Candidates tutor one or more students in ELED 370 and evaluations are completed by the site coordinator and the WIU supervisor. In ELED 371, candidates engage in aiding activities in a classroom and teach two lessons and are evaluated by the mentor teacher and the WIU supervisor. In ELED 470, candidates teach at least 30 lessons and complete a teacher work sample and are evaluated by the mentor teacher and the WIU supervisor.

ELED 370

1. Final Paper Assignment

In your final paper, reflect on your experience at both schools and tell about at least one strategy from each of the 5 chapters (4-8) in the text that you used. Secondly, you are required to initiate at least one activity to help a child at each school. This can be practicing a basketball skill outside, a game you choose to increase social skills, or an academic activity like drilling math facts. You may initiate as many activities as you like. Put a star by the activities you initiated on your time log.

Please respond to the following questions as you complete this paper:
1. What did you find most challenging about this experience?
2. What did you find more rewarding about the experience?
3. How have your views about teaching or working with elementary students changed as a result of your participation in this experience?
4. What did you do to motivate a child in the following areas of the text?
   a. Emphasizing Effort; b. Creating Hope; c. Respecting Power; d. Building Relationships; e. Expressing Enthusiasm
5. What 2 activities did you initiate with the children? (ideas from text or other)
6. What did you gain from this experience?

Scoring Guide

The response to each of the above questions is evaluated as acceptable or unacceptable, using the following criteria:
- Unacceptable: Response is vague and/or lacks sufficient details
- Acceptable: Response is detailed, specific, and indicates the ability to engage in appropriate self-analysis.

2. Final Assessment – WIU Supervisor

Every item must be satisfactorily completed to earn a satisfactorily grade for the course.

<table>
<thead>
<tr>
<th>Name</th>
<th>Session #1</th>
<th>Supervising</th>
<th>Session #2</th>
<th>Supervising</th>
<th>Final Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Completed Time Log</td>
<td>Supervising Evaluation</td>
<td>Completed Time Log</td>
<td>Supervising Evaluation</td>
<td></td>
</tr>
<tr>
<td></td>
<td>HRS. Activities Course Connections</td>
<td></td>
<td>HRS. Activities Course Connections</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

3. Site Coordinator Evaluation of ELED 370 Tutor

Please rate the ELED 370 tutor using the following levels of performance:

S: Satisfactory  NI: Needs improvement  U: Unsatisfactory  NA: Not applicable or unable to observe

- Actively participated in the field experience.
- Followed instructions and completed assigned tasks successfully.
- Followed procedures and policies of the school/classroom/program.
- Maintained confidentiality.
- Demonstrated initiative.
- Displayed a positive and supportive attitude.
- Provided appropriate assistance to students.
Arrived on time on assigned days.

Dressed appropriately.

I believe this student is ready to move on to the next field experience, ElEd 371 Aiding:

_______ yes ________ no _______ not sure ( please explain)

Signature: ____________________

Date: _________________

Comments:

ELED 371

1. Final Paper Assignment
   Submit a 2 page typed (double-spaced) paper in which you discuss the following questions:
   a. What did you find most challenging about this experience?
   b. What did you find more rewarding about the experience?
   c. How have your views about teaching or working with elementary students changed as a result of your participation in this experience and actually teaching a lesson to the children?
   d. What best practice examples did you observe being used to create and implement instruction in the classroom? What specific activities did you participate in that reflected these practices?
   e. What did you do to show initiative?
   f. Reflect on the lessons you taught. What went well? Where might you improve?
   g. Was the handwriting workbook helpful? Did your handwriting improve?

Scoring Guide
The response to each of the above questions is evaluated as acceptable or unacceptable, using the following criteria:
   Unacceptable: Response is vague and/or lacks sufficient details
   Acceptable: Response is detailed, specific, and indicates the ability to engage in appropriate self-analysis.

2. Final Assessment – WIU supervisor
   Every item must be satisfactorily completed to earn a satisfactory grade for the course.

<table>
<thead>
<tr>
<th>Name</th>
<th>HRS.</th>
<th>Activities</th>
<th>Course Connections</th>
<th>Final Reflection</th>
<th>Handwriting Workbook</th>
<th>Thank you Letter</th>
<th>Mentor Teacher Evaluation</th>
</tr>
</thead>
</table>

3. Mentor teacher evaluation of ELED 371 aide
   Please rate the ELED 371 tutor using the following levels of performance:
   S: Satisfactory    NI: Needs improvement    U: Unsatisfactory    NA: Not applicable or unable to observe

   _______ Was engaged and actively participated in the field experience each day.
   _______ Followed instructions and completed assigned tasks successfully.
   _______ Followed procedures and policies of the school/classroom/program.
   _______ Maintained confidentiality.
Demonstrated initiative.

Displayed a positive and supportive attitude.

Provided appropriate assistance to students.

Arrived on time.

Dressed appropriately.

Attended consistently on assigned days.

Satisfactorily taught a large and a small group lesson to the children.

Demonstrated satisfactory classroom management skills.

I feel this student is ready to go on to the BLOCK field experience.

________ yes ________ no ________ not sure (please explain)

Signature: ____________________

Date: _______________

Comments:

ELED 470

1. Self-Analysis of Videotape of Teaching

Please respond to the following questions

A. What went well in the lesson? (Reflect on the appropriateness of the lesson procedures and activities; the flow of the lesson; the clarity of your explanations; the appropriateness of materials, resources, and technology utilized; the appropriateness of evaluation procedures; and the extent to which the procedures would have enabled students to attain the lesson objectives.) Why did these things go well?

B. What didn’t go well in the lesson? (See areas of analysis listed in #1) Why do you think these things didn’t go as well as they might have?

C. How well did you clarify the objectives of the lesson?

D. Did students appear to be engaged and actively involved in the lesson? What were some of the indications of their involvement (or perhaps lack of involvement)?

E. Were your plans for accommodating academic diversity effective? Why or why not?

F. Were the management/disciplinary techniques you used appropriate and effective? Why do you think so? If they were inappropriate or ineffective, what techniques will you try in the next lesson you teach?

G. How effective was “closure”? What might you do differently?

H. Did your voice and body language reflect enthusiasm and confidence? Did you detect any mannerisms that might distract students? If so, what were they? What could you do to overcome them?

I. What would you do differently if you were to teach this lesson again?

Scoring Guide

The response to each of the above questions is evaluated as acceptable or unacceptable, using the following criteria:

Unacceptable: Response is vague and/or lacks sufficient details

Acceptable: Response is detailed, specific, and indicates the ability to engage in appropriate self-analysis.
This teacher work sample will focus on the teaching of a five day math unit. The following types of math content should be included whenever possible in the lessons for this unit:

1. Content involving number systems, geometry, measurement, algebra, or data analysis
2. Problem solving
3. Integration of at least one other content area, such as science, literature, or social studies
4. Opportunities for students to write about their understandings of mathematical concepts

Please include the task numbers and all bold headings as you create your work sample. Also include the number and letter of each item that has a line beside it.

The completed Signature Page must be submitted with the Work Sample. The final copy of the work samples will not be accepted without the completed Signature Page.

TEACHING PROCESS 1 - CONTEXTUAL FACTORS

Definition: The teacher candidate uses information about the learning-teaching context and student individual differences to set learning objectives and benchmarks and plan instruction and assessment informed by their understanding of relevant major schools of thought.

You might find Great Schools Web Site [http://www.greatschools.net/](http://www.greatschools.net/) a useful web site for school and district information as you complete Part I. (Choose your school, then go to school environment and click on students for economic and demographic information.)

Task 1.1: Describe community, district, and school factors that may impact student learning.

1. What type of geographic community (e.g., rural, urban, suburban, etc.) does the school primarily serve?
2. What type of social community (e.g., working class, farm, middle-class, etc.) does the school primarily serve?
3. In what type (e.g., small, large; regular, charter, etc.) of school district is the school embedded?
4. What are the specific characteristics of the school itself (e.g., age/condition of the building, number of classrooms, typical classroom size, etc.)

Task 1.2: Describe classroom factors that may impact student learning.

1. What grade level and content areas are you teaching?
2. Describe the physical space of the classroom.
3. Describe the classroom atmosphere (e.g., bright and colorful, noisy, quiet, etc.).
4. Describe the classroom management system (e.g., procedures, rules, routines, etc. For more examples, see Wong & Wong, unit on classroom management).
5. Is this a single teacher classroom? Are any other teachers, teaching aides or assistants present?
6. Are any new initiatives or curriculum changes (e.g., RTI, differentiated instruction, block scheduling, etc.) impacting your classroom?

Task 1.3: Describe student characteristics that may impact student learning.

1. How many students are in the classroom? What percent are male? female? What is the ethnic composition of the class? How many ELL students are there? What languages do they speak? How fluent are they in speaking English?
2. Are there students needing special accommodations? If so, what are those accommodations? (How many students have IEPs? How are the needs of ELL, Title 1 Reading/Math, IEP students, advanced/gifted students, students with learning disabilities, students with ADD or ADHD, students with physical disabilities, etc. met? Does the district use a pull-out or an inclusion model to accommodate each of these groups of students?)
3. What differences have you observed in the developmental levels of the students? What factors may influence the developmental levels of your students? How do these developmental differences impact their learning?

Task 1.4: Describe three focus students.

Identify three students who have different learning needs. One student should be a typical student. The other two should represent different populations in your classroom (e.g., LD, BD, struggling, gifted, ELL, etc.). DO NOT use their real names in this discussion.

1. Typical Student
   A. Discuss specific physical, social, emotional, cognitive, and linguistic characteristics; preferred learning style; and unique cultural attributes of this student.
   B. Discuss the student’s prior knowledge, experiences, and skills related to this unit that might impact his/her learning and whether he/she finds the lessons easy or difficult.
2. **First Atypical Student**  
   A. Discuss specific physical, social, emotional, cognitive, and linguistic characteristics; preferred learning style; unique cultural attributes; and any special needs that must be addressed. Include a statement that explains why this student was selected as an “atypical” student.  
   B. Discuss the student’s prior knowledge, experiences, and skills related to this unit that might impact his/her learning and whether he/she finds the lessons easy or difficult.  
   C. Use the information discussed in A & B to identify the specific techniques that you will use to accommodate this student as you teach this unit. Then explain how each of these techniques will enable this student to achieve the objectives of this unit.

