





Learning Outcome 2 – Candidates will understand the role of goals, standards, and objectives in unit and lesson planning

Learning Activities/Performance Tasks:

1. Understand how technology resources can be used to enhance and extend your classroom environment. .

Assessment:

Discussion Board – Culturally Diverse Classrooms

Video Analysis - Questioning Strategies

Direct and Indirect Instruction

PRAXIS Prep

Signature Assessment - Blended Learning Unit

CREATE 3 Lesson Plans – include Strategies for Learning

Learning Outcome 4 – Candidates will successfully integrate technology into lesson planning and assessment

Learning Activities/Performance Tasks:

1. Explain the benefits of teaching with technology.
2. Identify 21st century learning technologies and how they can be used in the classroom.
3. Discover how to promote higher order thinking with the use of technology.
4. Explain how to assess the effectiveness of technology.
5. Identify the difference between a norm-referenced test and a criterion-referenced test.
6. Assess whether or not a test measures what it sets out to measure.
7. Understand the use of diagnostic assessments.
8. Identify the characteristics and purpose of a performance test.
9. Learn to u

Signature Assessment - Blended Learning Unit  
CREATE a Blended Learning Unit on Schoology

Week	Week at a Glance Essential Questions
One	How do we develop an understanding of our students and leverage that to create effective instructional practice?
Two	Why and how to we write goals, standards, and objectives that inform quality lesson and unit planning?
Three	How and why do effective questioning strategies deepen teaching and learning?
Four	What are best practices to effectively integrate technology into planning, teaching, and assessing student learning?
Five	How can we use personalized and blended learning to engage students?
Six	How and why do we build and implement collaborative learning strategies?
Seven	

Week 6 Collaborative Learning  
Activity

50

Week 7 Reflection

50

4. [Group work: Using cooperative learning groups effectively](#)
5. [Increasing Inclusivity in the Classroom](#)
6. [How People Learn](#)
7. [Metacognition](#)
8. [Mindfulness in the Classroom](#)
9. [Motivating Students](#)
10. [Personalized Learning](#)
11. [Technological Pedagogical and Content Knowledge](#)

## MAS 7801 (ENGLISH/LANG ARTS) (4-levels)

	value: 1.00	value: 2.00	value: 3.00	value: 4.00	Score/Level
Selecting Instructional Goals					1

as activities, not as student learning. Outcomes do not permit viable methods

**BALANCE -**  
Outcomes reflect only one type of learning and only one discipline or strand.

**SUITABILITY FOR DIVERSE LEARNERS -**

es are not for the class ot based on assessment of needs.

combination of outcomes and activities. Some outcomes do not permit viable methods of assessment.

**BALANCE -**  
Outcomes reflect several types of learning, but teacher has made no attempt at coordination or integration.

**SUITABILITY FOR LEARNERS -** Most of the outcomes are suitable for most of the students in the class based on global assessments of student learning.

viable methods of assessment.

**BALANCE -**  
Outcomes reflect several different types of learning and opportunities for coordination.

**SUITABILITY FOR DIVERSE LEARNERS -** Most of the outcomes are suitable for all students in the class and are based on evidence of student proficiency. However, the needs of some individual students may not be accommodated.

outcomes are clear,

**USA- InTASC Model Core Teaching Standards (2011)**

**Standard:** Standard #7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-



Learning activities are not suitable to students or to instructional outcomes and are not designed to engage students in

	<p>evidence of student choice in selecting the different patterns of instructional groups.</p>	<p>recognizable structure, although the structure is not uniformly maintained throughout. Progression of activities is uneven, with most time allocations reasonable.</p>	<p>lesson or unit has a clearly defined structure around which activities are organized. Progression of activities is even, with reasonable time allocations.</p>	<p><b>GROUPS -</b> Instructional groups are varied as appropriate to the students and the different instructional outcomes. There is evidence of student choice in selecting the different patterns of instructional groups.</p> <p><b>LESSON AND UNIT STRUCTURE -</b> The structure is clear and allows for different pathways according to diverse student needs. The progression of activities is highly coherent.</p>	
--	--	---	---	---	--

-

**Essential Knowledge:**

1(d) The teacher understands how learning occurs-- how learners construct knowledge, acquire skills, and develop disciplined thinking processes--and knows how to use instructional strategies that promote student learning.

**Essential Knowledge:**

s learning and

knows how to make inst

**Essential Knowledge:**

1(f) The teacher identifies readiness for learning, and understands how development in any one area may affect performance in others.

**Essential Knowledge:**

1(g) The teacher understands the role of language and culture in learning and knows how to modify instruction to make language comprehensible and instruction relevant, accessible, and challenging.

