**Key Assessment 6: Design for Instruction**

***Note:*** *Teacher Candidates are to complete Key Assessment 6 prior to the student teaching semester.*

**Kentucky Teacher Standards Addressed:**

* 1. Communicates concepts, processes and knowledge
  2. Connects content to life experiences of students
  3. Demonstrate instructional strategies that are appropriate for content and contribute to student learning.
  4. States learning objectives that reflect key concepts of the discipline and are aligned with local or state standards.
  5. Plans and designs instruction based on contextual (i.e., student, community, and/or cultural) and pre- assessment data.

2.4 Aligns instructional strategies and activities with learning objectives for all students.

2.5 Plan instructional strategies and activities that facilitate multiple levels of learning.

5.4 Describe, analyze and evaluate student performance data.

* 1. Use available technology to design and plan instruction.

**Purpose:** The purpose of this assignment is to learn to design instruction for specific learning goals, student characteristics and needs, and learning contexts.

**Task:**

* + - **Results of pre-assessment**
      * After administering the pre-assessment,\* analyze student performance *relative to the learning goals.* Depict the results of the pre-assessment in a format that shows patterns of student performance relative to each Learning Goal. Describe the patterns that will guide instruction or modification of the learning goals.
        + How many students mastered each learning goal?
        + What types of questions/tasks were missed the most?
        + What is the content/skill within the incorrect responses?
        + For each of the above discussion, note implications for instruction for the Learning Goal.

***\*A pre-determined data set may be used in place of pre-assessment results should the teacher candidate have limited or no access to authentic student data.***

* + - **Unit overview**
      * Provide an overview of the 5 to 10 instructional days (excluding pre/post assessment) using a table or chart.
        + Indicate the Learning Goal(s) and objectives for each day.
* Relate each topic or activity to at least one Learning Goal.
* Design instructional strategies that address the content, revised Bloom’s cognitive levels, real world connections, student engagement, and differentiate instruction to meet the needs of all students. Include a variety of research-based strategies (see Glossary), activities, assignments, resources, and technologies.
* List formative assessments that are appropriate for students, measure student performance on each Learning Goal, and help guide teaching.
* Identify specific adaptations and differentiated approaches to learning for each strategy that addresses the Contextual Factors and pre-assessment *(A pre-determined data set may be used in place of pre-assessment results should the teacher candidate have limited or no access to authentic student data.)*
* **Instructional Strategies**
  + Describe at least two instructional strategies from different learning goals that reflect research-based practices and differentiated instruction. Explain how each strategy moves every student toward attaining the Learning Goal. Profile one strategy that includes P-12 student use of technology supporting higher-level thinking activities on real world topics. Include the following in the discussion:
    - Identify how the content relates to the Learning Goal. Address how the strategy aligns to the revised Bloom’s level of the Learning Goal.

Justify how the strategy stems from pre-assessment information and Contextual Factors thus resulting in a differentiated approach to teaching and learning. (*A pre-determined data set may be used in place of pre-assessment results should the teacher candidate have limited or no access to authentic student data.)*

* + - Describe real world connections.
    - Discuss the materials/technology needed to implement the strategy.
* **Formative Assessments**
  + Include an explanation of the formative assessments used with each strategy discussed above to measure student progress toward the Learning Goal. Include the following in the explanation:
    - Justify appropriateness for the content and developmental level of students.
    - Describe the assessment and its purpose.

Attach the formative assessments and scoring criteria as part of an appendix.

