

**TITLE:** KA7\_Elementary Methods\_PlanningandReflectiveEducatorProject (for Elementary Candidates)  
KA7\_EMG491\_ PlanningandReflectiveEducatorProject (for Middle Grades Math Candidates)  
KA7\_EMG492\_ PlanningandReflectiveEducatorProject (for Middle Grades Science Candidates)  
KA7\_EMG493\_ PlanningandReflectiveEducatorProject (for Middle Grades Social Studies Candidates)  
KA7\_EMG494\_ PlanningandReflectiveEducatorProject (for Middle Grades E/LA Candidates)  
KA7\_SecMethods\_ PlanningandReflectiveEducatorProject (for Secondary Candidates)  
KA7\_EGC835\_ PlanningandReflectiveEducatorProject (for MAT Candidates)

**WHEN ADMINISTERED DURING THE PREPARATION PROGRAM:**

Transition 3- Methods

**INSTRUMENT PURPOSE AND USE:**

The purpose of this assessment is to determine your ability to plan and design a disciplinary-specific instructional unit as well as reflect on your teaching and professional development needs. This assignment provides an opportunity for you to sequence and develop instruction, aligning standards, assessment, and instruction, and identifying a variety of research-based instructional approaches and resources.

This instructional plan will require you to engage in the following:

- A. **Reflect on self as *Learner***
- B. **Demonstrate and Apply Content Knowledge**
- C. **Engage in Instructional Planning**
- D. **Utilize appropriate Assessment Practices**
- E. **Use Evidence to Reflect on Learning**
- F. **Reflect on self as *Educator***

Candidates will receive a *grade* on the planning and reflection project in the course. Candidates will receive *evaluation and feedback* in Taskstream that will help them reflect on their progress throughout the program. Candidate progress is monitored throughout the program.

Successful completion of this assessment with a holistic score of 3.0 and a grade of C or higher is required to earn a C or higher in the course and transition to student teaching. Candidates who do not meet the expected level of performance will be required to redo the assignment. After three (3) failed attempts, candidates will be placed on a professional improvement plan, and will be required to retake the course.

**EVALUATION CATEGORIES AND INDICATORS OF ASSESSMENT**

**Alignment with standards: (KTS, InTASC, CAEP, ISTE, SPA, PGES/OPGES)**

**KTS: 1, 2, 5, 6, 7, 9**

**InTASC: 1, 2, 4, 5, 6, 7, 8, 9**

**ISTE: 1, 2, 3, 4**

**CAEP: 1.1, 1.2, 1.3, 1.4, 1.5**

**ACEI: 2, 3, 4**

**CAEP-ETS: 1, 2, 3, 4**

**AMLE: 1, 2, 4**

## INFORMATION FOR CANDIDATES:

Classroom teachers engage regularly in instructional planning, implementation, data analysis, and reflection. A *unit plan* is one tool that guides teachers through this process. As a teacher candidate, you have been introduced to elements of this process in previous courses and will use that foundational understanding to design a relevant, rigorous unit plan as well as to reflect on your ability to implement lessons.

Instructions for the task(s) are as follows:

**1. Task 1 - Reflection on Self as Learner: (KTS 9.1, 9.2, 9.3; InTASC 9b,c,g,k)**

- Review the feedback that you received from your last instructional unit (i.e., from your initial curriculum course). Based upon your own self-evaluation as well as on feedback from your instructor (you may want to access your feedback on Taskstream again), complete the “Source of Evidence: Professional Growth” document. Use *specific evidence from your feedback* and/or from the unit plan itself and/or from previous clinical observation feedback to complete this task.

**2. Task 2 – Demonstrate Content Knowledge and Engage in Instructional Planning: (KTS 1.1, 1.2, 1.3, 1.4, 1.5; 2.1, 2.2, 2.3, 2.4, 2.5; 5.2, 5.3, 5.6, 6.3; Indicator 2.6; InTASC 1b, 2b,f, 3m, 4a,b,c,e,g,h,k,l, 5a,b,c,d,e,f, 6a,b,c,d,g,m,n, 7a,b,c,d, 8a,b,e,f,i,k,n)**

