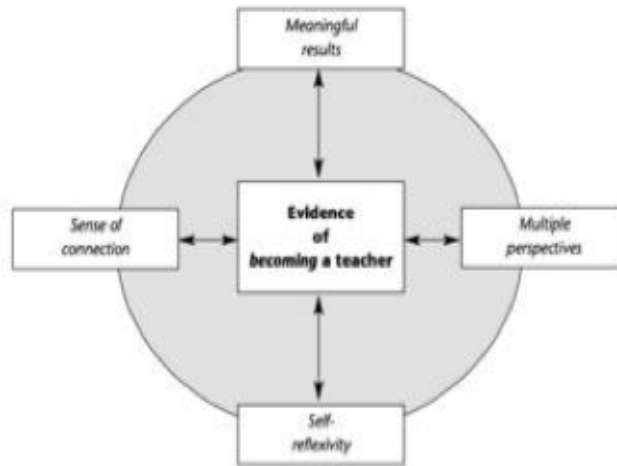


TIP Guide 2015-16

INTRODUCTION TO TIP

The overarching goal of the TIP is for you as a teacher candidate to provide tangible evidence of becoming an effective teacher that can facilitate student learning.



An effective teacher who can facilitate student learning is able to:

1. Articulate the importance of context to teaching and learning by adapting classroom behavior guidance structures and curriculum to build upon the cultural and political context of the school and wider community; interests and needs for a diversity of students; demands of standards and necessities of curriculum demands.
2. Plan instruction that is focused, deliberate, and differentiated according to the context of the classroom. Such instruction includes collaboration with all components of the school community (parents, specialists, and teaching colleagues), thus underscoring the complexities of what it means, “to teach.” Instruction demonstrates understanding of the lesson content and of appropriate pedagogical methods selected to support the learning process.
3. Plan and implement triangulated formative and summative assessments focusing on targeted instructional goals that inform the student, parent/guardians, and the teacher, thus supporting both current and future learning.
4. Critically analyzes and interprets triangulated assessments in such a way that intervention, differentiation, and further learning can be clearly articulated for each student.
5. Seeks multiple perspectives and feedback from distant and near colleagues and practices critical self-reflexivity as a way to continually emerge and develop as a teacher.

The effective teacher then demonstrates a *strong sense of connection* between the context of the school and school community, the design of the TIP, and current educational research. He/she seeks *multiple perspectives* through the collection of authentic assessment data, collaboration with others, and feedback from colleagues and students. The effective teacher demonstrates *critical self-reflexivity*, showing evidence of being able to problematize and challenge his/her own assumptions. Finally, the results of effective teaching are meaningful action: Students gaining critical skills, attributes, and concepts to actively participate as a global citizen of the world.

TEACHER INQUIRY PROJECT

The Teacher Inquiry Project (TIP) is a demonstration of teacher development over time. It provides evidence that the teacher can facilitate learning through strategic planning, gathering and analysis of authentic data, making calculated pedagogical choices, and wise professional choices. The TIP includes a critical question, two curriculum units or data sets, ongoing analysis, and a final evaluation and synthesis of data. Each teacher candidate (TC) creates a Google Doc Folder for his/her TIP project. This folder begins during the first sequence of the TIP instructional series. The TC continually adds to the folder throughout the process of planning, implementing, and analyzing the two curriculum units of the project. The folder and the documents thereof, represents a dynamic living and growing knowledge, or *becoming*, of the TC. It is shared with all pertinent and authorized advisors who have access to intervene and provide feedback throughout the TIP instructional process and student teaching experiences.* The folder is the collection of evidence that a TC is becoming a critically thinking teacher with a set of skills that he/she can activate to facilitate student learning, across an authorization level, in deep and meaningful ways.

*** The folder, documents and videos are only accessible to authorized parties. The folder and its contents are confidential to the rest of the world from the moment of creation. A breach of this confidentiality may result in disciplinary action.**

Note: The template below is not necessarily completed in chronological order. The document is always already a living dynamic document. TCs' ought to be simultaneously gathering contextual information and forming a critical and essential question, even while they are seeking advice from distant colleagues.

1. CONTEXTUAL DATA INFORMING TIP: COMMUNITY, SCHOOL, CLASSROOM, STUDENTS, SELF

Note: In most cases City/Town/Village & school charts are the same for both unit of curriculum studies taught. If they are different, please copy and paste the chart and complete it for the new context. Be sure and label each chart as Curriculum Unit 1 or Curriculum Unit 2.