3. **Second Atypical Student**  
   A. Discuss specific physical, social, emotional, cognitive, and linguistic characteristics; preferred learning style; unique cultural attributes; and any special needs that must be addressed. Include a statement that explains why this student was selected as an “atypical” student.  
   B. Discuss the student’s prior knowledge, experiences, and skills related to this unit that might impact his/her learning and whether he/she finds the lessons easy or difficult.  
   C. Use the information discussed in A & B to identify the specific techniques that you will use to accommodate this student as you teach this unit. Then explain how each of these techniques will enable this student to achieve the objectives of this unit.

**TEACHING PROCESS 2 – LEARNING OBJECTIVES AND BENCHMARKS**

**Definition:** The teacher candidate sets significant, challenging, varied, and appropriate learning objectives and benchmarks.

**Overview of the unit:** You will be teaching a 5 day math unit. Days used to administer the pre-assessment and post-assessment cannot be used for this requirement for 5 days of instruction. The following types of math content should be included whenever possible in the lessons for this unit:  
1. Content involving number systems, geometry, measurement, algebra, or data analysis  
2. Problem solving  
3. Integration of at least one other content area, such as science, literature, or social studies  
4. Opportunities for students to write about their understandings of mathematical concepts

**Task 2.1 Identify benchmarks**  
1. State one or more specific benchmarks for each Illinois Learning Standard that will be addressed in this unit (e.g., 20.A.3b for a 7th grade unit.)

**Task 2.2: Create daily objectives**  
1. State one or more objective(s) (as appropriate) for each of the five daily lessons you will teach during the unit. The daily objective(s) should identify the content and/or skills the students should acquire each day (i.e., what they should know and be able to do). The daily objective(s) should also be aligned with the benchmark(s) identified in Task 2.1. Each daily objective should be significant (i.e., it should reflect the big ideas or structure of the discipline), challenging, varied, achievable, and developmentally appropriate.

**Task 2.3: Provide a rationale for benchmarks and objectives**  
1. Provide a rationale for the objectives identified in Task 2.2. What information about students’ characteristics, needs, developmental levels, and prerequisite knowledge/skills (Tasks 1.3 and 1.4) did you consider when creating the objectives?

**Task 2.4 Identify content knowledge needed for teaching the unit**  
1. Describe the content background knowledge YOU need to teach this unit and how you will acquire it.

**Task 2.5 Identify activities/instructional techniques that may be used in the unit.**  
1. Describe activities and instructional techniques that will be used in the unit. This provides an overview of the unit. You will create lesson plans after analyzing pre-assessment data.

**TEACHING PROCESS 3: ASSESSMENT PLAN**

**Definition:** The teacher candidate uses multiple assessment modes and approaches to assess learning before, during, and after instruction.

**Task 3.1: Provide an overview of the assessment plan using a visual organizer such as table 3.1 below.**
1. Use the benchmarks and objectives from Teaching Process 2 - Learning Objectives and Benchmarks to complete the first column. The objectives for the pre-assessment, formative (during the unit) assessments, and the post assessment will be identical.

2. In the “type and/or nature of assessment” column of the table, briefly describe the types of assessments that will be used (e.g., test with multiple choice questions, short answer questions, quickwrite, observations of student performance, etc.) for the pre-assessment, formative assessments, and post-assessment. Consider student characteristics as you select and/or create assessments.

3. In the “adaptations” column, list the modifications (e.g., reading the questions/task to the student who is unable to do so independently, recording the response of a student who struggles with writing, etc.) that you will need to make in each assessment to enable all students, including your atypical focus students to represent what they know and/or have learned. (Ideally, varied adaptations are planned.)

Table 3.1

<table>
<thead>
<tr>
<th>Benchmark/Objectives</th>
<th>Phases of Assessment</th>
<th>Type and/or Nature of the Assessment</th>
<th>Assessment Adaptations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Benchmark:</td>
<td>Pre-assessment</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Objective 1:</td>
<td>Formative (during the unit) assessments</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Post-assessment</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Benchmark:</td>
<td>Pre-assessment</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Objective 2:</td>
<td>Formative (during the unit) assessments</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Post-assessment</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Task 3.2: Create the pre-assessment and the post-assessment for the unit.

1. Use the information in your plan for assessment in Task 3.1 to create the pre-assessment.

   **Guidelines for creating appropriate pre-assessments, post-assessments, and formative assessments:**
   
   A. Items/questions/tasks included in the assessment should clearly address the objectives of the unit and the content/skills that you will teach. Objectives, assessment, and instruction must align.

   B. The number of items/tasks for each objective should be roughly equal and/or proportional. If you are teaching children in kindergarten, you may be assessing individual students rather than giving a test or using a work sheet. In some situations (not all), you may only have one task or question for each objective.

   C. An item analysis should be conducted (both difficulty and discrimination indexes for each item). Does the item/question/task clearly and specifically address the objective? Is the item of an appropriate level of difficulty? It shouldn’t be so easy that it doesn’t indicate what the child knows or doesn’t know related to the content/skill included in the objective. It should not be so difficult that it requires more knowledge/skill than you will teach in the unit. When several items/questions/tasks are used to assess one objective, those items/questions/tasks should collectively address all aspects of the objective.

2. Complete Table 3.2 to show how the pre-assessment aligns with your instructional objectives.

   **Table 3.2.1 (Example)**

<table>
<thead>
<tr>
<th>Pre-Assessment Analysis Instrument</th>
<th>Learning Objectives</th>
<th>P – Proportion of total items in the assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>P=20% P=20% P=10% P=10% P=20% P=20%</td>
<td></td>
</tr>
<tr>
<td>Specific items</td>
<td>3, 7, 11, 18 1, 4, 9, 14 2, 5, 6, 10 8, 13, 16, 19 12, 15, 17, 20</td>
<td></td>
</tr>
<tr>
<td>Total items</td>
<td># of items</td>
<td>4 4 2 2 4 4</td>
</tr>
<tr>
<td></td>
<td>Total items</td>
<td>20</td>
</tr>
</tbody>
</table>

3. Include the answer key if a test or worksheet is used for the pre-assessment. If an activity/task is used for the pre-assessment, include it and the rubric that will be used to evaluate it.
Include the criteria you will use to determine if the students’ performance for each objective (1) exceeds expectations, (2) meets expectations – adequate mastery of the objective, (3) does not meet expectations – did not achieve the objective, or (4) indicates significant weakness related to the objective.

The following criteria could be used, but adapt as needed after consulting with your mentor teacher:

- 90% or above: student exceeded expectations for the objective.
- 80% to 89%: student met the objective.
- 79% to 62%: student did not meet the objective.
- 61% and below: student has a significant weakness in this content/skill.

THE SAME CRITERIA MUST BE USED FOR THE FOCUS STUDENTS AND THE WHOLE CLASS.

4. **Create the post-assessment.** In some cases, the pre-assessment and the post-assessment may be nearly identical. However, if the pre-assessment indicates that most students have already mastered one or more of the unit objectives, you will need to revise your objectives and revise your post-assessment.

5. **Complete Table 3.3 to show how the post-assessment aligns with your instructional objectives.** If the post-assessment and pre-assessment are identical, you do not need to provide this information again. Simply indicate that the pre- and post-assessments are identical.

<table>
<thead>
<tr>
<th>Post-Assessment Analysis Instrument</th>
<th>Learning Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>P – Proportion of total items in the assessment</td>
</tr>
<tr>
<td></td>
<td>Objective 1 (P=20%)</td>
</tr>
<tr>
<td>Specific items</td>
<td>3, 7, 11, 18</td>
</tr>
<tr>
<td>Total items = 20</td>
<td>4</td>
</tr>
</tbody>
</table>

6. **Include the answer key if a test or worksheet is used for the post-assessment.** If an activity/task is used as the post-assessment, include it and the rubric that will be used to evaluate it.

Include the criteria you will use to determine if the students’ performance for each objective (1) exceeds expectations, (2) meets expectations – adequate mastery of the objective, (3) does not meet expectations – did not achieve the objective, or (4) indicates significant weakness related to the objective.

The following criteria could be used, but adapt as needed after consulting with your mentor teacher:

- 90% or above: student exceeded expectations for the objective.
- 80% to 89%: student met the objective.
- 79% to 62%: student did not meet the objective.
- 61% and below: student has a significant weakness in this content/skill.

THE SAME CRITERIA MUST BE USED FOR THE FOCUS STUDENTS AND THE WHOLE CLASS.

**Task 3.3 Provide a rationale for adaptations of assessments based on the individual needs of students.**

1. Describe how the adaptation for the pre-assessment will enable individual students to demonstrate what they know.

2. Describe how the adaptation for the formative assessments will enable individual students to demonstrate what they know.

3. Describe how the adaptation for the post-assessments will enable individual students to demonstrate what they know.

**TEACHING PROCESS 4: DESIGN FOR INSTRUCTION**

**Definition:** Based upon previously identified benchmarks, objectives, and assessment(s), the teacher candidate designs a unit of instruction targeted at student needs and characteristics (including behaviors) specific to the learning context.
IT IS ESSENTIAL THAT YOU ANALYZE THE PRE-ASSESSMENT DATA IMMEDIATELY AND THEN USE THAT DATA TO PLAN INSTRUCTION. The results of the pre-assessment should not be recorded as a grade. Do not ask students to correct/revise the pre-assessment.

**Task 4.1: Present and discuss the results of the pre-assessment(s).**

1. Provide copies of the pre-assessment(s) completed by each of the three focus students. Delete the students’ names from these copies.

2. Create a data analysis chart (see Table 4.1.1) that shows the individual results of the pre-assessment for each of the three focus students. Indicate the number of correct items/total number of items or the number of points awarded/total number of points available for the assessment of each objective. Complete this for each objective for each focus student. Do not include the students’ names in the charts.