- Define the context for your unit.
- Design the summative assessment for your unit.
- Outline a series of 5-10 lessons, sequenced appropriately, that would demonstrate how you would teach this unit. Use the “Unit Planning – Skeleton Lesson Sequencing Form for Task 2” document for this task. Your instructor may have additional instructions for this section of your unit planning as well. Within this group of lessons, though, you should include at least ONE of each: reading, writing, and technology (where STUDENTS use technology) lessons. These three components may also be clustered in one of the lessons. Your instructor may have additional guidelines for your lessons, too, depending upon your specific content area.
- Create full lesson plans (using the “Source of Evidence: Lesson Plans”) for 3-5 lesson plans. These lesson plans should include objectives aligned with content standards, demonstrate content appropriate instructional strategies and clearly connect content to your students’ life experiences as well as

**3. Task 3 – Implement Instruction: Utilize Appropriate Formative Assessment Practices: (KTS 1.1, 1.2, 1.3, 1.4, 1.5; 2.1, 2.2, 2.3, 2.4, 2.5, 5.2, 5.4, 7.3; InTASC 1a,b, 2b,f, 4a,b,c,e,h,k,l, 5a,b,d,e,f, 6a,b,c,d,g,l,o, 7a,b,c,d, 8b,e,f,i,k, 9b)**

(Note: Ultimately, you will teach a lesson in your clinical course. While it is ideal for you to teach a lesson from your unit plan, circumstances in your clinical experience may prevent such a scenario. For the last two tasks in your unit plan (i.e., Tasks 3 and 4), you will use the lesson that is implemented for your clinicals to demonstrate competencies in these areas and to complete the task requirements. Your methods instructor will clarify this expectation for you and may require that you complete this task BEFORE you teach the accompanying lesson in your clinical placement.)

- Design/adapt/or create a formative assessment that clearly aligns to your learning target for a full lesson (your specific lesson plan must be attached to your assessment). Accommodations/modifications for diverse learners should be evident. (If you are adapting an existing assessment tool or activity, you must cite your source!)
- Develop a rubric or other instructor-approved scoring tool to determine mastery of student learning. The scoring guide should also align clearly to your learning target(s).

4. **Unit Plan KA: Task 4 – Reflect on Self as Educator: (KTS 9.1, 9.2, 9.4; InTASC 9b,c,g, 10f)** (Note: You will complete this last portion of your unit plan based upon the lesson that you will teach/have taught in your clinical course. While it is ideal for you to teach a lesson from your unit plan, circumstances in your clinical experience may prevent such a scenario. Your methods instructor will clarify this expectation for you.)
- Reflect on the effectiveness of the teaching and learning by completing the “Source of Evidence: Post-Observation Reflection” based on the formative assessment developed for Task 3 and implemented during your clinical lesson.
  - Return to the “Source of Evidence: Professional Development” document that you completed for Task 1. Revisit your initial responses and complete the reflection on that document. In order to complete the final section, cite specific evidence from your unit plan, your experiences in your clinicals, or from your professional development activities to defend your conclusions.
  - Complete a “Final Reflection,” responding to the following questions:
    - *What have you learned about instructional planning? (Refer to the process and to the product in your reflection and provide a rationale for your instructional choices.)*
    - *What are the strengths in your unit plan? How do you know? (Refer to feedback that you have gotten throughout the process.)*
    - *What are the areas for growth in your unit plan? How do you know? (Refer to feedback that you have gotten throughout the process.)*

#### **CRITERIA FOR SUCCESS**

You will receive a *grade* on the unit plan in the course. You will receive *evaluation and feedback* in Taskstream that will help you reflect on your progress throughout the program. As indicated in the “Instructions for Students,” this project will be completed in four phases, or tasks. Progressive feedback will be provided with an opportunity to make corrections or additions to the specific task in Taskstream. **The unit plan must be posted in Taskstream and completed successfully with a holistic score of 3.0 and a grade of C or higher to earn a grade of C or higher in the class and proceed to student teaching.** Candidates who do not meet the expected level of performance will be required to redo the assignment. After three (3) failed attempts, candidates will be placed on a professional improvement plan, and will be required to retake the course. Successful completion of this key assessment, then, is required for the fulfillment of your methods course requirements.