The City/Town/Village

- Population
- Socio-economic statistic
- Ethnic Diversity
- Industry
- Interesting and Relevant Fact/Statistics
 - #1
 - #2...
- *How I do or do not identify with this city/town/village? How this information matters to me as a teacher as plan & implement my TIP*

**Current events, religious/political/ethnic divides, property line divisions, number of rentals vs. owned property, etc. The TC demonstrates a working knowledge of the community.*

The School

School Statistics

- Kind of school (urban, suburban, rural, neighborhood?)
- How the classroom reflects/differentiates from the city/town/village
- Describe Student Population
- Stated mission or goals
- Number of English Language Learners number of students on free or reduced lunch
- Condition and resources of the school facility (New building? Playground? Computer Lab?)
- Describe the available technology resources
- Other pertinent information:
- How I do or do not identify with this school. How this information matters to me as a teacher as plan & implement my TIP

Classroom Information

School Statistics

- Kind of school (urban, suburban, rural, neighborhood?)
- How the classroom reflects/differentiates from the city/town/village
- Describe Student Population
- Stated mission or goals
- Number of English Language Learners number of students on free or reduced lunch
- Condition and resources of the school facility (New building? Playground? Computer Lab?)
- Describe the available technology resources
- Other pertinent information:
- How I do or do not identify with this school. How this information matters to me as a teacher as plan & implement my TIP

Individual Students

Name (identifiers) (by number or other identification)	Observational Data/English Language Learner (include category)/Special Needs (IEP/504); TAG/Strengths/Challenges (Customize the columns to fit the data you collected)

How I do or do not identify with this school. How does this information matters to me as a teacher as I plan & implement my TIP?

Self

- Who is the self that teaches?
- How do I see myself as a teacher? How is this information relevant for me as I plan & implement my TIP

2. PLANNING FOR LEARNING

Critical Question

- My critical Question
- Synthesis Statements of Relevant Literature Supporting My Critical Question:
- References Cited:z
- *My Personal Interest/Connection to the Critical Question:*

Essential Curriculum Unit (Goal) Question 1

- Related Standards/Relationship to Scope & Sequence
- *My Personal Interest/Concerns/Strengths/Weakness in Relation to the Essential Question:*

The Complementary Relationship Between My Critical Question & My Essential Curriculum Unit Question

- What is the complementary relationship between my critical question and my essential curriculum goals

Triangulated Data Collection/Assessment Plan

How will you use artifact, observation, and interview to assess student learning? For each assessment, articulate how the data will inform both your Critical Question and the Essential Question. In what ways are you authentically assessing understanding and/or performance?

Pre-Assessments

Key Formative Assessments

Summative-Assessments including Authentic Performance task

EdTPA Videos

Video 1, Skill, and how this supports my TIP

Video 2, Skill, and how this supports my TIP

3. Unit Summary

(A narrative describing each of the following including)

- Unit Goals
- Related Curriculum Standards
- Key Points
- Content Relations
- Technology for Learning and Creativity
- Accommodating Individual Differences
- Cross Curricular Integration
- *How the above supports My Critical Question & My Essential Curriculum Unit Question*

Unit Calendar (with hyperlinks to artifacts and evidence)

(Calendar must be revised as it is lived in the classroom.)

All lesson plans, with their titles, assessments, and EdNet Videos are noted in the calendar. Each is hyperlinked to supporting documentation or evidence. All communication and correspondence with parents is noted and hyperlinked. Here is a conceptual representation of what your calendar should look like with all of your lessons, assessments and artifacts linked.

M	T	W	TH	FR	WKED
Triangulated Pre-Assessment : Observation	Triangulated Pre-Assessment : Interview & Artifact	Triangulated Pre-Assessment : Interview & Artifact	Analysis of Pre-Assessment Adjust unit where necessary		Further Analysis of Pre-Assessment
Lesson 1 , Title <i>Assessment: Observation</i> EdNet Video #1	Lesson 2 , Title <i>Assessment: Artifact</i>	Lesson 3 , Title <i>Assessment: Artifact</i>	Lesson 4 , Title <i>Assessment: Interview</i>	Lesson 5 , Title <i>Assessment: Interview</i>	Analysis of Field Notes & Video: Teaching & Learning Plan Adjustments
Lesson 6 , Title	Lesson 7 , Title	Lesson 8 , Title EdNet Video #2	Lesson 9 , Title	Lesson 10 , Title	Analysis of Field Notes & Video: Teaching & Learning Plan Adjustments
Post-Assessment	Post-Assessment: Artifact, Written	Post-Assessment: Artifact, Written	Post-Assessment: Interview, Individual Student Conferences	Post-Assessment: Interview, Individual Student Conferences	Analysis of Field Notes & Video: Teaching & Learning Plan Adjustments

4. FACILITATING LEARNING

Lesson Plan Design Elements

Lesson Title: What is the title of your lesson?

