Unit Plan Assessment (ELE 3100/ELE 3225, MLE 3110, MLE 40001, SED 3330/SED 4330, SPE 4700 or Departmental Methods Teaching Course)

Aligned to InTASC, IPTS (Illinois Professional Teaching Standards), DF (Danielson's Framework)

	1-2 Does Not Meet	3 Meets Standards	4-5 Exceeds Standards
Candidate demonstrates knowledge of **human development and learning** InTASC 1b, 2a IPTS 1.B, 1.C, 2.A, 2.E, 2.G, 3.A, 3.C DF: 1b	Candidate incidentally and randomly considers the learners' cognitive, social, linguistic, emotional, ethical, and physical development when planning and pacing instruction. Candidate selects and/or delivers subject matter, skills, language, texts, resources, or tasks at a level above or below learners' capabilities.	Candidate intentionally and routinely considers the learners' cognitive, social, linguistic, emotional, ethical, and physical development when planning and pacing instruction. Candidate aligns the delivery of subject matter, skills, language, texts, resources, and/or tasks with the learners' abilities.	Candidate functionally integrates the learners' cognitive, social, linguistic, emotional, ethical, and physical development when planning and delivering instruction. Candidate aligns the selection and delivery of subject matter, skills, language, texts, resources, and/or tasks with the learners' abilities.
Candidate utilized student's prior knowledge and experiences, and incorporated a variety of explanations or representations that resulted in learners' Conceptual Understanding. InTASC 1a, 2a, 2c, 2d, 3e, 4a IPTS 1.B, 1.C, 2.G DF: 1a, 1e,1d, 3b, 3c	Candidate uses learners' prior knowledge/skills to enhance the learners' conceptual understanding. When planning and delivering instruction, the candidate uses similar examples and representations potentially limiting the conceptual understanding of various learners.	Candidate uses examples of learners' prior knowledge/skills and common life experiences to recognize differences in shared experiences represented in the classroom. The candidate implicitly connects the learners' experiences to the explanations and/or representations of instructional concepts/processes to increase learners' conceptual understanding.	Candidate effectively applies examples of individual specific prior knowledge/skills and life experiences of learners to capitalize on the diverse experiences represented in the classroom. The candidate explicitly ties learners' experiences, identities, and learning styles to the explanations and/0r representations of instructional concepts/processes to increase learners' application of conceptual understanding.

Candidate utilizes individual differences to select and implement instructional strategies. InTASC 3b, 4b, 4d, 8g IPTS 1.C, 1.G, 3.B, 3.K, 4.D, 5.C, 5.F DF: 1a,1b, 1d, 1e, 2a, 2b, 3a, 3b, 3c	Candidate ineffectively considers the learners' experiences, developmental level, learning styles, and cultural experiences when selecting and using instructional strategies. Consequently, the candidate may appear culturally unresponsive and insensitive to individual learning differences resulting in learners who are unengaged and unmotivated.	Candidate considers the learners' experiences, developmental level, learning styles, and cultural experiences when selecting and using instructional strategies to promote positive impact on learning.	Candidate utilizes the learners' experiences, developmental level, learning styles, and cultural experiences when selecting and using instructional strategies to engage and motivate learners as well as promote positive impact on learning.
Candidate develops and administers evaluation/assessment instruments for monitoring learner progress. InTASC 1a, 6a, 6b, 6e IPTS 7.B, 7.E, 7.F DF: 1b, 1f, 3d, 4b	Candidate develops and administers assessment/evaluation tools for measuring learner performance. However, the candidate did not measure learners' performance specific to the unit goals/objectives.	Candidate develops and administers assessment/evaluation tools for measuring learner performance on the unit goals/objectives.	Candidate develops and administers assessment/evaluation tools which are strategically designed to allow all learners, including individuals or groups with specific needs, to demonstrate their learning throughout the unit plan.
Candidate demonstrates content knowledge and an ability to connect content to other subject areas and life experiences. InTASC 2b, 4a, 4b, 4d, 5b IPTS 2.B, 2.D, 3.L DF: 1a, 1b, 1e	Candidate demonstrates errors in major concepts, assumptions, debates, principles, and theories central to the discipline that create errors in the learners' understanding. When the candidate makes errors, he/she does not self-correct unless prompted by the cooperating teacher. Candidate has a limited ability to assist learners in making connections with relevant life experiences or use of the unit content in other subject areas.	Candidate demonstrates an acceptable level of competency in major concepts, assumptions, debates, principles, and theories associated with the content area. If the candidate makes errors, he/she can independently self-correct. Candidate attempts to connect that knowledge with life experiences to which students could relate, as well as with other another content areas.	Candidate demonstrates in depth and errorless knowledge of major concepts, assumptions, debates, principles, and theories associated with the content areaand can connect that knowledge to relevant life experiences to which students could relate, as well as to multiple other content areas.