<table>
<thead>
<tr>
<th>Table 4.1.1 (Example)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Student 1: Typical Student</strong></td>
</tr>
<tr>
<td><strong>Phase of Assessment</strong></td>
</tr>
<tr>
<td><strong>Pre-Assessment</strong></td>
</tr>
</tbody>
</table>

The following criteria could be used, but adapt as needed after consulting with your mentor teacher:

- **90% or above:** student exceeded expectations for the objective.
- **80% to 89%:** student met the objective.
- **79% to 62%:** student did not meet the objective.
- **61% and below:** student has a significant weakness in this content/skill.

| **Student 2: Atypical Student** |
| **Phase of Assessment** | **Objective 1** | The students will convert among customary units of length. | **Objective 2** | The students will convert among customary units of weight. | **Objective 3** | The students will convert among customary units of capacity. | **Objective 4** | The students will decide if an estimate is enough. | **Objective 5** | The students will add, subtract, multiply, and divide with customary units. |
| **Pre-Assessment** | 3/5 (significant weakness) | 6/6 (exceeded expectations) | 5/5 (exceeded expectations) | 0/2 (significant weakness) | 2/2 (exceeded expectations) |

| **Student 3: Atypical Student** |
| **Phase of Assessment** | **Objective 1** | The students will convert among customary units of length. | **Objective 2** | The students will convert among customary units of weight. | **Objective 3** | The students will convert among customary units of capacity. | **Objective 4** | The students will decide if an estimate is enough. | **Objective 5** | The students will add, subtract, multiply, and divide with customary units. |
| **Pre-Assessment** | 1/5 (significant weakness) | 0/6 (significant weakness) | 1/5 (significant weakness) | 0/2 (significant weakness) | 0/2 (significant weakness) |

3. Discuss what you learned from the pre-assessment data about the current level of mastery of the knowledge/skills identified in each objective for each of the three focus students.
4. Discuss what the pre-assessment data indicate about the prior knowledge/skills, patterns of errors, and misconceptions of each of the three focus students. **This requires an in-depth analysis of the specific responses each student provided.**

5. Tally the pre-assessment scores for the whole class (including the three focus students) using the table below.

### 4.1.2 Student Data Tally of scores (Adjust the % as indicated by the information you provided in Task 3.1)

<table>
<thead>
<tr>
<th>Objective</th>
<th># of students scoring 90% or above (exceeded expectations for the objective)</th>
<th># of students scoring 89% -80% (met the objective)</th>
<th># of students scoring 79% - 62% (did not meet the objective)</th>
<th># of students scoring 61% and below (indicates significant weakness)</th>
<th>Total # of students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Objective #1</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>15</td>
<td></td>
</tr>
<tr>
<td>Objective #2</td>
<td>6</td>
<td>3</td>
<td>6</td>
<td>15</td>
<td></td>
</tr>
<tr>
<td>Objective #3</td>
<td>4</td>
<td>6</td>
<td>5</td>
<td>15</td>
<td></td>
</tr>
<tr>
<td>Objective #4</td>
<td>10</td>
<td>5</td>
<td>5</td>
<td>15</td>
<td></td>
</tr>
<tr>
<td>Objective #5</td>
<td>7</td>
<td>8</td>
<td>8</td>
<td>15</td>
<td></td>
</tr>
</tbody>
</table>

6. Use the data from your tally chart (4.1.2) to create a data analysis chart (Table 4.1.3) that shows the results of the pre-assessment for the entire class (including the three focus students). Indicate the number of correct items/total number of items or the number of points awarded/total number of points available for the assessment of each objective. Complete this step for each objective.

**Table 4.1.3 Whole Class Data Analysis (example)**

<table>
<thead>
<tr>
<th>Phase of Assessment</th>
<th>Objective 1</th>
<th>Objective 2</th>
<th>Objective 3</th>
<th>Objective 4</th>
<th>Objective 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-Assessment</td>
<td>4/15 or 27% exceeded 5/15 or 33% met 6/15 or 40% showed significant weakness</td>
<td>6/15 or 40% exceeded 3/15 or 20% met 6/15 or 40% showed significant weakness</td>
<td>4/15 or 27% exceeded 6/15 or 40% met 5/15 or 33% showed significant weakness</td>
<td>10/15 or 67% exceeded 5/15 or 33% showed significant weakness</td>
<td>7/15 or 47% exceeded 8/15 or 53% showed significant weakness</td>
</tr>
</tbody>
</table>

7. Discuss what you learned from the pre-assessment data about the current level of mastery of the knowledge/skills identified in each objective for the class as a whole.

8. Discuss what the pre-assessment data indicate about the prior knowledge/skills, patterns of errors, and misconceptions of the class as a whole. **This requires an in-depth analysis of the specific responses students provided.**

**Task 4.2: Describe the instructional technologies you plan to use in your unit.**

1. Identify the specific instructional technologies that you will use during the implementation of the unit.

2. Discuss how the use of these instructional technologies has the potential to positively impact student learning.

**Task 4.3: Create Lesson Plans**

1. Using what you have learned about students’ strengths and weaknesses from the pre-assessment data, create at least five consecutive math lesson plans. Days use to administer pre- and post-assessments cannot be used to fulfill this requirement for five lesson plans.

2. Include the following components in each lesson plan
   A. Date/timeframe for lesson
   B. Benchmark (from ILS – Stated in Task 2.1)
   C. Objectives (Stated in Task 2.2)
D. Materials needed for the lesson
E. Instructional technology used in the lesson
F. Techniques that will be used to address student behaviors that may negatively impact student learning.
G. Instructional Delivery
   (1) Introduce the lesson (activate prior knowledge)
   (2) Clarify the purpose and objectives of the lesson
   (3) Provide Instruction (sequential, step-by-step procedures)
      (a) Instruction and modeling (explain and demonstrate)
      (b) Guided practice
      (c) Questions for checking for understanding and promoting critical and creative thinking
      (d) Independent/student practice
   ALSO INCLUDE:
      (e) Procedures you will use during the lesson to accommodate the specific needs of the two atypical students and other students with similar needs. These procedures should be inserted at the point they will be used in 3 a-d.
      (f) Classroom management procedures that will be used to ensure that the lesson proceeds smoothly, efficiently and without confusion. These procedures should be inserted at the point they will be used in 3 a-d.
   (4) Closure
H. Complete the daily reflection and include a copy with each lesson plan in this section. Information that must be included in each daily reflection is included in Process 5. The formative data discussed in Task 5.3 and Task 5.4 does not need to be included with each daily reflection. This data only needs to be included in the charts presented in Process 6.
I. Insert a copy of the “formative assessment” completed by each focus student during this lesson.

Task 4.4: Discuss how the contextual information and pre-assessment data were used to select appropriate activities, assignments, and resources.
   1. What information about students’ characteristics, needs, and developmental levels (Teaching Process I) did you consider as you created the lesson plans for this unit? Discuss how this information influenced your selection of activities, assignments, and resources.
   2. Discuss how you used the pre-assessment data to make decisions about the activities, assignments, and resources for this unit.

Task 4.5: Provide a rationale for your instructional design.
   1. How does this unit reflect what you know about specific theories of how students best learn? Discuss what you know about children and their learning and development and what you know about best practice in the content area(s) you are teaching. Use specific examples from lesson plans as evidence.
   2. Discuss the cognitive processes that students will use during this unit, such as critical thinking, problem solving, decision-making, drawing conclusions, creative thinking, etc. Which activities and/or teaching strategies in your lesson plans require students to use each of these processes?
   3. Which specific instructional activities in this unit are most likely to promote active engagement in learning? Why or how do you think these activities will promote active engagement?
   4. Which techniques, strategies, or activities in this unit best reflect your ability to create and implement instruction that is achievable, meaningful, motivating and, therefore, provide an opportunity for all students in your classroom to learn?
   5. How does this unit reflect meaningful interdisciplinary instruction? In what ways will this unit integrate your primary content area with other curricular areas and help your students to see connections, generalize, and transfer knowledge to a variety of problem solving situations?

TEACHING PROCESS 5: INSTRUCTIONAL DECISION-MAKING

Definition: The teacher candidate uses ongoing analysis of student learning and student behaviors based upon daily assessments to make instructional decisions.
**DAILY REFLECTION ON TEACHING AND ANALYSIS OF STUDENT LEARNING (INSERT AFTER EACH LESSON PLAN)**

**Task 5.1:** Describe the changes you made, if any, to each lesson while teaching it and provide a rationale for the changes you made.

1. Clearly describe any change you made to your lesson while teaching it.
2. Discuss the specific data/evidence/observations that prompted you to make these changes.

**Task 5.2:** Discuss the impact of the changes made during the lesson citing evidence or examples to support your assertion.

1. Describe how the class and each of the three focus students responded when you made each change. Be sure to provide examples.
2. Discuss the impact of these changes on student learning. Be sure to identify the evidence on which you base your claim(s). (e.g., Eight of the students were then able to complete the problem correctly, two students asked for additional help, and four students completed the problem incorrectly).

**Task 5.3:** Describe any changes you need to make for the class as a whole in the next lesson in the unit and provide a rationale for the changes you intend to make.

1. Calculate the formative assessment data for the whole class using the “Student Data Tally” (see Table 6.1.2) and then add this data to the “whole class” data analysis chart (Table 6.1.3) in Teaching Process 6 (see pp. 12-13).
2. What does the formative assessment data from this lesson indicate about the achievement of the lesson objectives for the class as a whole? Draw conclusions about why you think the class as a whole was successful or may have struggled with specific objective(s).
3. Based on the results of the formative assessment for this lesson and your observations of students, describe any changes you will make in the next lesson for the whole class. Discuss why these changes are needed.

**Task 5.4:** Describe any changes you need to make for any of the focus students and provide a rationale for the changes you intend to make.