Teacher: Your Name

Date: Current Date.

Unit Title: What is the title of your Unit?

Unit Goal(s): What are the goals for the unit addressed in this lesson?

Grade/Content Area: What is the subject and grade level of the students for which this lesson is designed?

Context: How does this lesson fit into the larger unit structure? What previous lessons support or provide a foundation for this lesson? What are the relevant time frame dimensions (class length, season, location...). Be thorough!

TIP Critical Question: What is the critical question that this unit of study is helping you address?

Standards: What Oregon, CCSS, or national standards is the lesson designed to address? Include ELP standards to consider English learners.

Learning Targets: What learning targets correspond with the relevant standards and will be shared with the students?

Content Objectives: Carefully construct 1-3 specific content objectives (describes what the students will learn) that reflect a taxonomic range across a group of lessons. Make sure that the objectives you develop align with the standards, match the quality of learning you envision, and correspond with the learning targets as well as the assessments that you design.

Language Objectives: Carefully state one language function that learners will need to know and be able to apply (e.g., analyze, argue, categorize, compare/contrast, describe, explain, interpret, predict, question, retell, summarize) and which language skill learners will use to accomplish the content objectives as a result of your lesson (reading, writing, speaking and listening). Indicate the language skill in parenthesis.

English Language Proficiency levels addressed: What are the functions (what students do with language to accomplish content-specific tasks) and language forms (vocabulary, grammar, and discourse specific to a particular content area or discipline) that ELLs will use to be successful in this lesson? (<http://goo.gl/KZQm5W>).

Additional Language Demands. Identify academic vocabulary and either syntax or discourse all students will need to understand and/or use in the lesson. Embed the additional language demands explicitly into your lesson outline.

- **Academic Vocabulary:** Key vocabulary especially Tier 2 & 3 words or word phrases students will need to know and/or use in the lesson:
- **Syntax or Discourse:**
 - Syntax.** Specific conventions for organizing symbols words and phrases together into structures e.g., sentences, graphs, tables that students will need to know and/or use in the lesson:
 - Discourse.** Structures of written and oral language (expository, narrative, opinion/argument, poetic, graphic print materials) or specific discipline talking, writing, or participating students will need to know and/or use in your lesson.

Student Assessments: In what ways will students demonstrate their learning? What will you do to assess the students' attainments of the objectives? Note explicitly opportunities for student review of key vocabulary, content & language objectives. Note formal and informal assessment (checks for understanding) and possible lesson adaptations depending upon informal assessments. Across a number of lessons, work for a thoughtful

and utilitarian mix of formative and summative assessments (where appropriate). Be sure that what and how you assess corresponds to the objectives that you have constructed, and keep in mind the validity of authentic assessments.

Learning Materials/Preparation: Note any lesson materials you and students will use during the lesson and how you will prepare the classroom before the class to seamlessly support learning. Cite any reference or curriculum materials adapted for the lesson (e.g. published texts, technology, website URLs, materials from other educators.) Note clean-up tools and any environmental considerations.

Differentiation Strategies: Describe the strategies that you will use for supporting the diversity of learners in your class. While your unit and lesson should be framed within a context of universal design for learning, how will you provide specific accommodations for those needing extra support, and extensions for high-ability students. Identify specific students (e.g., S4) and explicitly describe the differentiation support. Differentiation is **not limited** to special education (504 and IEP), TAG and ELL. English Language Support: State how you will differentiate your language objective for each language proficiency level in your classroom for the lesson. Use the ODE ELP Standards with Correspondences to the K-12 Practices and Standards document (<http://goo.gl/KZQm5W>) and adapt to your specific lesson.

1/Beginning:

2/Early Intermediate:

3/Intermediate:

4/Early Advanced:

5/Advanced:

Lesson Sequence

The sequence of activities within a lesson should be appropriate for the lesson objectives and lead toward attainment of those objectives. The sequence of lessons should clearly build toward attainment of the overall unit learning goals. Describe the teacher & learner behaviors for this lesson. Use italics to indicate the *teacher behaviors* and **bold font** to indicate learning tasks or learner Behaviors. Teacher behaviors include: demonstrate, role play, model, give feedback, think aloud, scaffold, discuss, question, guide inquiry, confer, lecture. Learning tasks include: observe, practice, refine, listen, respond, reflect, revise, compare, question, visualize, clarify, examine, collaborate, hypothesize.

There are two alternate ways to format the lesson contained on the following two pages.