**Standard:** Standard #7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

**Performance:**

7(c) The teacher develops appropriate sequencing of learning experiences and provides multiple ways to demonstrate knowledge and skill.

**Performance:**

7(d) The teacher plans for instruction based on formative and summative assessment data, prior learner knowledge, and learner interest.

**Performance:**

7(e) The teacher plans collaboratively with professionals who have specialized expertise (e.g., special educators, related service providers, language learning specialists, librarians, media specialists) to design and jointly deliver as appropriate learning experiences to meet unique learning needs.

**Essential Knowledge:**

7(k) The teacher knows a range of evidence-based instructional strategies, resources, and technological tools and how to use them effectively to plan instructio

<p>Pedagogy.</p> <p>Evidence of P-12 learning in English/Language Arts content</p> <p>NCTE 2,3,4 NCSS 1,2,3 NSTA 1,2,5 NCTM 1,2,3</p>	<p>the discipline, or of content-related pedagogy as related to English/Language Arts.</p> <p>KNOWLEDGE OF CONTENT AND THE STRUCTURE OF THE DISCIPLINE - In planning and practice, teacher makes content errors or does not correct errors made by students.</p> <p>KNOWLEDGE OF PREREQUISITES - plans and practice display little understanding of prerequisite relationships important to student learning of the content.</p> <p>KNOWLEDGE OF CONTENT-RELATED PEDAGOGY - Teacher displays little or no understanding of the range of</p>	<p>English/Language Arts represents basic understanding but does not extend to connections with other disciplines or to possible student misconceptions.</p> <p>KNOWLEDGE OF CONTENT AND THE STRUCTURE OF THE DISCIPLINE - Teacher is familiar with the important concepts in the discipline but may display lack of awareness of how these concepts relate to one another.</p> <p>KNOWLEDGE OF PREREQUISITES - practice indicate some awareness of prerequisite relationships, although such knowledge may be inaccurate or incomplete.</p> <p>KNOWLEDGE OF</p>	<p>Arts content and its prerequisite relationships and connections with other disciplines as specified to English/Language instructional practices reflect current pedagogical knowledge.</p> <p>KNOWLEDGE OF CONTENT AND THE STRUCTURE OF THE DISCIPLINE - Teacher displays solid knowledge of the important concepts in the discipline and how these relate to one another.</p> <p>KNOWLEDGE OF PREREQUISITES - practice reflect accurate understanding of prerequisite relationships among topics and concepts.</p>	<p>KNOWLEDGE OF CONTENT AND THE STRUCTURE OF THE DISCIPLINE - Teacher displays extensive knowledge of the important concepts in the discipline and how these relate both to one another and to other disciplines.</p> <p>KNOWLEDGE OF PREREQUISITES - practices reflect understanding of prerequisite relationships among topics and concepts and a link to necessary cognitive structures by students to ensure understanding.</p> <p>KNOWLEDGE OF CONTENT-RELATED PEDAGOGY - practice reflect familiarity with a wide</p>	
---	---	--	--	---	--



pedagogical approaches suitable to student learning of the content.

**CONTENT-RELATED PEDAGOGY -**

practice reflect a limited range of pedagogical approaches or some approaches that are not suitable to the discipline or to the students.

**KNOWLEDGE OF CONTENT-RELATED PEDAGOGY -**

practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline.

4(f) The teacher evaluates and modifies instructional resources and curriculum materials for their comprehensiveness, accuracy for representing particular concepts in the discipline, and appropriateness for his/her learners.

**Performance:**



KNOWLEDGE OF STUDENTS' INTERESTS AND CULTURAL HERITAGE - Teacher displays little or no knowledge of or cultural heritage and does not indicate that such knowledge is valuable.

KNOWLEDGE OF STUDENTS' SPECIAL NEEDS - Teacher displays little or no understanding of learning or medical needs or why such knowledge is important.

the class as a whole.

KNOWLEDGE OF STUDENTS' INTERESTS AND CULTURAL HERITAGE - Teacher recognizes the value of understanding students cultural heritage but displays this knowledge only for the class as a whole.

KNOWLEDGE OF STUDENTS' SPECIAL NEEDS - Teacher displays awareness of the importance of special learning or medical needs but

**Area:** 6. Planning for Instruction

**Descriptor:**

Design instruction based upon  
demonstrate knowledge of instructional planning.

**Indicator:**

6.4 Understanding of how to connect student experiences with education goals in planning.

**Indicator:**

6.5 Understanding of how to maximize the participation and engagement of students with disabilities in a general or expanded curriculum.