## KA5\_7\_Methods\_Planning and Reflective Educator Project Rubric

	Emerging	Developing	Competent	Exemplary
<b>KENTUCKY TEACHER STANDARD 1: THE TEACHER DEMONSTRATES APPLIED CONTENT KNOWLEDGE</b>				
<p><b>Indicator 1.1:</b> Candidate communicates concepts, processes, and knowledge.</p> <p>(InTasc 4a, h,l), CAEP 1.1, 1.3, 1.4 PGES 1a, 1b <i>(see tasks 2, 3)</i></p>	Communicates superficial or inaccurate concepts, processes and/or knowledge	Communicates an understanding of concepts, processes, and/or knowledge	Accurately communicates an understanding of concepts, processes, knowledge, and/or <b>academic language</b> in ways that <b>capture key ideas in the discipline, guide learners through learning progressions, and promote learners' achievement of content standards</b>	Accurately and effectively communicates an in-depth understanding of concepts, processes, knowledge, and/or <b>academic language (4h, l)</b> in ways that <b>capture key ideas in the discipline, guide learners through learning progressions, and promote each learner's achievement of content standards (4a)</b>
<p><b>Indicator 1.2:</b> Candidate connects content to life experiences of student.</p> <p>(InTASC 5b, add 4d at <i>exemplary level</i>) CAEP 1.1 PGES 1a, 1b <i>(see tasks 2, 3)</i></p>	Makes limited connections to life experiences of students	Connects content, procedures, and activities with life experiences of students	Effectively connects content to students' relevant life experiences, <b>interdisciplinary themes, or authentic local or global issues</b>	Facilitates student-generated connections to life experiences, <b>interdisciplinary themes(5b), and authentic local or global (5b), linking (4d)</b> , when appropriate, <b>prior learning</b> in the content area or other content areas
<p><b>Indicator 1.3</b> Candidate demonstrates instructional strategies that are appropriate for content and contribute to student learning.</p> <p>(InTASC 4c, 7a, 8e,f, i,k)</p>	Uses instructional strategies	Uses instructional strategies for content that contribute to student learning	Uses a range of <b>developmentally (culturally, linguistically) appropriate instructional strategies that are clearly appropriate for the content and processes of the lesson and contribute to the learning of students (e.g.,</b>	<b>Consistently uses and monitors a range of developmentally (culturally, linguistically) instructional strategies (8k) that are clearly appropriate for the content (4c) and processes of the lesson and contribute</b>

CAEP 1.1 <i>(see tasks 2, 3)</i>			providing multiple models/ representations of concepts and skills; stimulating discussion that serves varied purposes; promoting metacognitive processes, etc.)	to the individual learning needs of students (7a) (e.g., providing multiple models/ representations of concepts and skills (8e); stimulating discussion that serves varied purposes (8i); promoting metacognitive processes (8f), etc.)
	Emerging	Developing	Competent	Exemplary
<b>KENTUCKY TEACHER STANDARD 2: THE TEACHER DESIGNS AND PLANS INSTRUCTION</b>				
<b>Indicator 2.1:</b> Candidate develops significant objectives aligned with standards. <b>(InTASC 7a, and add 7b at the exemplary level)</b> <b>CAEP 1.1, 1.3, 1.4</b> IECE Standard I PGES 1b, 1c, 1d, 1e <i>(see tasks 2, 3)</i>	Develops learning objectives	Develops learning objectives that reflect concepts of the discipline are aligned with local or state standards	Develops learning objectives that reflect key concepts of the discipline, are aligned with local or state <b>standards</b> , and that reflect rigorous academic expectations	Develops significant learning objectives that reflect key concepts of the discipline, are specifically aligned with local curriculum or state <b>standards (7a)</b> , and that reflect rigorous, <b>differentiated (7b)</b> academic expectations
<b>Indicator 2.2:</b> Candidate uses contextual data to design instruction relevant to students. <b>(InTASC 2b, f, 7b)</b> <b>CAEP 1.1, 1.2</b> IECE Standard I PGES 1b, 1c, 1d, 1e <i>(see tasks 2, 3)</i>	Collects contextual data or pre-assessment.	Plans and designs instruction based on contextual data or pre-assessment	Plans and designs instruction that is based on contextual (i.e., student, community, and/or cultural) and pre-assessment data, <b>choosing appropriate strategies, accommodations, resources/provisions, support, and/or materials to differentiate instruction for groups of learners</b>	Plans and designs instruction that is based on multiples sources of contextual (i.e., <b>student</b> , community, and/or cultural) and <b>pre-assessment data (7d)</b> , <b>choosing appropriate strategies and accommodations, resources/provisions(2b), support (2f), and/or materials to differentiate</b>