Lesson Introduction/Set: (time)

An intentional opening of the lesson in which you help learners know what they will be learning and why this is worth learning; It should be clear how students are drawn into the lesson and helped to see the purpose and the connection with prior learning. This could be a discrepant event, hook, anticipatory set... What intriguing question could you pose or activity could you do that will connect with previous knowledge, raise their curiosity or create a constructive disequilibrium?

Communication of Learning Targets, Key Vocabulary and Objectives: (time)

How will you share the purpose or learning targets of the lesson; introduce key vocabulary; and present content & language objectives? What approaches will you use?

Learning Activities: (time for each)

What is the organized flow of activities that you have planned and how much time is allotted for each activity? Lessons might include a variety of learning activities depending on its pedagogical intent. These might include elements such as teacher-led activities, student-led activities, individual work, small group work, modeling, gathering resources, exploring materials, etc. It is also critical to include means for checking for students' understanding and providing feedback to students about their progress towards attaining the objectives. Be sure to include ideas for creative extensions and/or differentiations for those with special needs. Include a description of the use of technology to facilitate and/or inspire student learning and creativity. Note how you may need to extend learning opportunities for students who are able to go beyond the basic lesson concepts.

Closure: (time)

Intentional synthesis and summary of the lesson with and by students. How do you plan to conclude, have students summarize, or wrap up the lesson in such a manner that it fosters understanding or higher level thinking about lesson concepts. How can you bring the lesson full circle back to the intriguing introduction? How will you promote reflection, review what was learned, possibly restate and assess content & language objectives; as well as connect content & language objectives to the central focus of the unit?

Analysis and Reflection on Lesson: This section is a written reflection on the lesson and an analysis of learning outcomes and processes. Let the following questions guide your analysis: What elements of the lesson worked and what aspects of the lesson will you change if you were to teach this lesson again? Did you need to modify this plan? In what ways were the students engaged throughout the lesson? In what ways did your lesson meet the needs of all students? Describe the evidence of student learning. What resources promoted student learning? In what ways did you use technology to facilitate and inspire student learning and/or creativity? What elements of classroom behavioral guidance need attention? What and how are you learning about your Critical Question (and how is this connected to all other responses to the above questions)? In this section problematize more than summarize.

This is an alternative format for writing the Lesson Sequence.

Pacing	Procedures/Activities (Teacher & Student)	Teacher Actions/Notes
<p>Provide times for each procedure or activity. Think through timing and transitions. Include enough detail so that you can note how long things actually take compared to how long you expected them to take.</p>	<p>The sequence of activities within a lesson should be appropriate for the lesson objectives and lead toward attainment of those objectives. The sequence of lessons should clearly build toward attainment of the overall unit learning goals. Describe the teacher & learner behaviors for this lesson. Use italics to indicate the <i>teacher behaviors</i> and bold font to indicate learning tasks or learner Behaviors. Teacher behaviors include: demonstrate, role play, model, give feedback, think aloud, scaffold, discuss, question, guide inquiry, lecture. Learning tasks include: observe, practice, refine, listen, respond, reflect, revise, compare, question, visualize, clarify, examine, collaborate, hypothesize.</p> <p>Lesson Introduction/Set: An intentional opening of the lesson in which you help learners know what they will be learning and why this is worth learning; It should be clear how students are drawn into the lesson and helped to see the purpose and the connection with prior learning. This could be a discrepant event, hook, anticipatory set... What intriguing question could you pose or activity could you do that will connect with previous knowledge, raise their curiosity or create a constructive disequilibrium?</p> <p>Communication of Learning Targets, Key Vocabulary and Objectives: How will you share the purpose or learning targets of the lesson; introduce key vocabulary; and present content & language objectives? What approaches will you use?</p> <p>Learning Activities: What is the organized flow of activities that you have planned and how much time is allotted for each activity? Lessons might include a variety of learning activities depending on if its pedagogical intent. These might include elements such as teacher-led activities, student-led activities, individual work, small group work, modeling, gathering resources, exploring materials, etc. It is also critical to include means for checking for students' understanding and providing feedback to students about their progress towards attaining the objectives. Be sure to include ideas for creative extensions and/or differentiations for those with special needs. Include a description of the use of technology to facilitate and/or inspire student learning and creativity. Note how you may need to extend learning opportunities for students who are able to go beyond the basic lesson concepts.</p> <p>Closure: (time) Intentional synthesis and summary of the lesson with and by students. How do you plan to conclude, have students summarize, or wrap up the lesson in such a manner that it fosters understanding or higher level thinking about lesson concepts. How can you bring the lesson full circle back to the intriguing introduction? How will you promote reflection, review what was learned, possibly restate and assess content & language objectives; as well as connect content & language objectives to the central focus of the unit?</p>	<p>Use this space to plan what you will say, how you will transition from one activity to the next, and to plan how you will collect evidence of learning. Over-plan in this area; script your transitions (i.e, have students hand papers to their right, collect stacks and lay on desk. Then say. "take out your notebooks....") This sounds like too much detail but it will make your life easier when you are under pressure</p>