1. Add the formative assessment data to the data analysis chart for each focus student (Table 6.1.1) in Teaching Process 6 (see pp. 11-12).
2. What does the formative assessment data from this lesson indicate about the achievement of the lesson objectives for each of the three focus students? Draw conclusions about why you think each of the focus students was successful or may have struggled with specific objective(s).
3. Were the planned modifications for each of the atypical focus students effective? Why or why not?
4. Based on the results of the formative assessment, describe any changes you will make in your next lesson for any of the focus students. Discuss why these changes are needed.

**TEACHING PROCESS 6: ANALYSIS AND INTERPRETATION OF STUDENT LEARNING AND PERFORMANCE**

**Definition:** The teacher candidate uses assessment data collected from all students in the class to analyze student learning and performance and communicate this information about student progress and achievement.

**Task 6.1:** Describe the results of the post-assessment.

1. Provide copies of each post-assessment completed by each focus student.
2. Add the post-assessment data to the data analysis charts (6.1.1) for each of the three focus group students.
3. Calculate the growth of each focus group student by comparing the pre-assessment and post-assessment data. Record this information in the charts (6.1.1).

**Please note:** The pre-assessment section of each chart below was completed in Task 4.1. Simply copy those charts and add rows for the formative and post-assessment data.
### Table 6.1.1. (Examples)

**Student 1: Typical Student**

<table>
<thead>
<tr>
<th>Phase of Assessment</th>
<th>Objective 1</th>
<th>Objective 2</th>
<th>Objective 3</th>
<th>Objective 4</th>
<th>Objective 5</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>The students will convert among customary units of length.</td>
<td>The students will convert among customary units of weight.</td>
<td>The students will convert among customary units of capacity.</td>
<td>The students will decide if an estimate is enough.</td>
<td>The students will add, subtract, multiply, and divide with customary units.</td>
</tr>
<tr>
<td>Pre-Assessment</td>
<td>3/5 (significant weakness)</td>
<td>3/6 (significant weakness)</td>
<td>3/5 (significant weakness)</td>
<td>0/2 (significant weakness)</td>
<td>2/2 (exceeded expectations)</td>
</tr>
<tr>
<td>Formative Assessment</td>
<td>12/15</td>
<td>16/21</td>
<td>18/18</td>
<td>6/10</td>
<td>20/20</td>
</tr>
<tr>
<td>Post-Assessment</td>
<td>4/5 (exceeded expectations)</td>
<td>4/6 (exceeded expectations)</td>
<td>5/5 (exceeded expectations)</td>
<td>½ (significant weakness)</td>
<td>2/2 (exceeded expectations)</td>
</tr>
<tr>
<td>Growth</td>
<td>20%</td>
<td>17%</td>
<td>40%</td>
<td>50%</td>
<td>0%</td>
</tr>
</tbody>
</table>

**Total Test**

<table>
<thead>
<tr>
<th></th>
<th>Pre-Assessment</th>
<th>Post-Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>11/20</td>
<td>15/20</td>
</tr>
<tr>
<td>Growth</td>
<td>20% increase</td>
<td></td>
</tr>
</tbody>
</table>

**Student 2: Atypical Student**

<table>
<thead>
<tr>
<th>Phase of Assessment</th>
<th>Objective 1</th>
<th>Objective 2</th>
<th>Objective 3</th>
<th>Objective 4</th>
<th>Objective 5</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>The students will convert among customary units of length.</td>
<td>The students will convert among customary units of weight.</td>
<td>The students will convert among customary units of capacity.</td>
<td>The students will decide if an estimate is enough.</td>
<td>The students will add, subtract, multiply, and divide with customary units.</td>
</tr>
<tr>
<td>Pre-Assessment</td>
<td>3/5 (significant weakness)</td>
<td>6/6 (exceeded expectations)</td>
<td>5/5 (exceeded expectations)</td>
<td>0/2 (significant weakness)</td>
<td>2/2 (exceeded expectations)</td>
</tr>
<tr>
<td>Formative Assessment</td>
<td>14/15</td>
<td>21/21</td>
<td>18/18</td>
<td>10/10</td>
<td>19/20</td>
</tr>
<tr>
<td>Post-Assessment</td>
<td>5/5 (exceeded expectations)</td>
<td>6/6 (exceeded expectations)</td>
<td>5/5 (exceeded expectations)</td>
<td>2/2 (exceeded expectations)</td>
<td>2/2 (exceeded expectations)</td>
</tr>
<tr>
<td>Growth</td>
<td>40%</td>
<td>0%</td>
<td>0%</td>
<td>100%</td>
<td>0%</td>
</tr>
</tbody>
</table>

**Total Test**

<table>
<thead>
<tr>
<th></th>
<th>Pre-Assessment</th>
<th>Post-Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>16/20</td>
<td>20/20</td>
</tr>
<tr>
<td>Growth</td>
<td>20% increase</td>
<td></td>
</tr>
</tbody>
</table>

**Student 3: Atypical Student**

<table>
<thead>
<tr>
<th>Phase of Assessment</th>
<th>Objective 1</th>
<th>Objective 2</th>
<th>Objective 3</th>
<th>Objective 4</th>
<th>Objective 5</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>The students will convert among customary units of length.</td>
<td>The students will convert among customary units of weight.</td>
<td>The students will convert among customary units of capacity.</td>
<td>The students will decide if an estimate is enough.</td>
<td>The students will add, subtract, multiply, and divide with customary units.</td>
</tr>
<tr>
<td>Pre-Assessment</td>
<td>1/5 (significant weakness)</td>
<td>0/6 (significant weakness)</td>
<td>1/5 (significant weakness)</td>
<td>0/2 (significant weakness)</td>
<td>0/2 (significant weakness)</td>
</tr>
<tr>
<td>Formative Assessment</td>
<td>12/15</td>
<td>15/21</td>
<td>10/18</td>
<td>9/10</td>
<td>17/20</td>
</tr>
<tr>
<td>Post-Assessment</td>
<td>3/5 (significant weakness)</td>
<td>2/6 (significant weakness)</td>
<td>2/5 (significant weakness)</td>
<td>0/2 (significant weakness)</td>
<td>2/2 (exceeded expectations)</td>
</tr>
<tr>
<td>Growth</td>
<td>40%</td>
<td>34%</td>
<td>20%</td>
<td>0%</td>
<td>100%</td>
</tr>
</tbody>
</table>
4. Based on the post-assessment data, for which objective(s) was each of the focus group students most successful?

5. Based on the post-assessment data, for which objective(s) was each of the focus group students least successful?

6. What modifications/adaptations were most helpful for each of the atypical students?

7. Tally the post-assessment scores for the whole class (including the three focus students) using the table below.

<table>
<thead>
<tr>
<th>Table 6.1.2   Student Data Tally</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Objective #1</strong></td>
</tr>
<tr>
<td><strong>Objective #2</strong></td>
</tr>
<tr>
<td><strong>Objective #3</strong></td>
</tr>
<tr>
<td><strong>Objective #4</strong></td>
</tr>
<tr>
<td><strong>Objective #5</strong></td>
</tr>
<tr>
<td><strong>Post Test</strong></td>
</tr>
<tr>
<td><strong>Objective #1</strong></td>
</tr>
<tr>
<td><strong>Objective #2</strong></td>
</tr>
<tr>
<td><strong>Objective #3</strong></td>
</tr>
<tr>
<td><strong>Objective #4</strong></td>
</tr>
<tr>
<td><strong>Objective #5</strong></td>
</tr>
</tbody>
</table>

8. Add the post-assessment data from your tally chart (6.1.2) to the data analysis chart (Table 6.1.3).

<table>
<thead>
<tr>
<th>Table 6.1.3   Whole Class Data Analysis (example)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Phase of Assessment</strong></td>
</tr>
<tr>
<td>Pre-Assessment</td>
</tr>
<tr>
<td>Formative Assessment</td>
</tr>
<tr>
<td>Post-Assessment</td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>
Task 6.2: Analyze all student data to explain progress and achievement toward lesson objectives and ILS benchmarks.

1. Summarize, in narrative form, the post-assessment data for each of the three focus students. Be sure to discuss each objective.

2. Summarize, in narrative form, the post-assessment data for the whole class. Be sure to discuss each objective.

3. Analyze and evaluate the growth data for each of the three focus students. Be sure to discuss each objective.

4. Analyze and evaluate the growth data for the class as a whole. Be sure to discuss each objective.

TEACHING PROCESS 7: REFLECTION AND SELF-EVALUATION

Definition: The teacher candidate reflects on his or her instruction and student learning to improve his or her teaching.

Task 7.1: Discuss your implementation of this unit in terms of its impact on student learning in light of the major schools of thought that you previously discussed under contextual factors.

1. How effectively were you able to utilize your pre-assessment and formative assessment data from the three focus students and the whole class to provide appropriate instruction and activities?

2. Discuss successes and challenges your students experienced during this unit and the role your teaching skills (content knowledge, strategies used, behavior management approach, etc.) played in the students’ learning. Please provide specific examples.

3. Given your experience, describe and discuss any general insights into the nature of student learning and motivation processes you have gained that will make you a better teacher.

Task 7.2: Discuss what you learned about yourself as a teacher.

1. Briefly describe what you learned about your teaching/leadership style, ability to manage the classroom, organize classroom routines, and student behavior during your experience (see Wong & Wong, chapter 18: Discipline plans).

2. What did you discover to be your greatest strength(s) as a teacher? Provide specific examples.
3. What did you discover about yourself as a teacher that you still need to improve? Provide specific examples.