**DE- Wilmington University DPAS II for Teachers Components and Gates**

**Component 1:** Planning and Preparation

**Gate:** Coursework

**USA- InTASC Model Core Teaching Standards (2011)**

**Standard:** Standard #1: Learner Development. The teacher understands how children learn and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

**Performance:**

1(b) The teacher creates developmentally appropriate instruction that takes into  
and that enables each learner to advance and accelerate his/her learning.

**Performance:**

1(c) The teacher collaborates with families, communities, colleagues, and other professionals to promote learner growth and development.

**Standard:** Standard #2: Learning Differences The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

**Performance:**

2(e) The teacher incorporates tools of language development into planning and instruction, including strategies for making content accessible to English language learners and for evaluating and supporting their development of English proficiency.

**Performance:**

2(f) The teacher accesses resources, supports, and specialized assistance and services to meet particular learning differences or needs.

**Essential Knowledge:**

2(g) The teacher understands and identifies differences in approaches to learning and performance and knows how to design instruction

**Essential Knowledge:**

2(h) The teacher understands students with exceptional needs, including those associated with disabilities and giftedness, and knows how to use strategies and resources to address these needs.

**Essential Knowledge:**

2(i) The teacher knows about second language acquisition processes and knows how to incorporate instructional strategies and resources to support language acquisition.

**Standard:** Standard #7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

**Essential Knowledge:**

7(i) The teacher understands learning theory, human development, cultural diversity, and individual differences and how these impact ongoing planning.

**Essential Knowledge:**

	<p><b>Performance Indicator:</b>  b. address the diverse needs of all learners by using learner-centered strategies and providing equitable access to appropriate digital tools and resources</p>	
<p>Designing Student Assessments</p> <p>NCTE 1,2  NCSS 3,4  NSTA 2,3,5  NSTM 3,5</p>	<p>assessing student learning contains no clear criteria or standards, is poorly aligned with the instructional outcomes, or is inappropriate to many students. The results of assessment have minimal impact on the design of future instruction.</p>	







Selecting  
Instructional  
Goals

NCTE  
1,2,3,4,5

NCSS  
1,2,3,4,5

NSTA  
1,2,3,4,6

NSTM 2,3,6

represent trivial learning, are unsuitable for students, or are stated only as instructional activities, and they do not permit viable methods of assessment.

VALUE. SEQUENCE, AND ALIGNMENT - Outcomes represent low expectations for students and lack of rigor. They do not reflect important learning in the discipline or a connection to a sequence of learning.

CLARITY - Outcomes are either not clear or are stated as activities, not as student learning.

	<p><b>SUITABILITY FOR DIVERSE LEARNERS -</b> Outcomes are not suitable for the class or are not based on any assessment of student needs.</p>	<p>has made no attempt at coordination or integration.</p> <p><b>SUITABILITY FOR DIVERSE LEARNERS -</b> Most of the outcomes are suitable for most of the students in the class based on global assessments of student learning.</p>	<p><b>SUITABILITY FOR DIVERSE LEARNERS -</b> Most of the outcomes are suitable for all students in the class and are based on evidence of student proficiency. However, the needs of some individual students may not be accommodated.</p>	<p>opportunities for both coordination and integration.</p> <p><b>SUITABILITY FOR DIVERSE LEARNERS -</b> Outcomes are based on a comprehensive assessment of student learning and take into account the varying needs of individual students or groups.</p>	
--	---	--	--	---	--

**Standards**



Materials and resources are not suitable for students and do not support the instructional outcomes or engage students in meaningful learning.

#### INSTRUCTIONAL GROUPS -

Instructional groups do not support the instructional outcomes and offer no variety.

#### LESSON AND UNIT STRUCTURE -

Instructional groups are varied as appropriate to the students and the different instructional outcomes. There is evidence of student choice in selecting the different patterns of

				<p><b>LESSON AND UNIT STRUCTURE - The</b></p> <p>structure is clear and allows for different pathways according to diverse student needs. The progression of activities is highly coherent.</p>	
--	--	--	--	---	--



students.

**KNOWLEDGE OF PREREQUISITES -**

practice display little understanding of prerequisite relationships important to student learning of the content.

**KNOWLEDGE OF CONTENT-RELATED PEDAGOGY -**  
Teacher displays little or no understanding of the range of pedagogical approaches suitable to student learning of the content.

with the important concepts in the discipline but may display lack of awareness of how these concepts relate to one another.

**KNOWLEDGE OF PREREQUISITES -**

practice indicate some awareness of prerequisite relationships, although such knowledge may be inaccurate or incomplete.

**KNOWLEDGE OF CONTENT-RELATED PEDAGOGY -**

practice reflect a limited range of pedagogical approaches or some approaches that are not suitable to the discipline or to the students.

**THE DISCIPLINE -**  
Teacher displays solid knowledge of the important concepts in the discipline and how these relate to one another.