Analysis and Reflection on Lesson: This section is a written reflection on the lesson and an analysis of learning outcomes and processes. Let the following questions guide your analysis: What elements of the lesson worked and what aspects of the lesson will you change if you were to teach this lesson again? Did you need to modify this plan? In what ways were the students engaged throughout the lesson? In what ways did your lesson meet the needs of all students? Describe the evidence of student learning. What resources promoted student learning? In what ways did you use technology to facilitate and inspire student learning and/or creativity? What elements of classroom behavioral guidance need attention? What and how are you learning about your Critical Question (and how is this connected to all other responses to the above questions)? In this section problematize more than summarize.

Weekly Analysis, Reflection & Video Analysis

1. Review all analysis and reflections from the week.
2. Analyze and provide evidence for your analysis of student learning towards each learning target. Note feedback you gave to students, when you gave it, and how this is facilitating progress towards learning targets. Consider your Critical Question: how is the intervention you are trying supporting student learning?
3. Note any teaching or learning changes or adaptations made based upon your analysis.
4. Analyze if accommodations for individual differences are effective and cite evidence to support claims. (Individual differences include styles of intelligences, interests, abilities, and specific accommodations for students on IEP or 504 plans, TAG, and ELL)
5. Analyze your use of technology to support student learning (or how you would plan to use specific technological tools were they available)
6. Reflect on specific elements of cross-curricular integration including literacy instruction and other forms of thematic Integration. (In ECE reflect on the inclusion of expressive arts in the unit).
7. Describe the manner in which you communicated with parents and students and include examples of your communication.
8. For ESOL endorsement: review ESOL practices implement and analyze their effectiveness; cite evidence.
9. Keep a log of any written or oral contacts with home and samples of letters or notes sent. Analyze how this supports student learning.

5. ANALYSIS OF LEARNING

TC creates a hyperlink to necessary documentation for each item below

Summary & Analysis of Whole-Class Learning

- Chart, diagram, drawing the synthesis whole class learning
- Analyze formative and summative assessment data to describe how your students as a whole class progressed toward learning targets or proficiencies. Interpret the results.

Analysis of Individual Student Assessment Data

Create a chart (see below) that includes the following data:

- Each student in the class (use pseudonyms or a numbering system)
- Description of early formative proficiency demonstrated on each Learning Targets
- Description of summative proficiency demonstrated on each Learning Target
- An analysis of each student's progress in meeting/mastering learning mastered Learning Targets, and recommendations for future teaching. The analysis and recommendations do not need to be lengthy but they must demonstrate that you 1) know each individual learner; 2) could use data gathered during the work sample to plan subsequent lessons to better meet the learner's needs; 3) are able to communicate in a trustworthy way about student learning.

Name (identifier)	"Race/Gender"	Learning Target #1		Analysis and Recommendations
		Early formative	Final	
Dick				
Jane				
<i>How results were communicated to students & inform students of future learning goals</i>				

6. SYNTHESIS AND FINAL EVALUATION of TIP

Critical Question:

· What you thought you knew about your critical question, what you now understand about your critical question, and how you have come to learn this. Include critical colleague feedback and response. Cite and use data collected. Connect to key pieces of literature used in the planning of your TIP.

Analysis of Triangulated Assessment Tools -

- Describe the usefulness and limitations of the formative assessment tools implemented
- Describe the usefulness and limitations of the summative assessment tools implemented.
- Describe lesson learned, including how context matters in planning and implementing assessments.

Critical Self-Reflectivity

- What do the data suggest about who you are becoming as a teacher?
- What salient lessons have you learned during the process of your TIP that challenges your assumptions, confirms your beliefs, and influences your future development as a teacher?
- How does your TIP demonstrate you are able to collaborate and learn in community?
- How does your TIP demonstrate you are able to negotiate systems?
- How does your TIP demonstrate you are able to think and act critically in a way that results in meaningful action (learning) for students?
- What are your professional goals and/or questions based upon this TIP experience?

Write the above as an analytic memo in which you analyze data and literature related to your critical question. Include critical colleague feedback and response. After the first curriculum unit, includes specific changes, adaptations, and lessons you have learned and will apply in teaching the second curriculum unit. After the second curriculum unit, include a synthesis and interpretation across the two units. This includes comparing and contrasting how context matters: how different grade levels, school/community context (if applicable), classroom environment and prevailing teaching philosophies towards teaching influence teaching and learning, position you as a teacher, and have contributed to the teacher you have become throughout the TIP experience.