**Work Sample Scoring Rubric**

**TEACHING PROCESS 1: Contextual Factors**

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Unacceptable (1)</th>
<th>Acceptable (2)</th>
<th>Target (3)</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Description of community, district and school factors that may impact student learning Task 1.1</td>
<td>Description of community, district and school factors that may impact student learning is severely limited, irrelevant, inaccurate, and/or missing.</td>
<td>Basic, accurate and perceptive description of community, district and school factors that may impact student learning is provided.</td>
<td>Detailed, accurate and perceptive description of community, district and school factors that may impact student learning is provided.</td>
<td></td>
</tr>
<tr>
<td>Description of classroom factors that may impact student learning Task 1.2</td>
<td>Description of classroom factors that may impact student learning is severely limited, irrelevant, inaccurate, and/or missing.</td>
<td>Basic, accurate and perceptive description of classroom factors that may impact student learning is provided.</td>
<td>Detailed, accurate and perceptive description of classroom factors that may impact student learning is provided.</td>
<td></td>
</tr>
<tr>
<td>Description of students’ characteristics and developmental differences that may impact student learning Task 1.3</td>
<td>Discussion of student diversity does not reflect an accurate and/or adequate understanding of how students differ in their development, and how development is influence by special needs, disabilities, cultural attributes, fluency in English, and gender.</td>
<td>Discussion of student diversity reflects an accurate and adequate understanding of how students differ in their development, and how development is influence by special needs, disabilities, cultural attributes, fluency in English, and gender.</td>
<td>Discussion of student diversity reflects an insightful analysis of how students differ in their development, and how development is influence by special needs, disabilities, cultural attributes, fluency in English, and gender.</td>
<td></td>
</tr>
<tr>
<td>Description of how differences affect learning Task 1.3</td>
<td>Discussion does not indicate an understanding of how differences among students affect their learning.</td>
<td>Discussion indicates an adequate understanding of how differences among students affect their learning.</td>
<td>Comprehensive discussion of how differences among students affect their learning.</td>
<td></td>
</tr>
<tr>
<td>Characteristics of three focus students Task 1.4 (1A, 2A, 3A)</td>
<td>Discussion of 3 focus students does not indicate an adequate and/or accurate understanding of the physical, social, emotional, cognitive, and linguistics characteristics of students. Evidence provided for selecting two atypical students is weak or irrelevant.</td>
<td>Discussion of 3 focus students indicates an adequate and accurate understanding of the physical, social, emotional, cognitive, and linguistics characteristics of students. Evidence provided for selecting two atypical students is adequate and relevant.</td>
<td>Discussion of 3 focus students indicates an indepth understanding of the physical, social, emotional, cognitive, and linguistics characteristics of students. Strong evidence is provided for selecting two atypical students.</td>
<td></td>
</tr>
<tr>
<td>Prior learning of three focus students Task 1.4 (1B, 2B, 3B)</td>
<td>Discussion of 3 focus students does not indicate an adequate understanding of the students’ prior knowledge, experiences, and skills related to this unit and how these factors may impact their learning and whether they find the lessons easy of difficult.</td>
<td>Discussion of 3 focus students indicates an adequate understanding of the students’ prior knowledge, experiences, and skills related to this unit and how these factors may impact their learning and whether they find the lessons easy of difficult.</td>
<td>Discussion of 3 focus students indicates an indepth understanding of the students’ prior knowledge, experiences, and skills related to this unit and how these factors may impact their learning and whether they find the lessons easy of difficult.</td>
<td></td>
</tr>
<tr>
<td>Discussion of accommodations for atypical students Task 1.4 (2C &amp; 3C)</td>
<td>Accommodations described are inadequate and/or inappropriate for the atypical students in this classroom.</td>
<td>Accommodations described are adequate and appropriate for the atypical students in this classroom.</td>
<td>Accommodations are highly effective techniques that will meet the needs of a range of atypical students in this classroom.</td>
<td></td>
</tr>
</tbody>
</table>

**TEACHING PROCESS 2: Learning Objectives and Benchmarks**

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Unacceptable (1)</th>
<th>Acceptable (2)</th>
<th>Target (3)</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Benchmarks and Illinois Learning Standards for unit plan Task 2.1</td>
<td>Benchmarks for the unit plan are inappropriate, insufficient in number, and/or not identified by number and name for the content to be taught in the unit.</td>
<td>Benchmarks for the unit plan are appropriate and sufficient in number for the content to be taught in the unit.</td>
<td>Benchmarks are appropriate, sufficient in number, and labeled by both number and name to describe the content to be taught in the unit.</td>
<td></td>
</tr>
</tbody>
</table>
### Alignment of daily objectives with benchmarks
**Task 2.2**
Inappropriate number of daily objectives for each benchmark identified for the unit plan.
Appropriate number of daily objectives that are aligned with each benchmark identified for the unit plan.
Appropriate number of daily objectives that are clearly aligned with each benchmark identified for the unit plan.

<table>
<thead>
<tr>
<th>Rationale for appropriateness of daily objectives</th>
</tr>
</thead>
</table>
| **Task 2.3**
Daily objective(s) is/are inappropriate because they fail to consider the developmental level, pre-requisite knowledge/skills, and contextual factors of the students in the classroom.
The majority of daily objectives are appropriate because they consider the developmental level, pre-requisite knowledge/skills, and contextual factors of the students in the classroom.
All of the daily objectives are appropriate because they consider the developmental level, pre-requisite knowledge/skills, and contextual factors of the students in the classroom.

<table>
<thead>
<tr>
<th>Content knowledge for teaching unit</th>
</tr>
</thead>
</table>
| **Task 2.4**
Inadequate or inappropriate discussion of content knowledge needed for teaching the unit. Information is not provided about the acquisition of needed content knowledge.
Adequate and appropriate discussion of content knowledge needed for teaching the unit. Information is provided about the acquisition of needed content knowledge.
Comprehensive discussion of content knowledge needed for teaching the unit. Information is provided about the acquisition of needed content knowledge.

<table>
<thead>
<tr>
<th>Instructional activities in the unit</th>
</tr>
</thead>
</table>
| **Task 2.5**
Inadequate description of activities and instructional techniques and/or some activities and techniques do not align with objectives.
Adequate description of activities and instructional techniques that align with objectives.
Description of highly relevant activities and instructional techniques that are clearly aligned with objectives.

### TEACHING PROCESS 3: Assessment Plan

<table>
<thead>
<tr>
<th>Indicator Description of the types of assessment</th>
<th>Unacceptable (1)</th>
<th>Acceptable (2)</th>
<th>Target (3)</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Description of the types of assessment for one or more of the three phases of assessment (pre-assessment, formative assessment, post-assessment) is inappropriate, inadequate, or missing for the objectives.</td>
<td>The types of assessment planned for each of the three phases of assessment (pre-assessment, formative assessment, post-assessment) is appropriate and adequate for the objectives.</td>
<td>The types of assessment planned for each of the three phases of assessment (pre-assessment, formative assessment, post-assessment) is appropriate and adequate for the objectives.</td>
<td>The adaptations are varied, appropriate for the type of assessment, and enable all learners to fully demonstrate their knowledge/skills.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Description of the adaptations for the assessments</th>
</tr>
</thead>
</table>
| **Task 3.1** (#3)
| The adaptations are inadequate or inappropriate for the type of assessment and/or of limited value in helping all learners demonstrate their knowledge/skills. |

<table>
<thead>
<tr>
<th>Pre-assessment</th>
</tr>
</thead>
</table>
| **Task 3.2** (#1, 2, & 3)
One or more of the unit objectives are not assessed; the items or tasks are not aligned with the unit’s instructional objectives; and/or the criteria for scoring are inappropriate or do not provide objective and sufficient information about the extent to which students have already achieved or are prepared to achieve the objectives. |

<table>
<thead>
<tr>
<th>Post- assessment</th>
</tr>
</thead>
</table>
| **Task 3.2** (#4, 5, 6)
One or more of the unit objectives are not assessed; the items or tasks are not aligned with instructional objectives; and/or the criteria for scoring are inappropriate or do not provide objective and sufficient information about the extent to which students achieved the objectives. |

<table>
<thead>
<tr>
<th>Rationale for the assessment adaptations</th>
</tr>
</thead>
</table>
| **Task 3.3** (#1-3)
The rationale describing how the adaptation will enable individual students to demonstrate what they know is limited or does not reflect an understanding of the difficulties students may encounter when completing the pre-assessment, formative assessments, or post-assessment for the unit. |

The rationale describing how the adaptation will enable individual students to demonstrate what they know is adequate and reflects an understanding of the difficulties students may encounter when completing the pre-assessment, formative assessments, and post-assessment for the unit. |

The rationale describing how the adaptation will enable individual students to demonstrate what they know is insightful and reflects a sophisticated understanding of the difficulties all students may encounter when completing the pre-assessment, formative assessments, and post-assessment for the unit.
### Teaching Process 4: Design for Instruction