**KNOWLEDGE OF PREREQUISITES -**

practice reflect accurate understanding of prerequisite relationships among topics and concepts.

**KNOWLEDGE OF CONTENT-RELATED PEDAGOGY -**

practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline.



**Essential Knowledge:**

4(k) The teacher understands common misconceptions in learning the discipline and how to guide learners to accurate conceptual understanding.

**Essential Knowledge:**

4(l) The teacher knows and uses the academic language of the discipline and knows how to make it accessible to learners.

**Essential Knowledge:**

**Essential Knowledge:**

4(n) The teacher has a deep knowledge of student content standards and learning progressions in the discipline(s) s/he teaches.

**Standard:** Standard #7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

age group.

**KNOWLEDGE OF  
THE LEARNING  
PROCESS** - Teacher  
sees no value in  
understanding how  
students learn and does  
not seek such  
information.

**KNOWLEDGE OF  
STUDENTS' SKILLS,  
KNOWLEDGE, AND  
LANGUAGE  
PROFICIENCY** -



	<p><b>Performance:</b>  that enables each learner to advance and accelerate his/her learning. rests, and needs and</p> <p><b>Performance:</b>  1(c) The teacher collaborates with families, communities, colleagues, and other professionals to promote learner growth and development.  <b>Standard:</b> Standard #2: Learning Differences The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.</p> <p><b>Performance:</b>  2(e) The teacher incorporates tools of language development into planning and instruction, including strategies for making content accessible to English language learners and for evaluating and supporting their development of English proficiency.</p> <p><b>Performance:</b>  2(f) The teacher accesses resources, supports, and specialized assistance and services to meet particular learning differences or needs.</p> <p><b>Essential Knowledge:</b>  2(g) The teacher understands and identifies differences in approaches to learning and performance and knows how to design instruction that</p> <p><b>Essential Knowledge:</b>  2(h) The teacher understands students with exceptional needs, including those associated with disabilities and giftedness, and knows how to use strategies and resources to address these needs.</p> <p><b>Essential Knowledge:</b>  2(i) The teacher knows about second language acquisition processes and knows how to incorporate instructional strategies and resources to support language acquisition.  <b>Standard:</b> Standard #7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.</p> <p><b>Essential Knowledge:</b>  7(i) The teacher understands learning theory, human development, cultural diversity, and individual differences and how these impact ongoing planning.</p> <p><b>Essential Knowledge:</b>  7(j) The teacher understands the strengths and needs of individual learners and how to plan instruction that is responsive to these strengths and needs.</p> <p><b>USA- ISTE: National Educational Technology Standards (NETS) for All Teachers (2011)</b>  <b>Standard:</b> 4. Promote and Model Digital Citizenship and Responsibility Teachers understand local and global societal issues and responsibilities in an evolving digital culture and exhibit legal and ethical behavior in their professional practices. Teachers:  <b>Performance Indicator:</b>  b. address the diverse needs of all learners by using learner-centered strategies and providing equitable access to appropriate digital tools and resources</p>	
--	--	--

Designing

many students. The results of assessment have minimal impact on the design of future instruction.

**CONGRUENCE WITH INSTRUCTIONAL OUTCOME -**

Assessment procedures are not congruent with instructional outcomes.

**CRITERIA AND STANDARDS -**

Proposed approach contains no criteria or standards.

**DESIGN OF FORMATIVE ASSESSMENTS -**

Teacher has no plan to incorporate formative assessment in the lesson or unit.

**USE OF PLANNING -**

		Teacher plans to use assessment results to plan for future instruction for the class as a whole.	assessment results to plan for future instruction for groups of students.	<p><b>DESIGN OF FORMATIVE ASSESSMENTS -</b>  Approach to using formative assessment is well designed and includes student as well as teacher use of the assessment information.</p> <p><b>USE OF PLANNING -</b>  Teacher plans to use assessment results to plan for future instruction for individual students.</p>	
--	--	--	---	--	--

**Standards**

**DE- Wilmington University Teacher Preparation Program Competencies**

	<p>7(f) The teacher evaluates plans in relation to short- and long-range goals and systematical needs and enhance learning.</p> <p><b>Essential Knowledge:</b></p> <p>7(l) The teacher knows when and how to adjust plans based on assessment information and learner responses.</p> <p><b>Standard:</b> Standard #6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own</p> <p><b>Performance:</b></p> <p>6(g) The teacher effectively uses multiple and appropriate types o differentiated learning experiences.</p> <p><b>Performance:</b></p> <p>6(h) The teacher prepares all learners for the demands of particular assessment formats and makes appropriate accommodations in assessments or testing conditions, especially for learners with disabilities and language learning needs.</p> <p><b>Performance:</b></p> <p>6(i) The teacher continually seeks appropriate ways to employ technology to support assessment practice both to engage learners more fully and to assess and address learner needs.</p> <p><b>Essential Knowledge:</b></p> <p>6(j) The teacher understands the differences between formative and summative applications of assessment and knows how and when to use each.</p>	

