

## Prompt for 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.*

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

- The results of the pre-assessment should be analyzed immediately and only used to modify the unit, not as part of the final grade. Do not ask students to correct/revise the pre-assessment.
- Create a visual representation (e.g., chart, bar graph, line graph) that displays the results of the pre-assessment for **each** objective and/or assessment instrument used. Indicate the number of correct items/total number of items, the number of points awarded/total number of points available for the assessment of each objective, the level of skill, etc.

### Example 1: Pre-Assessment Data Analysis Chart by Objectives

<b>Objective 1</b> The students will convert among customary units of length.	<b>Objective 2</b> The students will convert among customary units of weight.	<b>Objective 3</b> The students will convert among customary units of capacity.	<b>Objective 4</b> The students will decide if an estimate is enough.	<b>Objective 5</b> The students will add, subtract, multiply, and divide with customary units of measure.
<b>4/15 or 27%</b> exceeded <b>5/15 or 33%</b> met <b>6/15 or 40%</b> showed significant weakness	<b>6/15 or 40%</b> exceeded <b>3/15 or 20%</b> met <b>3/15 or 20%</b> did not meet <b>3/15 or 20%</b> showed significant weakness	<b>4/15 or 27%</b> exceeded <b>6/15 or 40%</b> met <b>5/15 or 33%</b> showed significant weakness	<b>10/15 or 67%</b> exceeded <b>5/15 or 33%</b> showed significant weakness	<b>7/15 or 47%</b> exceeded <b>8/15 or 53%</b> showed significant weakness

#### Criteria:

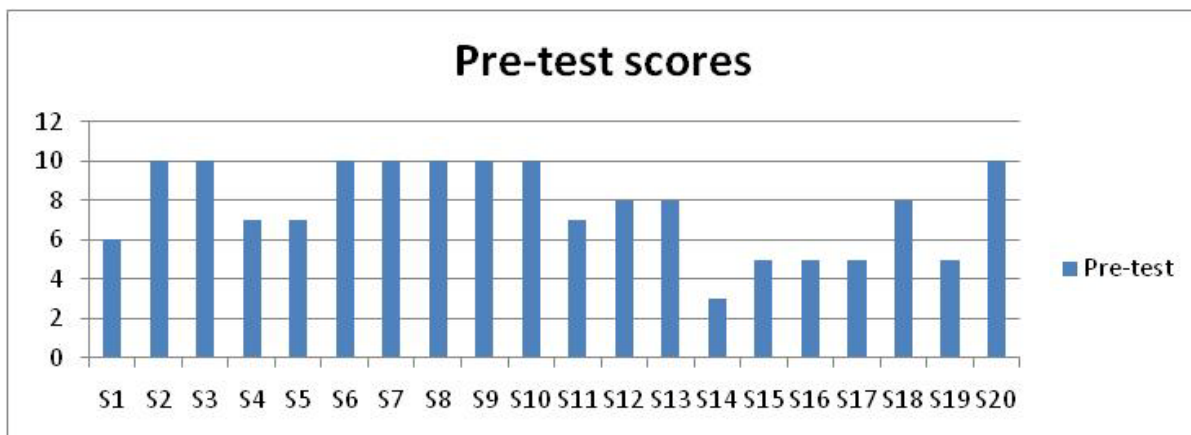
**90% or above on the assessment:** students exceeded expectations for the objective.

**80% to 89% on the assessment:** students met the objective.

**79% to 62% on the assessment:** students did not meet the objective.

**61% and below on the assessment:** students have significant weakness in this area.

### Example 2: Graph of Pre-assessment Results for 20 Students



- Discuss what you learned from the pre-assessment data about the current level of mastery of the knowledge/skills identified for each objective.
- Discuss what the pre-assessment data indicate about students' prior knowledge/skills, patterns of errors, and misconceptions.

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

- Identify the specific instructional technologies that you will use during the implementation of the unit.
- Discuss how the use of these instructional technologies has the potential to positively impact student learning.

**Task 4.3: Provide the lesson plans used in the unit. Among the many components of the lesson plan, be sure to address relevant student behavior, classroom management, and accommodations for individual learners.**

- The unit must include at least **five** consecutive lesson plans. Days used to administer the pre- and post-assessments cannot be used to fulfill this requirement for **five** consecutive lesson plans. Notes: (a) Some programs may require additional lessons; (b) use lesson plan format specified by your department, program, or student teaching setting.
- Each lesson plan must include one or more daily objectives identified in Teaching Process 2 - Learning Objectives and Benchmarks.
- Design the sequential instructional procedures for each lesson that will enable students to achieve the lesson objectives. Include the process (e.g., specific questions) you will use to check for understanding as well as promote critical and creative thinking.
- Identify the techniques that you will use to address student behaviors that may negatively impact student learning during this lesson.
- Identify the classroom management procedures that you will use to ensure that the lesson proceeds smoothly, efficiently and without confusion.
- Identify the procedures you will use during the unit to accommodate the needs of learners who may struggle to learn, who speak English as their second language, who may grasp the content quickly, or who may have a disability that affects this particular lesson. Include procedures used during the delivery of the lesson as well as the accommodations you will make during independent practice.

**Task 4.4: Discuss how the contextual information and pre-assessment data were used to select appropriate activities, assignments, and resources.**

- Identify any relevant community, district, school factors and/or classroom factors described in Teaching Process 1 - Contextual Factors that are likely to impact student learning during this unit. Discuss how your instructional plan was informed by the consideration of those factors.
- Identify the student characteristics described in Teaching Process 1, Contextual Factors, that are likely to impact student learning during this unit. Discuss how those characteristics influenced your selection of activities, assignments, and resources.
- Discuss the decisions you made about the activities, assignments, and resources for this unit based on the pre-assessment data.