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Unacceptable (1)</th>
<th>Acceptable (2)</th>
<th>Target (3)</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Presentation of the results of the pre-assessment for focus students</strong>&lt;br&gt;Task 4.1 (#1 &amp; 2)</td>
<td>Visual representation of pre-assessment data for the focus students does not include results for each unit objective and/or pre-assessment, the data are incomplete, and/or errors in calculations are evident.</td>
<td>Visual representation of pre-assessment data for the focus students includes results for each unit objective and/or assessment, the data are complete, and the calculations are correct.</td>
<td>Visual representation of pre-assessment data for the focus students includes results for each unit objective and/or pre-assessment, the data are complete, correct, and presented in a way that facilitates analysis.</td>
<td></td>
</tr>
<tr>
<td><strong>Discussion of the pre-assessment data for focus students</strong>&lt;br&gt;Task 4.1 (#3 &amp; 4)</td>
<td>Discussion of one or more objectives is missing, limited, or inconsistent with the data in the visual representation; the extent to which the three focus students have already acquired the knowledge/skills in the objectives is not clearly or accurately described; and/or discussion of what the data indicate about students’ prior knowledge, patterns of errors, and misconceptions is limited.</td>
<td>Discussion adequately addresses each objective and is consistent with the data in the visual representation; the extent to which the three focus students have already acquired the knowledge/skills in the objectives is clearly and accurately described; and some discussion of what the data indicate about students’ prior knowledge, patterns of errors, and misconceptions is provided.</td>
<td>Discussion of each objective is detailed and consistent with the data in the visual representation; the extent to which the three focus students have already acquired the knowledge/skills in the objectives is thoroughly described; and a thorough discussion of what the data indicate about students’ prior knowledge, patterns of errors, and misconceptions is provided.</td>
<td></td>
</tr>
<tr>
<td><strong>Presentation of the results of the pre-assessment for the whole class</strong>&lt;br&gt;Task 4.1 (#5 &amp; 6)</td>
<td>Visual representation of pre-assessment data for the whole class does not include results for each unit objective and/or pre-assessment, the data are incomplete, and/or errors in calculations are evident.</td>
<td>Visual representation of pre-assessment data for the whole class includes results for each unit objective and/or assessment, the data are complete, and the calculations are correct.</td>
<td>Visual representation of pre-assessment data for the whole class includes results for each unit objective and/or pre-assessment, the data are complete, correct, and presented in a way that facilitates analysis.</td>
<td></td>
</tr>
<tr>
<td><strong>Discussion of the pre-assessment data for the whole class</strong>&lt;br&gt;Task 4.1 (#7 &amp; 8)</td>
<td>Discussion of one or more objectives is missing, limited, or inconsistent with the data in the visual representation; the extent to which the whole class has already acquired the knowledge/skills in the objectives is not clearly or accurately described; and/or discussion of what the data indicate about students’ prior knowledge, patterns of errors, and misconceptions is limited.</td>
<td>Discussion adequately addresses each objective and is consistent with the data in the visual representation; the extent to which the whole class has already acquired the knowledge/skills in the objectives is clearly and accurately described; and some discussion of what the data indicate about students’ prior knowledge, patterns of errors, and misconceptions is provided.</td>
<td>Discussion of each objective is detailed and consistent with the data in the visual representation; the extent to which the whole class has already acquired the knowledge/skills in the objectives is thoroughly described; and a thorough discussion of what the data indicate about students’ prior knowledge, patterns of errors, and misconceptions is provided.</td>
<td></td>
</tr>
<tr>
<td><strong>Discussion of the use of instructional technology</strong>&lt;br&gt;Task 4.2 (1 &amp; 2)</td>
<td>Discussion of specific instructional technologies implemented in the unit and/or how those technologies have the potential to impact student learning is limited.</td>
<td>Adequate discussion of specific instructional technologies implemented in the unit and how those technologies have the potential to impact student learning is provided.</td>
<td>Detailed discussion of specific instructional technologies implemented in the unit with specific evidence of how those technologies have the potential to positively impact student learning is provided.</td>
<td></td>
</tr>
<tr>
<td><strong>Lesson plans and objectives</strong>&lt;br&gt;Task 4.3 (#1 &amp; 2C, G)</td>
<td>Fewer than five lesson plans (excluding days for administering pre- and post assessments) are included and/or one or more lesson plans are inadequate in the following ways: (1) previously identified objectives are not included; (2) instructional procedures are not sequential and/or do not clearly and sufficiently address the objectives; (3) process/questions to check for understanding or promote critical or creative thinking are limited, irrelevant, or missing.</td>
<td>At least five lesson plans (excluding days for administering pre- and post assessments) are included and each lesson plan (1) addresses previously identified objectives; (2) provides sequential instructional procedures that clearly and sufficiently address the objectives; and (3) includes sufficient and relevant questions/processes to check for understanding and promote critical or creative thinking.</td>
<td>At least five lesson plans (excluding days for administering pre- and post assessments) are included and each lesson plan (1) addresses previously identified objectives; (2) provides detailed, highly relevant instructional procedures that utilize best teaching practices specifically targeted to achieve each lesson objective; and (3) includes an appropriate number of relevant processes/questions designed to check for understanding, to elicit students’ misconceptions, to promote critical and creative thinking and develop a deeper understanding of the objectives.</td>
<td></td>
</tr>
<tr>
<td><strong>Understanding of Content needed to teach the lesson (Lesson Plans)</strong></td>
<td>Lesson plans do not reflect an adequate understanding of the content knowledge required to effectively teach the unit.</td>
<td>Lesson plans reflect an adequate understanding of the content knowledge required to effectively teach the unit.</td>
<td>Lesson plans reflect an in-depth understanding of the content knowledge required to effectively teach the unit.</td>
<td></td>
</tr>
<tr>
<td>Task 4.3 (#2G)</td>
<td>Teaching math concepts (Lesson Plans) Task 4.3 (#2G)</td>
<td>Instruction is not effective in developing students’ understanding of any of the following math content areas: number systems/number sense, geometry, measurement, algebra and statistics.</td>
<td>Instruction is effective in developing students’ understanding in one or more of the following math content areas: number systems/number sense, geometry, measurement, algebra and statistics.</td>
<td>Instruction is highly effective in developing students’ understanding in one or more of the following math content areas: number systems/number sense, geometry, measurement, algebra and statistics.</td>
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<tr>
<td>Using problem solving (Lesson Plans) Task 4.3 (#2G)</td>
<td>Opportunities for problem solving are not included.</td>
<td>Opportunities for students to engage in problem solving are included.</td>
<td>Varied opportunities for students to engage in problem solving are included.</td>
<td></td>
</tr>
<tr>
<td>Using writing to teach math (Lesson Plans) Task 4.3 (#2G)</td>
<td>Lesson plans do not include opportunities for students to write about their understanding of mathematical concepts and/or those opportunities are not likely to help students develop an understanding of the concept.</td>
<td>Lesson plans include opportunities for students to write about their understanding of mathematical concepts and those opportunities are likely to help students develop an understanding of the concept.</td>
<td>Opportunities for writing about mathematical concepts are highly effective in developing and/or refining students’ understanding of significant mathematical concepts.</td>
<td></td>
</tr>
<tr>
<td>Using materials to support learning (Lesson Plans) Task 4.3 (#2D, E, G)</td>
<td>Did not effectively engage students in developing mathematical representations.</td>
<td>Adequately engaged students in using manipulative materials, websites or computer software to acquire mathematical concepts and procedures.</td>
<td>Skillfully engaged students in using manipulative materials, websites or computer software to acquire mathematical concepts and procedures.</td>
<td></td>
</tr>
<tr>
<td>Purposeful Instruction that actively engages Task 4.3 (#2D, E, G)</td>
<td>Activities or procedures are not purposeful or do not actively engage students in learning.</td>
<td>Activities and procedures are purposeful and actively engage students in learning.</td>
<td>Activities and procedures are purposeful, actively engage students in learning, and result in the acquisition of important skills/concepts.</td>
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</tr>
<tr>
<td>Techniques to address student behaviors Task 4.3 (#2F)</td>
<td>Techniques to address student behaviors which may negatively impact student learning are not relevant or have not been included.</td>
<td>Relevant techniques which address student behaviors that may negatively impact student learning are included.</td>
<td>Highly relevant and effective techniques which address student behaviors that may negatively impact student learning are included.</td>
<td></td>
</tr>
<tr>
<td>Procedures for accommodating all learners Task 4.3 (#2G(3)(c))</td>
<td>Procedures to accommodate all learners are not specified for both the delivery of instruction and independent practice and/or accommodations will have a limited impact on the ability of all learners to achieve the lesson objectives.</td>
<td>Procedures to accommodate all learners are specified for both the delivery of instruction and independent practice and accommodations will positively impact the ability of all learners to achieve some of the lesson objectives.</td>
<td>Highly effective procedures that accommodate all learners discussed in Contextual Factors are integrated into both the delivery of instruction and independent practice and accommodations will positively impact the ability of all learners to achieve or extend beyond the knowledge/skills included in the lesson objectives.</td>
<td></td>
</tr>
<tr>
<td>Classroom management procedures Task 4.3 (#2G(3)(f))</td>
<td>Management procedures to ensure that each lesson proceeds smoothly, efficiently, and without confusion are in adequate or not provided.</td>
<td>Adequate management procedures to ensure that each lesson proceeds smoothly, efficiently, and without confusion are provided.</td>
<td>Highly effective management procedures which ensure that each lesson proceeds smoothly, efficiently, and without confusion are integrated throughout the unit.</td>
<td></td>
</tr>
<tr>
<td>Formative assessments Task 4.3 (#2H)</td>
<td>One or more of the unit objectives are not assessed; the items or tasks are not aligned with the instructional objectives; and/or the criteria for scoring are inappropriate or do not provide objective and sufficient information about the extent to which students are achieving the objectives.</td>
<td>Collectively, the assessments address all of the unit objectives; the items and tasks are adequately aligned with instructional objectives; and the criteria for scoring are appropriate and provide objective and sufficient information about the extent to which students are achieving the objectives.</td>
<td>All of the unit objectives are assessed; the items and tasks are fully aligned with instructional objectives; and the criteria for scoring are targeted to provide objective and specific information about the extent to which students are achieving the objectives.</td>
<td></td>
</tr>
<tr>
<td>Use of student characteristics to plan instruction Task 4.4 (#1)</td>
<td>A limited number of relevant student characteristics were considered when selecting activities, assignments, and resources</td>
<td>A sufficient number of relevant student characteristics were considered when selecting activities, assignments, and resources</td>
<td>Strong evidence that highly relevant student characteristics were used to select activities, assignments, and resources.</td>
<td></td>
</tr>
<tr>
<td>Use of pre-assessment data to plan instruction</td>
<td>Discussion of how pre-assessment data was used to select activities, assignments, and resources is</td>
<td>Discussion of how pre-assessment data was used to select activities, assignments, and resources is</td>
<td>Discussion of the use of pre-assessment data to select activities, assignments, and resources is highly relevant,</td>
<td></td>
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<tr>
<td>Task 4.4 (#2)</td>
<td>limited or not relevant.</td>
<td>adequate and relevant.</td>
<td>detailed and comprehensive.</td>
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<tr>
<td>Theories utilized to create unit</td>
<td>Discussion/or relevant examples of how the unit reflects an understanding of specific theories of how students best learn, the relationship between development and learning, and the use of best practices for this content area is limited.</td>
<td>Adequate discussion and sufficient relevant examples of how the unit reflects an understanding of specific theories of how students best learn, the relationship between development and learning, and the use of best practices for this content area is provided.</td>
<td>Detailed, thorough, and insightful discussion and sufficient relevant examples of how the unit reflects an understanding of specific theories of how students best learn, the relationship between development and learning, and the use of best practices for this content area is provided.</td>
<td></td>
</tr>
<tr>
<td>Task 4.5 (#1)</td>
<td>Cognitive procedures used during the unit</td>
<td>Examples of activities and teaching strategies implemented in the unit that elicit critical thinking, problem-solving, decision-making, or drawing conclusions are limited and/or not relevant.</td>
<td>Sufficient and relevant examples of activities and teaching strategies implemented in the unit that elicit critical thinking, problem-solving, decision-making, or drawing conclusions are provided.</td>
<td>Activities and teaching strategies that elicit critical thinking, problem-solving, decision-making, and drawing conclusions and lead to deeper understanding of the content and/or enhanced development of skills included in the objectives are integrated throughout the unit.</td>
</tr>
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<td>Examples of activities and teaching strategies implemented in the unit that elicit critical thinking, problem-solving, decision-making, or drawing conclusions are limited and/or not relevant.</td>
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<td>Activities and teaching strategies that elicit critical thinking, problem-solving, decision-making, and drawing conclusions and lead to deeper understanding of the content and/or enhanced development of skills included in the objectives are integrated throughout the unit.</td>
<td></td>
</tr>
<tr>
<td>Task 4.5 (#2)</td>
<td>Active engagement</td>
<td>Examples of instructional activities that actively engage students in learning and/or the rationale describing how these activities promote active engagement are limited or not appropriate for achieving this goal.</td>
<td>Sufficient and appropriate examples of instructional activities that actively engage students in learning and an adequate rationale describing how these activities promote active engagement are provided.</td>
<td>Activities that actively engage students in learning and lead to deeper understanding of the content and/or enhanced development of skills included in the objectives are integrated throughout the unit.</td>
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<td>Sufficient and appropriate examples of instructional activities that actively engage students in learning and an adequate rationale describing how these activities promote active engagement are provided.</td>
<td>Activities that actively engage students in learning and lead to deeper understanding of the content and/or enhanced development of skills included in the objectives are integrated throughout the unit.</td>
<td></td>
</tr>
<tr>
<td>Meaningful, motivating and appropriately challenging activities that enable all to learn</td>
<td>Examples of instructional activities that are achievable, meaningful, and motivating, and provide an opportunity for all students in the classroom to learn are limited or not appropriate for achieving this goal.</td>
<td>Sufficient and appropriate examples of instructional activities that are achievable, meaningful, and motivating, and provide an opportunity for all students in the classroom to learn are provided.</td>
<td>Achievable, meaningful, and motivating activities that enable all students to develop a deeper understanding of the content and/or enhanced development of skills included in the objectives are integrated throughout the unit.</td>
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<td>Achievable, meaningful, and motivating activities that enable all students to develop a deeper understanding of the content and/or enhanced development of skills included in the objectives are integrated throughout the unit.</td>
<td></td>
</tr>
<tr>
<td>Interdisciplinary Instruction</td>
<td>Discussion does not indicate an adequate understanding of meaningful interdisciplinary instruction.</td>
<td>Discussion indicates an adequate understanding of meaningful interdisciplinary instruction.</td>
<td>Discussion indicates a highly developed understanding of meaningful interdisciplinary instruction that will enable students to develop important skills/concepts in several content areas.</td>
<td></td>
</tr>
<tr>
<td>Interdisciplinary Instruction</td>
<td>Discussion does not indicate an adequate understanding of meaningful interdisciplinary instruction.</td>
<td>Discussion indicates an adequate understanding of meaningful interdisciplinary instruction.</td>
<td>Discussion indicates a highly developed understanding of meaningful interdisciplinary instruction that will enable students to develop important skills/concepts in several content areas.</td>
<td></td>
</tr>
<tr>
<td>TEACHING PROCESS 5: Instructional Decision Making</td>
<td>Indicator</td>
<td>Unacceptable (1)</td>
<td>Acceptable (2)</td>
<td>Target (3)</td>
</tr>
<tr>
<td>Description of and rationale for changes made while teaching Task 5.1 (#1 &amp; 2)</td>
<td>Description of and rationale for changes made while teaching are severely limited, irrelevant, inaccurate, and/or missing.</td>
<td>Adequate description and a relevant rationale for changes made while teaching are provided.</td>
<td>Detailed, accurate, and perceptive description and a thorough rationale for changes made while teaching are provided.</td>
<td></td>
</tr>
<tr>
<td>Discussion of impact, including evidence and examples Task 5.2 (#1 &amp; 2)</td>
<td>Evidence and examples of impact of changes made during the lesson on student learning made are severely limited, irrelevant, inaccurate, and/or missing.</td>
<td>Adequate discussion of impact of any changes made during the lesson on student learning is provided.</td>
<td>Detailed, accurate, and insightful discussion of impact of any changes made during the lesson on student learning is provided.</td>
<td></td>
</tr>
<tr>
<td>Discussion of analysis of formative assessments for whole class Task 5.3 (#1 &amp; 2)</td>
<td>Summary and analysis of whole group formative (daily) assessment data did not address each daily lesson objective and/or is inadequate and/or inaccurate.</td>
<td>Summary and analysis of whole group formative (daily) assessment data addresses each daily lesson objective and is adequate and accurate.</td>
<td>Summary and analysis of whole group formative (daily) assessment data addresses each daily lesson objective and is detailed and insightful.</td>
<td></td>
</tr>
<tr>
<td>Description and rationale for changes to future lessons in the unit for all students Task 5.3 (#3)</td>
<td>Description of and explanation for changes needed in future lessons are severely limited, irrelevant, inaccurate, and/or missing.</td>
<td>Adequate description of and explanation for changes to future lessons are provided.</td>
<td>A detailed, accurate, and insightful description of and explanation for changes to future lessons are provided.</td>
<td></td>
</tr>
<tr>
<td>Indicator</td>
<td>Unacceptable (1)</td>
<td>Acceptable (2)</td>
<td>Target (3)</td>
<td>Score</td>
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<tr>
<td><strong>Discussion of analysis of formative assessments for three focus students</strong></td>
<td>Post-assessment data for the focus students has not been added to the pre-assessment visual representation, results for each unit objective are not included, and/or the data are incomplete or contain errors in calculations.</td>
<td>Visual representation of data for the focus students is complete, the results for each unit objective are included, and the calculations of growth data are correct.</td>
<td>Detailed and thorough description and examples of the focus students’ success in meeting objectives were provided with highly relevant and comprehensive supporting data.</td>
<td></td>
</tr>
<tr>
<td><strong>Most successful learning objectives for the focus students</strong></td>
<td>Description or examples of the focus students’ success in meeting objectives were inaccurate, inappropriate, missing and/or not supported by data.</td>
<td>Adequate and appropriate description and examples of the focus students’ success in meeting objectives were provided with appropriate supporting data.</td>
<td>Detailed and thorough description and examples of the focus students’ success in meeting objectives were provided with highly relevant and comprehensive supporting data.</td>
<td></td>
</tr>
<tr>
<td><strong>Least successful learning objectives for the focus students</strong></td>
<td>Description or examples of the focus students’ difficulty in meeting objectives were limited or missing and/or not supported by data.</td>
<td>Adequate and appropriate description and examples of the focus students’ difficulty in meeting objectives were provided with appropriate supporting data.</td>
<td>Detailed and thorough description and examples of the focus students’ difficulty in meeting objectives were provided with highly relevant and comprehensive supporting data.</td>
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</tr>
<tr>
<td><strong>Successful adaptations</strong></td>
<td>Description of successful adaptations for each focus student is inappropriate, limited, or missing.</td>
<td>Adequate and appropriate description of successful adaptations for each focus student is provided.</td>
<td>Detailed, appropriate, and insightful description of successful and varied adaptations for each focus student is provided.</td>
<td></td>
</tr>
<tr>
<td><strong>Visual representation of post-assessment results and growth data for the whole class</strong></td>
<td>Post-assessment data for the whole class has not been added to the pre-assessment visual representation, results for each unit objective are not included, and/or the data are incomplete or contain errors in calculations.</td>
<td>Visual representation of data for the whole class is complete, the results for each unit objective are included, and the calculations of growth data are correct.</td>
<td>Visual representation of data for the whole class is complete, results for each unit objective are included, the calculations of growth data are correct, and the data is presented in a way that facilitates analysis.</td>
<td></td>
</tr>
<tr>
<td><strong>Most successful learning objectives for the whole class</strong></td>
<td>Description or examples of the success of the whole class in meeting objectives were inaccurate, inappropriate, missing and/or not supported by data.</td>
<td>Adequate and appropriate description and examples of the success of the whole class in meeting objectives were provided with appropriate supporting data.</td>
<td>Detailed and thorough description and examples of success of the whole class in meeting objectives were provided with highly relevant and comprehensive supporting data.</td>
<td></td>
</tr>
<tr>
<td><strong>Least successful learning objectives for the whole class</strong></td>
<td>Description or examples of the difficulty of the whole class in meeting objectives were limited or missing and/or not supported by data.</td>
<td>Adequate and appropriate description and examples of the difficulty of the whole class in meeting objectives were provided with appropriate supporting data.</td>
<td>Detailed and thorough description and examples of the difficulty of the whole class in meeting objectives were provided with highly relevant and comprehensive supporting data.</td>
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</tbody>
</table>