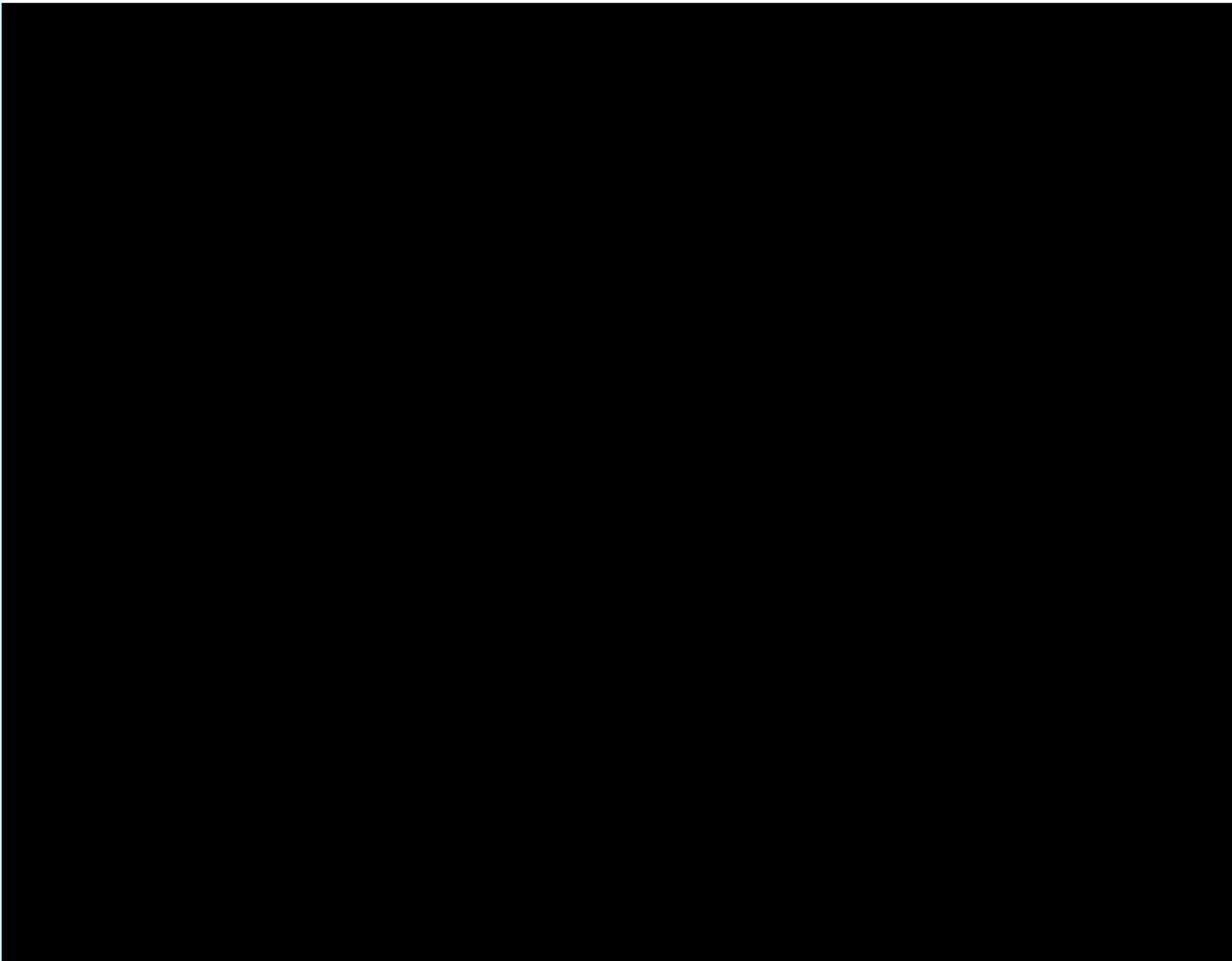






	<p><b>Performance Indicator:</b>  a. design or adapt relevant learning experiences that incorporate digital tools and resources to promote student learning and creativity</p>	
<p>Designing Coherent Instruction including the appropriate practice of safety procedures; chemical storage and use; and animal care and use.</p> <p>NCTE 1,2,3,4  NCSS 1,2,3,4  NSTA 2,35  NSTM 2,3</p>	<p>The various elements of the instructional design do not support the stated instructional goals or engage students in meaningful learning and the lesson</p>	