TIP Scoring Rubric 2015

1. CONTEXT (Introduction)

Element	Description	1 - Not Met	3 - Met	5 - Exceeds
Introduction	TIP introduction in which there is a framing and summary description of the TIP. Includes critical question, context, and thorough description of the unit of study elaborating on the reasoning underlying its development and the methods you will employ.	Framing and summary of the TIP is unclear. Critical question, context, and description of the unit of study are present but inadequate.	Framing and summary of the TIP is adequate. Includes critical question, context, and description of the unit of study.	Framing and summary of the TIP is comprehensive. Includes critical question, context, and thorough description of the unit of study elaborating on the reasoning underlying its development and the pedagogical methods you will employ.
Context	Analysis of community, district, school, classroom level variables that may affect teaching and learning.	Candidate includes superficial contextual variables without analysis of how they influence teaching and learning.	Candidate includes descriptions of the district and classroom focusing the analysis on possible limitations to the teaching and learning process.	Candidate provides descriptive narration of the community, district, school and classroom and analyzes how each influences planning, teaching and learning and includes plans to make use of contextual factors in increase student achievement.
Learners	Description and analysis of individual learners and differences including race/ethnicity, culture, language, personal interests, academic progress, and level of family involvement.	Candidate describes learners clinically relying only upon superficial or standardized data.	Candidate describes individual learners including personal, sociological factors and academic information	Candidate describes individual learners including personal and sociological factors, and academic information and analyzes how each affects the learning process.
Self	Describe your preferred styles of learning and teaching. How will your critical question inform your understanding of self and contribute to your development as a learner and teacher.	Candidate describes self and question in a detached manner.	Candidate describes self and the process of engaging in pursuit of critical question in authentic and meaningful way.	Candidate thoughtfully describes self and the process of finding and developing their critical question in authentic and meaningful way.

2. PLANNING FOR LEARNING (Focus on Unit)

Element	Description	1 - Not Met	3 - Met	5 - Exceeds
Critical Question	Describes critical question in terms of personal interest, and professional relevance. Provide literature review and cite references. Operationalization of constructs is clearly articulated	Critical question is included however it is not situated in terms of self or previous literature.	Critical question is carefully described in terms of self, and professional development. Literature review and references are included. Constructs defined.	Critical question is carefully described in terms of personal interest, and why it will contribute to your professional development. Thorough literature review and references are included. Constructs clearly defined.
Learning Goals	Develop appropriate learning goals that address cognitive and affective domains and connect with overarching standards.	Contains goal statements that do not convey the purpose of the unit. Does not include a goal at higher cognitive level when it would have been appropriate.	Contains broad statements that convey the purpose of the unit. Goal statements where developmentally appropriate.	Contains broad statements that convey the purpose of the unit. Goal statements include higher cognitive levels where developmentally appropriate.
Content Standards	Appropriate content standards are used to guide planning.	Minimal evidence of understanding and use of standards-based instruction.	Standards are noted and clearly connected with content of unit and the learning targets lead to academic progress.	Standards are noted and clearly connected with content of unit and the learning targets lead to academic progress.
Triangulated Pre and Post Assessments	Provide a description of pre and post instruction assessments. Your description should address the assessment of learning for each of the unit goals prior to, as well as after instruction. Assessments should be designed to obtain data for the entire class as well as on at least three individuals (strong, proficient, and emerging).	Assessments do not measure prior content knowledge and/or skills and learning gains for unit goals. Assessments are not designed to obtain information on whole class or at least three individual students.	Assessments measure prior and current content knowledge and/or skills and learning gains of students for most unit learning goals. Indicates where most unit goals are addressed in pre- and post-instruction assessment. Assessments are designed to obtain data on whole class and in-depth data on at least three individuals (strong, proficient, and emerging).	Assessments validly and appropriately measure prior and current content knowledge and/or the students' skills for all unit learning goals. Assessments are rigorous and engaging, and are tied to a realistic context, when possible. describes where unit goals are addressed. Assessments are clear and bias free. Assessments are designed to obtain data on each student and in-depth data on at least three individuals (strong, proficient, and emerging). Post-instruction assessments validly measure each student's learning gains.