				<b>instruction for individual learners (2)</b>
<p><b>Indicator 2.3:</b> Candidate plans assessments to guide instruction and measure learning objectives.  <b>(InTASC 6b, c, 7d, and add 6k at the exemplary level)</b>  <b>CAEP 1.1, 1.2</b>  <b>IECE Standard I</b>  <b>PGES 1b, 1c, 1d, 1e</b>  <b>ISTE-T 2, 3, 4</b>  <b>ACEI: 2, 3</b>  <b>CAEP-ETS: 1, 2, 3, 4</b>  <b>AMLE: 1, 2, 4</b>  <i>(see tasks 2, 3)</i></p>	<p>Designs assessments</p>	<p>Designs assessments that measure student performance on some of the objectives with an effort to guide planning</p>	<p>Designs rigorous assessments that accurately measure student performance on each objective, <b>minimize bias that could distort assessment results</b>, and <b>guide planning</b></p>	<p>Designs rigorous assessments that accurately measure student performance on each objective, <b>minimize bias that could distort assessment results (6b)</b>, and <b>guide planning (6c, 7d) to address learning goals and individual learner needs (6k)</b></p>
<p><b>Indicator 2.4:</b> Candidate plans instructional strategies and activities that address learning objectives for all students.  <b>(InTASC 7a, b, c, d, and add 8c, d, 5b at the exemplary level) (ISTE 2a)</b>  <b>CAEP 1.1, 1.3, 1.4, 1.5</b>  <b>IECE Standard I</b>  <b>PGES 1b, 1c, 1d, 1e</b>  <b>ISTE-T 2, 3, 4</b>  <b>ACEI: 2, 3</b>  <b>CAEP-ETS: 1, 2, 3, 4</b>  <b>AMLE: 1, 2, 4</b>  <i>(see tasks 2, 3)</i></p>	<p>Plans instructional strategies and activities</p>	<p>Plans instructional strategies and activities that are aligned with learning objectives</p>	<p>Plans a <b>learning sequence</b> (including digital tools and resources), <b>building on students' prior knowledge</b> and using <b>differentiated</b> instructional activities and strategies that <b>align with relevant learning objectives</b></p>	<p>Collaboratively plans an <b>interdisciplinary (5b) learning sequence (7c)</b>(including digital tools and resources), <b>building on students' prior knowledge (7d)</b>, using <b>differentiated (7b) instructional strategies that align with relevant learning objectives (7a)</b> and <b>support learner ownership and responsibility (8c,d)</b></p>

<p><b>Indicator 2.6:</b> Candidate develops learners' communication (speaking, listening, viewing, visually representing, reading, and writing) skills in disciplinary and interdisciplinary contexts <b>(InTASC 5e)</b> <b>CAEP 1.1, 1.4</b> <i>(see task 2)</i></p>	<p>Develops learners' informal or formal communication skills by creating opportunities for expressive communication (i.e., speaking, visually representing, and/or writing)</p>	<p>Develops learners' informal and/or formal communication skills in disciplinary contexts by creating meaningful opportunities for speaking and/or writing</p>	<p>Develops learners' informal and formal communication skills in disciplinary contexts by creating meaningful opportunities to employ communication that addresses a specific audience and purpose</p>	<p>Develops learners' informal and formal communication skills in disciplinary and/or interdisciplinary contexts by facilitating meaningful opportunities to employ a variety of forms of communication (5e) that address various audiences and purposes</p>
	<p><b>Emerging</b></p>	<p><b>Developing</b></p>	<p><b>Competent</b></p>	<p><b>Exemplary</b></p>
<p><b>KENTUCKY TEACHER STANDARD 5: THE TEACHER ASSESSES AND COMMUNICATES LEARNING RESULTS</b></p>				
<p><b>Indicator 5.2:</b> Candidate uses formative assessments. <b>(InTASC 6a, b, d, g, 8b, and add 6m, p for the exemplary level)</b> <b>ISTE 2d</b> <b>CAEP 1.1, 1.2</b> <b>ACEI: 4;</b> <b>CAEP-ETS: 3;</b> <b>AMLE 4</b> <i>(see tasks 2, 3)</i></p>	<p>Uses formative assessments</p>	<p>Uses formative assessments that measure student performance on some of the objectives with an effort to guide instruction</p>	<p>Uses <b>aligned formative assessments</b> (including digital tools, where appropriate) that accurately measure student performance on each objective, <b>provides feedback to learners, and adjusts instruction to meet students' learning needs</b></p>	<p>Uses rigorous, <b>aligned (6b) formative assessments (6a)</b> (including digital tools <b>(6p)</b>) that accurately measure student performance on each objective, <b>provides feedback to learners (6d), and adjusts instruction to meet learners' goals (6m, 8b) and individual learner needs (6g, 8b)</b></p>
<p><b>Indicator 5.4:</b> Candidate describes, analyzes, and evaluates student assessment data.</p>	<p>Describes student performance data</p>	<p>Describes, analyzes, and evaluates student performance data to determine progress of individuals and identify</p>	<p><b>Describes, analyzes, and evaluates student performance data</b> to determine student progress on <b>instructional goals</b>, identify differences</p>	<p><b>Collaborates (1c, 6c)</b> with colleagues to <b>describe, analyze, and evaluate student performance data (6l)</b> to determine student progress on <b>instructional</b></p>