				<p>pathways according to diverse student needs. The progression of activities is highly coherent.</p>	
					







approaches that are not  
suitable to the  
discipline or to the

	<p>4(f) The teacher evaluates and modifies instructional resources and curriculum materials for their comprehensiveness, accuracy for representing particular concepts in the discipline, and appropriateness for his/her learners.  <b>Performance:</b>  4(g) The teacher uses supplementary resources and technologies effectively to ensure accessibility and relevance for all learners.  <b>Performance:</b>  4(h) The teacher creates opportunities for students to learn, practice, and master academic language in their content.  <b>Performance:</b>  4(i) The teacher accesses school and/or district-  <b>Essential Knowledge:</b>  4(j) The teacher understands major concepts, assumptions, debates, processes of inquiry, and ways of knowing that are central to the discipline(s) s/he teaches.  <b>Essential Knowledge:</b>  4(k) The teacher understands common misconceptions in learning the discipline and how to guide learners to accurate conceptual understanding.  <b>Essential Knowledge:</b>  4(l) The teacher knows and uses the academic language of the discipline and knows how to make it accessible to learners.  <b>Essential Knowledge:</b>  4(m) The teacher knows how to integrate culturally relevant content to build on  <b>Essential Knowledge:</b>  4(n) The teacher has a deep knowledge of student content standards and learning progressions in the discipline(s) s/he teaches.  <b>Standard:</b> Standard #7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.  <b>Essential Knowledge:</b>  7(g) The teacher understands content and content standards and how these are organized in the curriculum.  <b>Essential Knowledge:</b>  7(h) The teacher understands how integrating crossdisciplinary skills in instruction engages learners purposefully in applying content knowledge.  <b>Standard:</b> Standard #5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.  <b>Essential Knowledge:</b>  5(i) The teacher understands the ways of knowing in his/her discipline, how it relates to other disciplinary approaches to inquiry, and the strengths and limitations of each approach in addressing problems, issues, and concerns.  <b>Essential Knowledge:</b>  5(j) The teacher understands how current interdisciplinary themes (e.g., civic literacy, health literacy, global awareness) connect to the core subjects and knows how to weave those themes into meaningful learning experiences.</p> <p><b>USA- NSTA Preservice Science Standards (2012)</b>  <b>Standard:</b>  NSTA Standard 2: Content Pedagogy. Effective teachers of science understand how students learn and develop scientific knowledge. Preservice teachers use scientific inquiry to develop this knowledge for all students.  <b>Element:</b>  2a) Preservice teachers will plan multiple lessons using a variety of inquiry approaches that demonstrate their knowledge and understanding of how all students learn science  <b>Element:</b>  2b) Preservice teachers will include active inquiry lessons where students collect and interpret data in order to develop and communicate concepts and understand scientific processes, relationships and natural patterns from empirical experiences. Applications of science-specific technology are included in the lessons when appropriate.  <b>Element:</b>  2c) Preservice teachers will design instruction and assessment strategies that confront and address naïve concepts/preconceptions.</p>	
--	--	--



knowledge, and language proficiency and does not indicate that such knowledge is valuable.

**KNOWLEDGE OF STUDENTS' INTERESTS AND CULTURAL HERITAGE** - Teacher displays little or no

interests or cultural heritage and does not indicate that such knowledge is valuable.

**KNOWLEDGE OF STUDENTS' SPECIAL NEEDS** - Teacher displays little or no understanding of

learning or medical needs or why such knowledge is important.

knowledge, and language proficiency but displays this knowledge only for the class as a whole.

**KNOWLEDGE OF STUDENTS' INTERESTS AND CULTURAL HERITAGE** - Teacher recognizes the value of understanding student cultural heritage but displays this knowledge only for the class as a whole.

**KNOWLEDGE OF STUDENTS' SPECIAL NEEDS** - Teacher displays awareness of the importance of knowing

learning or medical needs but such knowledge may be incomplete or inaccurate.

**LANGUAGE PROFICIENCY** - Teacher recognizes the value of understanding

knowledge, and language proficiency and displays this knowledge for groups of students.

7medical

information from a variety of sources.

**Standards**

**DE- Wilmington University Teacher Preparation Program Competencies**

**Area:** 6. Planning for Instruction

**Descriptor:**

demonstrate knowledge of instructional planning.

**Indicator:**

6.4 Understanding of how to connect student experiences with education goals in planning.

**Indicator:**

6.5 Understanding of how to maximize the participation and engagement of students with disabilities in a general or expanded curriculum.