Triangulated Key Formative Assessments	Write a narrative explaining the types of authentic formative assessments you will use that will inform your instruction in process.	Formative assessments lack authenticity, and do not provide adequate evidence of student learning.	Formative assessments are authentic, and provide multiple perspectives on student learning	Formative assessments are authentic, thorough, carefully designed, and provide multiple perspectives on student learning
Authentic Performance Task	Create a performance task in which students apply their understanding of an appropriate learning goal(s) in an authentic activity. The task should be valid, address realistic problems or audiences, be rigorous and have at least two ways for students to demonstrate their understanding.	Task is not valid and/or disconnected from unit learning goals & standards. Task addresses unrealistic problems, is either not engaging or not meaningful to students.	Task is valid and somewhat connected to unit learning goals & standards, addresses realistic problems, is somewhat generally engaging and meaningful to students.	Task is valid and well connected to unit learning goals and standards, addresses realistic problems, is engaging and meaningful to students, and contains at least two different methods for students to demonstrate their understanding
Triangulated Assessment plan for critical question	Describe the types of triangulated data will be collected that will allow you to analyze and reflect on your critical question.	Interviews, artifacts, and/or observations are not present. Inadequate data on which to base assessments and reflections.	Interviews, artifacts, and observations provide a data set from which assessments and reflections may be made	Extensive Interviews, artifacts, and observations provide a thick data set from which assessments and reflections may be made

3. Unit Summary (describing the Unit as whole)

Element	Description	1 - Not Met	3 - Met	5 - Exceeds
Key points	Bulleted list of key points, essential concepts, facts, skills, academic language terms or items of information	List omits some key concepts, facts, skills, or information, indicating a misunderstanding.	List includes key concepts, facts, skills, academic language, or items of information.	List displays a comprehensive understanding of key concepts, facts, skills, academic language, or items of information central to this unit. (15-25 suggested).
Content Relations	The organization of the unit showing how specific learning activities support lesson objectives, and in turn, how these objectives support the unit learning goals and the standards. The purpose is to demonstrate a linear connection from goals to learning activities.	Does not illustrate or describe relation between standards, unit learning goals, learning objectives and activities.	Illustrates or elucidates how objectives support unit learning goals and standards but lacks clarity. Illustrates how specific learning activities support learning objectives.	Illustrates or elucidates clearly and accurately how learning objectives support standards and unit learning goals. Illustrates clearly and accurately how specific learning activities support learning objectives.

<p>Technology for Learning and Creativity</p>	<p>Describe technological tools you and the students will use that will facilitate and inspire student learning and creativity. If you do not have access to the tools, describe what you would have used.</p>	<p>Less than beneficial utilization of technology. Uses may be of limited benefit to student learning.</p>	<p>Includes appropriate and thoughtful strategies for applying technology to support student learning.</p>	<p>Includes a variety of appropriate and pedagogically powerful strategies for applying technology to foster student learning and creativity</p>
<p>Accommodating individual Differences</p>	<p>Describe and evaluate the manner in which your unit was differentiated to support the needs of individual learners. Give specific examples of what accommodations were made for individual differences in styles and intelligences, interests, and abilities. Describe how you will support students' language needs and those with special needs at all points on the continua.</p>	<p>Candidate describes inadequate accommodations and/or supports for the students' learning needs.</p>	<p>Describes how the unit was differentiated to support students' different learning styles and intelligences, interest and readiness. Some examples are provided.</p>	<p>Clearly describes and evaluates how the unit was differentiated to meet the needs of all students. Several specific examples are given of how lessons were differentiated for a range of styles and intelligences, interests, and abilities. Support for students with special needs and those for whom English is a second language is carefully described.</p>
<p>Cross curricular integration</p>	<p>Include descriptions and examples of cross-curricular or thematic connections/integration into the unit, including how the material was connected to other areas of school or life. Be specific about examples of literacy instruction.</p>	<p>Literacy integration is not included, integration with other subject areas is not described.</p>	<p>Literacy integration is thoughtfully included. Where appropriate, Integration with other subject areas is included.</p>	<p>Carefully integrates literacy instruction. Where appropriate, Integration with other subject areas is thorough.</p>
<p>Connection between CQ and unit of Study</p>	<p>In what ways does the planning support research on the critical question and the essential curriculum unit question?</p>	<p>In what ways does your unit planning and pedagogy support your research on your CQ?</p>	<p>Little connection exists between planning, pedagogy and CQ. Unit does not contain clear descriptions of how data will be collected on your CQ.</p>	<p>Connection exists between planning, pedagogy and CQ. How data will be collected on your CQ is an element of your unit.</p>
<p>Calendar</p>	<p>This is the table of contents for your unit. The calendar provides a visual representation of the timing and teaching of your unit. Use this to hyperlink to all of your documents, and artifacts including videos and correspondence with families or students.</p>	<p>Not all lesson plans, assessments, and Videos are noted. and hyperlinked to supporting documentation or evidence. Communication and correspondence with Parents is not present.</p>	<p>All lesson plans, with their titles, assessments, and Videos are noted. Each is hyperlinked to supporting documentation or evidence. All communication and correspondence with Parents is noted and hyperlinked.</p>	<p>All lesson plans, with their titles, assessments, and Videos are noted. Each is hyperlinked to supporting documentation or evidence. All communication and correspondence with Parents is noted and hyperlinked.</p>