**Task 4.5: Provide a rationale for your instructional design.**

- Discuss how this unit reflects what you know regarding relevant major schools of thought (e.g., specific theories) about how students best learn, 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. Include **specific** examples from lesson plans as evidence.
- Discuss the cognitive procedures that students will use during this unit, such as critical thinking, problem solving, decision-making, drawing conclusions, creative thinking, etc. Include specific examples of activities and/or teaching strategies that require students to use these procedures.
- Discuss the specific instructional activities in this unit that are most likely to promote active engagement in learning. Indicate why or how these activities will promote active engagement.
- Discuss techniques, strategies, or activities in this unit that 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.

8/07/2009

**Teaching Process 4 Rubric  
Design for Instruction**

Indicator	Unacceptable (1)	Acceptable (2)	Target (3)	Score
<p><b>Presentation of the results of the pre-assessment</b></p> <p style="text-align: center;"><b>Task 4.1</b></p>	<p>Visual representation of pre-assessment data does not include results for each unit objective and/or pre-assessment, the data are incomplete, and/or errors in calculations are evident.</p>	<p>Visual representation of pre-assessment data includes results for each unit objective and/or assessment, the data are complete, and the calculations are correct.</p>	<p>Visual representation of pre-assessment data includes results for each unit objective and/or pre-assessment, and the data are complete, correct, and presented in a way that facilitates analysis.</p>	
<p><b>Discussion of the pre-assessment data</b></p> <p style="text-align: center;"><b>Task 4.1</b></p>	<p>Discussion of one or more objectives is missing, limited, or inconsistent with the data in the visual representation; the extent to which 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.</p>	<p>Discussion adequately addresses each objective and is consistent with the data in the visual representation; the extent to which 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.</p>	<p>Discussion of each objective is detailed and consistent with the data in the visual representation; the extent to which 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.</p>	
<p><b>Discussion of the use of instructional technology</b></p> <p style="text-align: center;"><b>Task 4.2</b></p>	<p>Discussion of specific instructional technologies implemented in the unit and/or how those technologies have the potential to impact student learning is limited.</p>	<p>Adequate discussion of specific instructional technologies implemented in the unit and how those technologies have the potential to impact student learning is provided.</p>	<p>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.</p>	
<p><b>Number of lesson plans</b></p> <p style="text-align: center;"><b>Task 4.3</b></p>	<p>Fewer than five lesson plans (excluding days for administering pre- and post assessments) are included and/or one or more lesson plans</p>	<p>At least five lesson plans (excluding days for administering pre- and post assessments) are included and each lesson plan (1) addresses previously identified</p>	<p>At least five lesson plans (excluding days for administering pre- and post assessments) are included and each lesson plan (1) addresses previously identified</p>	

	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.	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.	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; and to promote critical and creative thinking and a deeper understanding of the objectives.	
<b>Techniques to address student behaviors</b>  <b>Task 4.3</b>	Techniques to address student behaviors which may negatively impact student learning are not relevant or have not been included.	Relevant techniques which address student behaviors that may negatively impact student learning are included.	Highly relevant and effective techniques which address student behaviors that may negatively impact student learning are included.	
<b>Classroom management procedures</b>  <b>Task 4.3</b>	Management procedures to ensure that each lesson proceeds smoothly, efficiently, and without confusion are in adequate or not provided.	Adequate management procedures to ensure that each lesson proceeds smoothly, efficiently, and without confusion are provided.	Highly effective management procedures which ensure that each lesson proceeds smoothly, efficiently, and without confusion are integrated throughout the unit.	
<b>Procedures to accommodating all learners</b>  <b>Task 4.3</b>	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.	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.	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.	
<b>Community, district, school and classroom factors that impact student learning</b>  <b>Task 4.4</b>	A limited number of relevant community, district, school, and classroom factors that impact student learning during the unit are discussed.	A sufficient number of relevant community, district, school and classroom factors that impact student learning during the unit are discussed.	Highly relevant community, district, school, and classroom factors that impact student learning during the unit are discussed in detail.	
<b>Student characteristics that impact student learning</b>  <b>Task 4.4</b>	A limited number of relevant student characteristics that impact student learning during the unit are discussed.	A sufficient number of relevant student characteristics that impact student learning during the unit are discussed.	Highly relevant student characteristics that impact student learning during the unit are discussed in detail.	
<b>Pre-assessment data that impacts student learning</b>  <b>Task 4.4</b>	Discussion of how pre-assessment data was used to select activities, assignments, and resources is limited or not relevant.	Discussion of how pre-assessment data was used to select activities, assignments, and resources is adequate and relevant.	Discussion of the use of pre-assessment data to select activities, assignments, and resources is highly relevant, detailed and comprehensive.	
<b>Theories utilized to create unit.</b>  <b>Task 4.5</b>	Discussion and/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.	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.	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.	
<b>Cognitive procedures used during the unit</b>  <b>Tasks 4.5</b>	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.	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.	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.	
<b>Active engagement</b>  <b>Task 4.5</b>	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 relevant.	Sufficient and relevant examples of instructional activities that actively engage students in learning and an adequate rationale describing how these activities promote active engagement are provided.	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.	
<b>Meaningful , motivating and appropriately challenging activities that enable all to learn</b>  <b>Tasks 4.5</b>	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 relevant.	Sufficient and relevant examples of instructional activities that are achievable, meaningful, and motivating, and provide an opportunity for all students in the classroom to learn are provided.	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.	

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