Candidate develops short- and long-term goals and objectives. InTASC 1a, 7a, 7b, 7c IPTS 3.B, 3.I DF: 1a, 1c, 1e, 1f	Candidate uses unobservable and unmeasurable language to create long- term unit goals and short-term objectives. Candidate sets performance expectations at a level that is too high or too low. Candidate demonstrates a limited understanding of scope and sequence by establishing a content focus of the unit that does not relate to the unit goals/objectives. Consequently, there is a mismatch between the unit content that is proposed and the unit content that is taught.	Candidate sets measurable performance expectations through the development of long-term unit goals and short-term objectives commensurate with the abilities of the learners. Candidate understands scope and sequence by assuring that the content focus of the unit is addressed through the goals/objectives. However, the candidate makes errors in sequencing the unit objectives to the unit goals.	Candidate uses observable and measurable language to develop long- term unit goals and short-term objectives. Candidate set performance expectations commensurate with the abilities of the learners. Candidate understands scope and sequence by assuring that the content focus of the unit is addressed through the goals/objectives. Additionally, the candidate aligns and appropriately sequences unit objectives to the unit goals.
The candidate utilizes multiple resources which are relevant to the curriculum goal(s) of the unit plan and demonstrates discipline specific content. InTASC 4g, 4i, 5c IPTS 2.B, 2.F, 3.E, 3.G, 3.Q 5.C, 6.G DF: 1a, 1c, 1d, 1e, 3c	The candidate may or may not use professional resources. Candidate selects resources and materials without considering the unit goals/objectives. Candidate selects resources and materials from variety of professional resources. However, the candidate may make selections that are not considered current.	The candidate considers the relevance to unit goals and objectives when selecting resources and materials. Candidate selects resources and materials from variety of professional resources. However, the candidate may make selections that are not considered current.	The candidate considers the relevance to unit goals and objectives when selecting and using resources and materials. Candidate selects resources and materials from variety of recent professional resources.
Candidate introduces concepts utilizing learners' prior knowledge and experiences. InTASC 1a, 2a, 2b, 2c, 3d, 3e, 4b, 7c IPTS 2.A, 2.C, 2.E, 2.G, 3.A, 3.B, 3.C, 3.K, 3.Q, 5.A, 5.C, 5.E, 5.H, 6.A, 6.F, 6.G, 6.I DF: 1a, 1b, 1c, 1d, 1e, 3a	Candidate introduces concepts by starting the lesson based on material being presented rather than learners' experience.	Candidate introduces concepts andprinciples based on students' prior knowledge and experiences to scaffold knowledge so that learners can link the new concepts and principles to familiar ideas to develop conceptual understanding.	Candidate varies the complexity of concepts that are introduced building on learner's prior knowledge and experiences. A direct link to students' prior knowledge was evident as new concepts were introduced. Candidate responds to varying levels of understanding throughout the lesson.

Candidate demonstrates understanding of the needs of learners who demonstrate diverse learning characteristics by providing adaptations. InTASC 1a, 1b, 2a, 2e, 2f, 6g, 6h, 7e IPTS 1.A, 1.B, 1.C, 1.G, 2.A, 2.E, 3.A, 3.C, 3.E, 3.Q DF: 1b, 1c, 1d, 1e	Candidate demonstrates a limited understanding of diverse learning characteristics by adapting instruction in a manner that is unresponsive to the learner's language, communication, cognitive, sensory, emotional, or physical needs.	Candidate demonstrates understanding of diverse learning characteristics by providing adaptation(s) appropriate for addressing the learner's language, communication, cognitive, sensory, emotional, or physical needs. Candidate considers whether the learner's performance will be enhanced when selecting the adaptation.	Candidate demonstrates understanding of diverse learning characteristics by providing a range of adaptations appropriate for addressing the learner's language, communication, cognitive, sensory, emotional, or physical needs. Candidate considers the intrusiveness of the adaptation and the learner's ability to independently use the adaptation.
Candidate efficiently and ethically uses learning and computer technologies. InTASC 3g, 3h, 8g, 9f, 10g IPTS 2.F, 3.E, 3.Q, 5.C, 9.A DF: 1d, 1e	Candidate violates ethical policies regarding the use of technology. Candidate appears unfamiliar with the technology itself resulting in interruptions in instruction that result in a loss of instructional time.	Candidate ethically uses learning and computer technologies into the unit plan to increase learner performance on unit goals/objectives. Candidate appears familiar with the technology itself but creates minimal interruptions in instruction when using the technology.	Candidate efficiently and ethically integrates a variety of learning and assistive technology to increase learner access, engagement and performance on unit goals/objectives. Candidate is familiar with the technology and appears comfortable with using the technology.
Candidate designs learning tasks, assignments and assessments which reflect critical thinking skills. InTASC 4b, 4c, 5a, 5d, 5f, 5g IPTS 2.A, 2.B, 2.C, 2.E, 5.A, 5.E DF: 1a, 1c, 1e, 1f	Candidate tends to plan or require learners to engage in lower-order thinking (e.g. recall, comprehension) when engaging in learning tasks, assignments, and assessments.	Candidate plans for learners to use higher-order thinking skills (analysis, synthesis, application) when engaging in learning tasks, assignments, and assessments.	Candidate requires learners to use a range of higher-order thinking skills (analysis, synthesis, application) when participating in various learning tasks, assignments, and assessments.