**DE- Wilmington University DPAS II for Teachers Components and Gates**

**Component 1:** Planning and Preparation

**Gate:** Coursework

**USA- InTASC Model Core Teaching Standards (2011)**

**Standard:** Standard #1:Qq152.06 71.1 42 Tf1 0 0 1 157.1 400.3 Tm0 g0 G -0.024 Tc reW\*n.06 71.1 4 15706 71.1 48.2:8Tm0 g0 G( )JTo n1rnB



**DESIGN OF FORMATIVE ASSESSMENTS -**

Teacher has no plan to incorporate formative assessment in the lesson or unit.

**USE OF PLANNING -**

Teacher has no plans to use assessment results in designing future instruction.

Assessment criteria and standards have been developed, but they are not clear.

**DESIGN OF FORMATIVE ASSESSMENTS -**

Approach to the use of formative assessment is rudimentary, including only some of the instructional outcomes.

**USE OF PLANNING -**

Teacher plans to use assessment results to plan for future instruction for the class as a whole.

**STANDARDS -**

Assessment criteria and standards are clear.

**DESIGN OF FORMATIVE ASSESSMENTS -**

Teacher has a well-developed strategy to using formative assessment and has designed particular approaches to be used.

**USE OF PLANNING -**

Teacher plans to use assessment results to plan for future instruction for groups of students.

in both content and process. Assessment methodologies have been adapted for individual students as needed.

**CRITERIA AND STANDARDS -**

Assessment criteria and standards are clear; there is evidence that the students contributed to their development.

**DESIGN OF FORMATIVE ASSESSMENTS -**

Approach to using formative assessment is well designed and includes student as well as teacher and

**DE- Wilmington University Teacher Preparation Program Competencies**  
Area:



	value: 1.00	value: 2.00	value: 3.00	value: 4.00	Score/Level
<p>Selecting Instructional Goals</p> <p>NCTE 1,2,3,4,5 NCSS 1,2,3,4,5 NSTA 1,2,3,4,6 NSTM 2,3,6</p>	<p>represent trivial learning, are unsuitable for students, or are stated only as instructional activities, and they do not permit viable methods of assessment.</p> <p>VALUE. SEQUENCE, AND ALIGNMENT - Outcomes represent low expectations for students and lack of rigor. They do not reflect important learning in the discipline or a connection to a sequence of learning.</p> <p>CLARITY - Outcomes are either not clear or are stated as activities, not as student learning. Outcomes do not permit viable methods of assessment.</p> <p>BALANCE - Outcomes reflect only</p>	<p>of moderate value or suitability for students in the class consisting of a combination of goals and activities, some of which permit viable methods of assessment.</p> <p>VALUE. SEQUENCE, AND ALIGNMENT - Outcomes represent moderately high expectations and rigor. Some reflect important learning in the discipline and at least some connection to a sequence of learning.</p> <p>CLARITY - Outcomes are only moderately clear or consist of a combination of outcomes and activities. Some outcomes do not permit viable methods of assessment.</p> <p>BALANCE -</p>	<p>represent valuable learning and are suitable for most students in the class; they reflect opportunities for integration and permit viable methods of assessment.</p> <p>VALUE. SEQUENCE, AND ALIGNMENT - Most outcomes represent high expectations and rigor and important learning in the discipline. They are connected to a sequence of learning.</p> <p>CLARITY - All the instructional outcomes are clear, written in the form of student learning. Most suggest viable methods of assessment.</p> <p>BALANCE - Outcomes reflect several different types</p>	<p>high-level learning relating to curriculum frameworks and standards; they are adapted, where necessary, to the needs of individual students and permit viable methods of assessment.</p> <p>VALUE. SEQUENCE, AND ALIGNMENT - All outcomes represent high expectation and rigor and important learning in the discipline. They are connected to a sequence of learning both in the discipline and in related disciplines.</p> <p>CLARITY - All the outcomes are clear, written in the form of student learning, and permit viable methods of assessment.</p> <p>BALANCE - Where</p>	

one type of learning and only one discipline or strand.

**SUITABILITY FOR DIVERSE**

**LEARNERS -**

Outcomes are not suitable for the class or are not based on any assessment of student needs.

Outcomes reflect several types of learning, but teacher has made no attempt at coordination or integration.

**SUITABILITY FOR DIVERSE**

**LEARNERS -** Most of the outcomes are suitable for most of the students in the class based on global assessments of student learning.

of learning and opportunities for coordination.

**SUITABILITY FOR DIVERSE**

**LEARNERS -** Most of the outcomes are suitable for all students in the class and are based on evidence of student proficiency. However, the needs of some individual students may not be accommodated.

appropriate, outcomes

**Standard:** Standard #10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

**Performance:**

10(b) The teacher works with other school professionals to plan and jointly facilitate learning on how to meet diverse needs of learners.