**Teaching Process 6: Analysis and Interpretation of Student Learning and Performance**
<table>
<thead>
<tr>
<th>Indicator</th>
<th>Unacceptable (1)</th>
<th>Acceptable (2)</th>
<th>Target (3)</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use of pre-assessment and formative assessment data</td>
<td>Discussion of the use of pre-assessment and formative assessment data to provide appropriate instruction and activities.</td>
<td>Basic and relevant discussion of the use of pre-assessment and formative assessment data to provide appropriate instruction and activities.</td>
<td>Detailed and thorough discussion of the use of pre-assessment and formative assessment data to provide appropriate instruction and activities.</td>
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<tr>
<td>Task 7.1 (###)</td>
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<tr>
<td>Impact of teaching on student learning</td>
<td>Discussion of the successes and challenges students experienced and the role of teaching skills in facilitating students’ learning is limited, not relevant, and/or missing.</td>
<td>Basic and relevant discussion of the successes and challenges students experienced and the role of teaching skills in facilitating students’ learning is provided.</td>
<td>Detailed, insightful, and thorough discussion of the successes and challenges students experienced and the role of teaching skills in facilitating students’ learning is provided.</td>
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<tr>
<td>Task 7.1 (###)</td>
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<tr>
<td>Insight into the student learning/motivation process</td>
<td>Description and discussion of insights into the student learning/motivation process is severely limited, irrelevant, and/or missing.</td>
<td>Basic description and discussion of insights into the student learning/motivation process is provided.</td>
<td>Detailed, insightful and thorough discussion of insights into the student learning/motivation process is provided.</td>
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<tr>
<td>Task 7.1 (###)</td>
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<tr>
<td>Knowledge of self as a teacher.</td>
<td>Discussion of teaching/leadership, style, strengths, areas needing improvement, and commitment is severely limited, not relevant, and/or missing.</td>
<td>Basic and specific discussion of teaching/leadership, style, strengths, areas needing improvement, and commitment is provided.</td>
<td>Detailed, insightful, and thorough discussion of teaching/leadership, style, strengths, areas needing improvement, and commitment is provided.</td>
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</tr>
<tr>
<td>Task 7.2 (###)</td>
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</tbody>
</table>

