?</p>
<p>Process/product for SAPS Stage III</p>	<p>Guiding Questions for School Site Personnel</p>
<p>Conduct post-assessment</p>	<p>Is the post assessment measure authentic and sufficient in scope to validate the unit outcomes?</p>
<p>Share results including implications for learners</p>	<p>Do the data analysis and interpretation address the progress of <i>all</i> students? Are recommendations for subsequent learning outcomes identified? Are the methods associated with learning gains described and alternative methods suggested for those learners who did not make progress on unit outcomes?</p>

Rubric for Course Instructors

Sample Cell from Stage I of the *Student Academic Performance Sample* Revealing Multiple Scoring Systems

PROCESS	PRODUCT	TRAITS OR DESCRIPTORS OF PROFICIENT PERFORMANCE
<p>Design lessons and learning opportunities, as well as embedded assessment, for a minimum of eight hours of instruction</p>	<p>A complete set of lesson plans and associated embedded assessments (including student work samples). Lesson plans follow a format of the TC's choosing.</p>	<p>All lessons are explicitly linked to the learner outcomes. ___YES ___NO</p> <p>All unit goals/outcomes are addressed across the full range of lessons. ___YES ___NO</p> <p>There is instructional variety across activities, assignments, and resources. ___YES ___NO</p> <p>Lesson plans reflect differentiated activities and/or products linked to collection and use of pre-assessment information.</p> <p style="text-align: center;"> 1 2 3 4 5 To a mild degree To a moderate degree To a high degree </p> <p>Lesson plans reflect subject area content accurately; the central concepts of the discipline(s) are represented.</p> <p style="text-align: center;"> 1 2 3 4 5 To a mild degree To a moderate degree To a high degree </p> <p>Lesson plans reflect the Teacher Candidate's knowledge of the cultural and ethnic backgrounds of the students as revealed through activities and/or products that honor diversity.</p> <p style="text-align: center;"> 1 2 3 4 5 To a mild degree To a moderate degree To a high degree </p>

		<p>Teacher Candidate articulates connections between elements of the content, as well between this content and other content areas as appropriate.</p> <p style="text-align: center;"> 1 2 3 4 5 </p> <p style="text-align: center;"> To a mild degree To a moderate degree To a high degree </p> <p>Lesson plans reveal a range of instructional models including indirect, direct, inquiry, and collaborative learning (e.g., cooperative learning, peer tutoring, etc.).</p> <p style="text-align: center;"> 1 2 3 4 5 </p> <p style="text-align: center;"> To a mild degree To a moderate degree To a high degree </p> <p>Lesson elements are coherent, congruent with the learning outcome, and appear productive in facilitating student progress.</p> <p style="text-align: center;"> 1 2 3 4 5 </p> <p style="text-align: center;"> To a mild degree To a moderate degree To a high degree </p> <p>Lesson plans validate, build upon, and extend the life experiences of the students served.</p> <p style="text-align: center;"> 1 2 3 4 5 </p> <p style="text-align: center;"> To a mild degree To a moderate degree To a high degree </p>
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