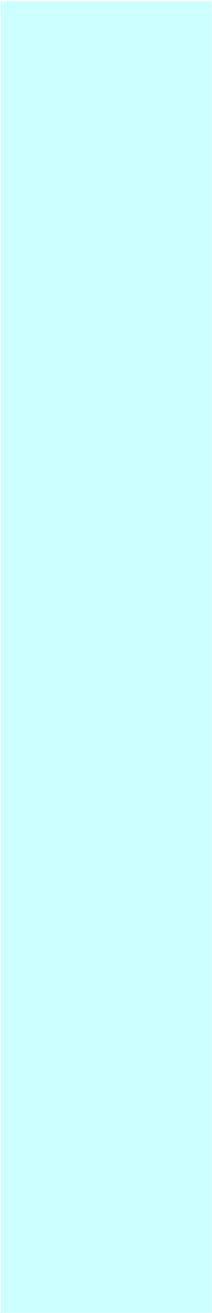
**Standard:** Standard #2: Learning Differences The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

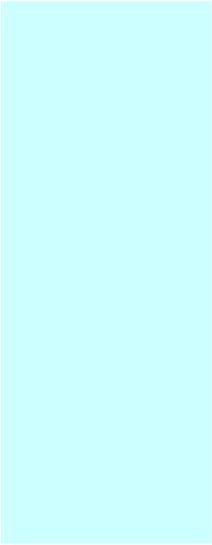
**Performance:**

s to accelerate as they demonstrate

their understandings.

**Standard:** Standard #5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage





**Standard:** Standard #7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

**Performance:**

7(c) The teacher develops appropriate sequencing of learning experiences and provides multiple ways to demonstrate knowledge and skill.

**Performance:**

7(d) The teacher plans for instruction based on formative and summative assessment data, prior learner knowledge, and learner interest.

**Performance:**

7(e) The teacher plans collaboratively with professionals who have specialized expertise (e.g., special educators, related service providers, language learning specialists, librarians, media specialists) to design and jointly deliver as appropriate learning experiences to meet unique learning needs.

**Essential Knowledge:**

7(k) The teacher knows a range of evidence-based instructional strategies, resources, and technological tools and how to use them effectively to plan instruction that meets diverse learning needs.

**Essential Knowledge:**

NCTE 2 3,4  
NCSS 1,2,3  
NSTA 1,2,5  
NCTM 1,2,3

planning and practice,  
teacher makes content  
errors or does not  
correct errors made by  
students.

KNOWLEDGE OF  
PREREQUISITES -

		discipline or to the students.		practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline, anticipating student misconceptions.	
--	--	--------------------------------	--	--	--

**Standards**

**DE- Wilmington University Teacher Preparation Program Competencies**

**Area:** 6. Planning for Instruction

**Descriptor:**

demonstrate knowledge of instructional planning.

**Indicator:**

6.3 Understanding of how to develop long (unit) and short range (lesson) plans.

**DE- Wilmington University DPAS II for Teachers Components and Gates**

**Component 1:** Planning and Preparation

**Gate:** Coursework

**USA- InTASC Model Core Teaching Standards (2011)**

**Standard:** Standard #4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.

to



Teacher displays little or no knowledge of the developmental characteristics of the age group.

**KNOWLEDGE OF THE LEARNING PROCESS** - Teacher sees no value in understanding how students learn and does not seek such information.

**KNOWLEDGE OF STUDENTS' SKILLS, KNOWLEDGE, AND LANGUAGE PROFICIENCY** - Teacher displays little or no knowledge of

knowledge, and language proficiency and does not indicate that such knowledge is valuable.

**KNOWLEDGE OF**



**Gate:** Coursework  
**USA-**

NCTE 1,2  
NCSS 3,4  
NSTA 2,3,5  
NSTM 3,5

standards, is poorly aligned with the instructional outcomes, or is inappropriate to many students. The results of assessment have minimal impact on the design of future instruction.

CONGRUENCE  
WITH  
INSTRUCTIONAL  
OUTCOME -



in designing future  
instruction.

the instructional  
outcomes.

USE OF PLANNING -

1(a) The teacher regularly assesses individual and group performance in order to design and modify instruction to meet learner area of development (cognitive, linguistic, social, emotional, and physical) and scaffolds the next level of development.

**Standard:** Standard #7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

**Performance:**

7(f) The teacher evaluates plans in relation to short- and long-range goals and systematical needs and enhance learning.

**Essential Knowledge:**

7(l) The teacher knows when and how to adjust plans based on assessment information and learner responses.

**Standard:** Standard #6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own

**Performance:**

6(g) The teacher effectively uses multiple and appropriate types of differentiated learning experiences.

**Performance:**

6(h) The teacher prepares all learners for the demands of particular assessments.