3. **ELED 470 Conference/ Evaluation**

___ 4 week  ___ 8 week  ___ Other

Please indicate: E (excellent)  S (satisfactory)  NI (needs improvement)  U (unsatisfactory)

Student ___________________ Mentor Teacher ___________________

School/grade _____________ WIU Supervisor ___________________

___ Shows initiative  ___ Dresses appropriately  ___ Arrives on time

___ Attends every scheduled day  ___ Turns lesson plans in 2 days ahead
___ Lessons are well planned   ___ Plans are well executed
___ Self- reflection and lesson assessment are insightful
___ Accepts constructive criticism & acts on suggestions for improvement
___ Classroom management is well maintained and consistent

Plan for needed improvement:
Student will________________________________________________

Signature________________________
Mentor teacher will_________________________________________

Signature________________________
Supervisor will______________________________________________

Signature________________________ (date)________________________
Date scheduled for follow up __________

4. ELED 470 Formative and Summative Evaluation of Teaching  (completed by Mentor Teacher and WIU Supervisor)

Please indicate if you are completing a formative or summative evaluation.

___ Formative evaluation (Please complete four separate formative evaluations as you observe teaching in each of the content areas. You will only need to complete the content area section of this form for the content area you are observing during a lesson. Simply leave the other content areas blank; however, please complete the other sections of the evaluation.)

___ Summative evaluation (Please complete a summative evaluation at the end of the field experience using information from all observations of teaching in all content areas. All competencies must be evaluated on the Summative Evaluation)

Please use the following criteria to indicate the level of performance of the 470 participant:

NI: Needs Improvement (Performance does not adequately reflect the levels of knowledge, skills and/or behaviors that are typically observed in candidates with similar teaching experience.)

ME: Meets Expectations (Adequately demonstrates the knowledge, skills, and/or behaviors that are expected in typical candidates with similar teaching experiences.)

ADM: Meets Expectations at an Advanced Level  (Clearly and consistently demonstrates advanced levels of knowledge, skills, and/or behaviors compared to those typically observed in candidates with similar previous experiences. Few candidates will demonstrate this level of exceptional performance prior to student teaching.)

Lesson Plan (for this lesson and others in this content area)
___ 1. Created appropriate objectives aligned with the lesson content and the Illinois Learning Standards
___ 2. Aligned instruction and lesson objectives.
___ 3. Utilized assessments appropriate for the lesson objectives and developmentally appropriate for students.
___ 4. Used information from previous assessments of student learning to plan this lesson.
___ 5. Used knowledge of the cognitive, linguistic, social, emotional, and physical development of students in this class to plan instruction.
___ 6. Applied learning theories to create instruction (activating prior knowledge, creating connections between new concepts and prior knowledge, creating appropriately challenging instruction, providing feedback, etc.)
___ 7. Included effective and meaningful learning experiences that enable ALL students (second language, culturally diverse, special needs, and high achieving) to develop important skills and understandings.
___ 8. Included appropriate accommodations for diverse learners specifically designed for this lesson.
___ 9. Submitted lesson plans for approval in a timely manner.

Implementation of Instruction
___ 10. Prepared to teach.
___ 11. Gained students’ attention, activated prior knowledge, and provided motivation for learning at the beginning of the lesson.
___ 12. Clearly communicated expectations for learning and the importance of the lesson.
13. Maintained a focus on stated objectives throughout the lesson
14. Correctly and adequately answered questions posed by students.
15. Used both comprehension and higher-level questions, provided adequate wait time, and probed responses when needed.
16. Used a variety of appropriate print resources and instructional materials that engaged students and supported learning.
17. Provided opportunities for students to use technology in ways that effectively supported their learning.
18. Routinely checked for understanding of lesson content and procedures for completing tasks.
19. Adjusted instruction to meet the needs of diverse learners and implemented planned accommodations as needed.
20. Conducted lesson at an appropriate pace.
21. Used procedures that actively engaged students and created motivation for learning.
22. Created opportunities for social interaction and collaboration that increased students’ learning.
23. Engaged students in inquiry, critical thinking, problem solving, and/or decision-making.
25. Circulated to check for progress and provided an appropriate level of assistance as needed.
27. Monitored students’ behavior and responded promptly and appropriately.
28. Clearly conveyed the attitude and belief that all students can learn.
29. Provided closure for the lesson by reviewing concepts and/or skills introduced or practiced in the lesson.

Language Arts & Reading Instruction
30. Effectively taught skills and strategies that enable students to recognize words in print (phonemic awareness, decoding skills, phonics, word analysis skills, syllabication, or meaning based strategies).
31. Used procedures that helped students become more fluent readers.
32. Used procedures that helped students increase their vocabulary.
33. Effectively taught reading skills and strategies that enabled students to comprehend fiction texts.
34. Effectively taught reading skills and strategies that enabled students to comprehend nonfiction texts.
35. Introduced strategies that students can use to monitor their own comprehension of texts.
36. Effectively taught students to compose written texts using procedures that reflected an appropriate balance between the conventions of writing (punctuation, usage, mechanics, etc.) and the structure and content of texts.
37. Provided instruction that enabled students to develop and apply speaking skills.
38. Utilized techniques that helped students develop and apply listening skills.
39. Clearly and accurately explained and demonstrated literacy concepts, skills and strategies.
40. Used purposeful literacy assessments appropriate for the lesson content, objectives, and students.

Science Instruction
41. Clearly and accurately explained and demonstrated key science concepts and scientific processes.
42. Engaged students in learning science through inquiry (asking and answering questions, comparing answers, using tools to extend the senses, conducting investigations, developing explanations based on evidence and scientific knowledge, and communicating the results).
43. Provided instruction that enabled students to view science as an active process rather than a fixed body of knowledge.
44. Provided instruction that enabled students to understand the application of science in personal and social contexts.
45. Used purposeful science assessments appropriate for the lesson content, objectives, and students.

Mathematics Instruction
46. Clearly and accurately explained and demonstrated math concepts.
47. Clearly and accurately explained and demonstrated reasoning processes and engaged students in using mathematical reasoning to solve problems.
48. Clearly and accurately explained and demonstrated problem-solving strategies and engaged students in using a variety of problem-solving tools.
49. Provided opportunities for students to communicate their understanding of mathematics orally and in writing.
50. Helped students understand the use mathematics in real-life situations.
51. Provided opportunities for students to use manipulatives, websites, or computer software to create representations to solve problems.
52. Used purposeful math assessments appropriate for the lesson content, objectives, and students.

Social Studies Instruction
53. Clearly and accurately explained social studies concepts and skills.
54. Engaged students in constructing and applying new understandings of social studies content.
55. Engaged students in reading, writing, listening, discussion, and research to develop and apply background knowledge.
56. Engaged students in examining a variety of sources in the investigation of social studies topics or themes.
57. Used purposeful social studies assessments appropriate for the lesson content, objectives, and students.
Communication Skills
58. Demonstrated competence in oral communication skills.
59. Demonstrated competence in written communication skills.
60. Adjusted oral and written communication as appropriate to the audience.

Assessment of Student Learning
61. Assessed student learning accurately.
62. Provided appropriate feedback to students promptly.

Professionalism
63. Accurately assessed the effectiveness of instruction and identified ways the lesson could be strengthened.
64. Used self-reflection, information from assessments, and suggestions from supervisors to revise practice.
65. Respected student diversity.
66. Maintained appropriate dress and grooming.
67. Demonstrated self-confidence.
68. Demonstrated emotional maturity, honesty, integrity, and respect for self and others.
69. Worked well with the cooperating teacher and other school personnel.
70. Respected the boundaries of professional responsibilities when working with students, colleagues, and families.
71. Demonstrated punctuality and dependability and fulfilled responsibilities in a timely manner.

Strengths:
Concerns and/or Suggestions:
Signatures

470 participant: Date:
Supervisor: Date:

Overall Evaluation (Complete as part of the Summative Evaluation only)
Check (x) the statement that best reflects the ELED 470 participant's overall readiness for student teaching:
Consistently displays the knowledge, skills, and behaviors of typical pre-student teachers and is ready for student teaching.
Usually displays the knowledge, skills, and behaviors of typical pre-student teachers and appears to be ready for student teaching.
Needs additional teaching experiences to be adequately prepared for student teaching.

Important Accreditation Information Needed: Using the following list, place a check next to each group which is represented in your classes. Check all that apply.
One or more students who qualify for free or reduced lunch
Students who represent at least two ethnic groups, including Caucasian
One or more students who are English Language Learners
One or more students with a disability
Students representing both genders