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| **Key Assessment Six: Design for Instruction**  **Scoring Guide** | | | | | | | |
| **CAEP** | **InTASC** | **KTS** | **Criteria** | **Beginning** | **Developing** | **Proficient** | **Exemplary** |
| **1.1**  **1.3**  **1.4** | **4,5**  **1,7** | **1.1**  **1.2**  **1.3**  **2.1**  **2.5** | **DI 2**  Unit Overview | Provides a limited description for 5 of the following criteria in unit overview:  Learning goals and objectives for each day/lesson;  Topic/activity per day related to at least one learning goal;  Instructional strategies content aligned with Bloom’s levels and differentiation of instruction.  Variety of research-based strategies, activities, alignments/resources  Student engagement  Real world connections;  Description multiple formative assessments that are appropriate and aligned to the Learning Goals;  Specific adaptations and differentiation per strategy that address Contextual Factors and the pre-assessment. | Provides an adequate description for 6 following criteria in unit overview:  Learning goals and objectives for each day/lesson;  Topic/activity per day related to at least one learning goal;  Instructional strategies content aligned with Bloom’s levels and differentiation of instruction.  Variety of research-based strategies, activities, alignments/resources  Student engagement  Real world connections;  Description multiple formative assessments that are appropriate and aligned to the Learning Goals;  Specific adaptations and differentiation per strategy that address Contextual Factors and the pre-assessment. | Provides thorough understanding of the following criteria in unit overview:  Learning goals and objectives for each day/lesson;  Topic/activity per day related to at least one learning goal;  Instructional strategies content aligned with Bloom’s levels and differentiation of instruction.  Variety of research-based strategies, activities, alignments/resources  Student engagement  Real world connections;  Description multiple formative assessments that are appropriate and aligned to the Learning Goals;  Specific adaptations and differentiation per strategy that address Contextual Factors and the pre-assessment. | Achieves the Proficient level with minimal assistance on the first attempt and demonstrates above and beyond the Proficient level. |
| **1.1**  **1.5**  **T** | **1,6,8,9,10** | **6.1** | **DI 3**  Integration of Technology | Minimal technology use in planning and instruction | Some technology use in planning and instruction | Demonstrate technology integration in planning and instruction and how P-12 student use of technology will be integrated in unit for higher level thinking activities and in a real world context. | Achieves the Proficient level with minimal assistance on the first attempt and demonstrates above and beyond the Proficient level. |
| **1.1**  **1.3**  **1.4** | **4,5**  **1,7** | **1.1**  **1.2**  **1.3**  **2.4**  **2.5** | **DI 4**  Instructional Strategies | Provides an limited description of two instructional strategies from different learning goals for 2 of the following criteria in unit overview:  Identification of appropriate content related strategies to meet Learning Goals and revised Bloom’s levels;  Instructional strategies meet student needs through appropriate adaptations and differentiated instruction based on pre-assessment data.  Real world connections;  Discussion of materials/technology. | Provides an adequate description of two instructional strategies from different learning goals for 3 of the following criteria in unit overview:  Identification of appropriate content related strategies to meet Learning Goals and revised Bloom’s levels;  Instructional strategies meet student needs through appropriate adaptations and differentiated instruction based on pre-assessment data.  Real world connections;  Discussion of materials/technology. | Thorough and clear description of two instructional strategies from different learning goals that includes:  Identification of appropriate content related strategies to meet Learning Goals and revised Bloom’s levels;  Instructional strategies meet student needs through appropriate adaptations and differentiated instruction based on pre-assessment data.  Real world connections;  Discussion of materials/technology. | Achieves the Proficient level with minimal assistance on the first attempt and demonstrates above and beyond the Proficient level. |
| **1.1**  **1.2**  **1.3**  **1.4** | **1,7**  **6** | **2.3**  **5.4** | **DI 5**  Formative  Assessments | Provides a limited description for 1 of the following criteria in unit overview:  Description of assessment and purpose;  Justify appropriateness for the content and developmental level of students;  Inclusion of formative assessments and scoring criteria. | Provides an adequate description for 2 of the following criteria in unit overview:  Description of assessment and purpose;  Justify appropriateness for the content and developmental level of students;  Inclusion of formative assessments and scoring criteria. | Thorough and clear explanation of Formative Assessments including the following items:  Description of assessment and purpose;  Justify appropriateness for the content and developmental level of students;  Inclusion of formative assessments and scoring criteria. | Achieves the Proficient level with minimal assistance on the first attempt and demonstrates above and beyond the Proficient level. |

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| **Key Assessment Six: Design for Instruction Unit Template** | | | | | |
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| **Day** | **Learning Goal** | **Learning Objective** | **Instructional Strategies** | **Assessment** | **Adaptations or Differentiated Instruction** |
| 1 |  | \**Must be student- centered, outcome- based, and measurable.* | *\*Include research-based strategies & resources, real world connections, technology, student engagement, and Bloom’s tasks aligned to Learning Goals.* | *\*Use multiple formative assessments aligned to Learning Goals.* | *\* Consider contextual factors and pre- assessment results.*  *Remember to offer enrichment for those who demonstrated mastery on the*  *Pre-assessment.*  *pre-assessment.* |
| *\*A pre-determined data set may be used in place of pre-assessment results should the teacher candidate have limited or no access to authentic student data.* | | | | | |
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| **Instructional Strategy #1 –Student Use of Technology**   * Connection to the Learning Goal and revised Bloom’s level: * Connection to pre-assessment information and Contextual Factors and explanation of differentiation approach: * Describe real world connections: * Materials/technology needed to implement strategy: * Formative Assessments:   + Justify appropriateness for the content and developmental level of students.   + Describe the assessment and its purpose.   + Attach the formative assessment and scoring criteria | | | | | |