<p>(InTASC 1a,6c, g, l, o and add 1c for the exemplary level)  <b>CAEP 1.1, 1.4</b>  <b>ACEI: 4;</b>  <b>CAEP-ETS: 3;</b>  <b>AMLE 4</b>  <i>(see task 3)</i></p>		<p>differences in progress among student groups</p>	<p>among student groups, and inform instructional practice</p>	<p><b>goals (6o), identify differences among student groups (1a), and inform instructional practice (6g, 6c)</b></p>
<p><b>Indicator 6.3:</b> Candidate integrates student use of available technology into instruction.  <b>(InTASC 3m, 4g, 5c, 7b, 8a, 8n and add 8l at the exemplary level)</b>  <b>ISTE 1b, 2b, 4b</b>  <b>CAEP 1.1, 1.5</b>  <i>(see task 2)</i></p>	<p>Integrates student use of available technology into instruction</p>	<p>Integrates student use of technology into instruction to enhance learning outcomes and meet diverse student needs</p>	<p>Integrates varied and authentic digital-age learning experiences so that students use appropriate contemporary technology tools and resources that address their diverse learning needs</p>	<p>Integrates varied and authentic digital-age learning experiences (8n) so that students use appropriate contemporary (5c) technology tools and resources (3m, 4g) that facilitate choice in the development of creativity, innovation, and/or problem solving skills (8l) and meet their diverse learning needs (7b, 8a)</p>
<p><b>Indicator 7.3:</b> Candidate uses data to reflect on and identify areas for professional growth.  <b>(InTASC 6l, 9b and add 9d, k for the exemplary level)</b>  <b>CAEP 1.1, 1.2</b>  <i>(see task 3)</i></p>	<p>Identifies areas for professional growth</p>	<p>Makes general or narrow suggestions for professional growth, using limited or inaccurate data</p>	<p>Reflects upon relevant and accurate data on learner performance to evaluate instructional practices and build professional growth plans</p>	<p>Reflects upon a variety of relevant and accurate data on learner performance (6l) and collegial/ observation feedback (9d, k) to evaluate instructional practices and build and implement professional growth plans (9b)</p>
	<p>Emerging</p>	<p>Developing</p>	<p>Competent</p>	<p>Exemplary</p>
<p><b>KENTUCKY TEACHER STANDARD 9: EVALUATES TEACHING AND IMPLEMENTS PROFESSIONAL DEVELOPMENT</b></p>				



<p><b>Indicator 9.2:</b> Candidate identifies priorities for professional development based on data from self-assessment, student performance and feedback from colleagues. <b>(InTASC 9c and add 10c at the exemplary level)</b> <b>CAEP 1.1, 1.2</b> <i>(see tasks 1, 4)</i></p>	<p>Identifies priorities for professional development based on data from self-assessment</p>	<p>Identifies priorities for professional development based on data from self-assessment and feedback from peers, students, or supervisors</p>	<p>Identifies priority areas for growth by reflecting on <b>data from multiple sources</b>, including self-assessment; feedback from peers, students, or supervisors; and student performance data</p>	<p>Identifies priority areas for growth by reflecting on <b>data from multiple sources (9c)</b>, including self-assessment; feedback from peers, students, or supervisors; <b>school/system-wide priorities (10c)</b>; and student performance data, anticipating innovative academic trends or needs</p>
<p><b>Indicator 9.3:</b> Candidate designs professional growth plan that addresses identified priorities. <b>(InTASC 9b, k)</b> <b>CAEP 1.1, 1.2</b> <i>(see task 1)</i></p>	<p>Designs a professional growth plan that addresses priority areas based upon a limited or inaccurate rationale</p>	<p>Designs a professional growth plan that addresses all priority areas based upon a clear and logical rationale</p>	<p>Designs a clear, logical <b>professional growth plan</b> that <b>addresses all priority areas</b>, is based upon a clear rationale, and identifies appropriate professional steps/resources to attain growth</p>	<p>Designs a clear, logical <b>professional growth plan (9k)</b> that <b>addresses all priority areas (9b)</b>, based upon a clear, evidence-based rationale; identifies appropriate professional steps/resources to attain growth; and identifies assessment needs for future professional development</p>