4. FACILITATING LEARNING (Focus on Lessons)

Element	Description	1 - Not Met	3 - Met	5 - Exceeds
Planning for Learning	Covers lesson planning elements. This includes standards, targets, and objectives, as well as the planning for materials and differentiation strategies.	Lessons do not flow and are not well planned. Standards, targets and objectives may be in misalignment. Universal design and differentiations are missing.	Lessons are well planned and organized. Standards, targets and objectives are aligned. Universal design is apparent and adequate differentiations are evident.	Lessons are thoroughly planned and thoughtfully organized. Standards, targets and objectives are tightly aligned. Lessons manifest purposeful universal design as well as differentiations where appropriate.
Facilitating the Learning Process	Includes the active lesson process from introducing the lesson, through all of the lesson activities and concluding with the lesson closures.	Lessons may neglect appropriate intro or target sharing. Teachers utilize inappropriate or ineffective instructional strategies and materials. Closure may not be present.	Lessons begin with introductions and sharing of targets. Teachers utilize appropriate instructional strategies, and appropriate learning materials (including technologies). Lessons end with summary closures.	Lessons begin with appropriate and engaging introductions including sharing of targets. Lessons contains appropriate instructional strategies, and student-centered active learning materials (including technologies). Lessons end with thoughtful integrating closures.
Assessing Learning	How effective were the planned assessments in determining if students had met learning targets and lesson objectives.	Assessments do not provide sufficient or valid evidence that students have met lesson objectives, learning targets, unit goals, and made progress towards meeting identified standards.	Planned assessments are effective in determining if students met lesson objectives, learning targets, unit goals, and made progress towards meeting identified standards.	A wide range of planned assessments are effective in determining if students met lesson objectives, learning targets, unit goals, and made progress towards meeting identified standards.
Analysis and Reflection	What are the data that you gathered about your teaching and your student learning? What evaluation and syntheses can you construct regarding your actions and your critical question.	Analytical and reflective notes are weak and lacking in thoughtful reflection. Connections to planning, methods, instructional materials or to critical question may not be evident.	Analytical and reflective notes are adequate containing thoughtful reflections. Connections to planning, methods, instructional materials and to critical question are evident.	Analytical and reflective notes contain thick data, deep level of analysis and levels of thoughtful reflections. Connections to planning, methods, instructional materials and to critical question are made explicit.
Ed TPA Video (will update when criteria specified)				

5. ANALYSIS OF LEARNING

Performance Prompts	Description	1 - Not Met	3 - Met	5 - Exceeds
Whole Class	Whole class analysis of data reflecting learning gains across triangulated assessment data for each identified learning outcome.	Analysis of data is faulty and incomplete.	Data analysis contains accurate data and narrative explanation of results.	Data analysis contains accurate quantitative data and appropriate narrative explaining those data along with possible reasons for those results.
Individual Students	Analysis of individual student data reflecting learning gains across triangulated assessment data for each identified learning outcome.	Analysis of learning gains is limited to quantitative data on final assessment.	Analysis of individual learning gains for each student contains data on both assessments for all learning goals.	Analysis of individual learning gains is accurate, and provided for each student for all learning goals using pre- and post-assessments. Narrative explanations of data contain rationale for results.
Sharing Results	Communicate learning gains to student and family.	Communication with students and or families is minimal and broad, in addressing the entire class.	Communication with students and families is clear, and provides information that will allow students and families to acknowledge growth and areas for attention.	Communication with students and families is clear, and demonstrates a desire to partner with the student and family to promote learning gains, and includes individual student needs.

6. SYNTHESIS AND FINAL EVALUATION of TIP

Performance Prompts	Description	1 - Not Met	3 - Met	5 - Exceeds
Critical Question	Describe what you thought you knew about your critical question, what you now understand about your question, and how you have come to learn this. Include critical colleague feedback and response. Cite and use data collected. Connect to key pieces of literature used in the planning of your TIP	Reflection on the development of the Critical question across time are missing. Critical colleague feedback is not provided or analyzed. Connections to previous literature are not evident.	Includes preconceptions of critical question, current understanding, and how you have come to learn this. Critical colleague feedback is included. Connections to lit review are described	Includes preconceptions of critical question, current understanding, and how you have come to learn this. Critical colleague feedback and responses are provided as are your data. Connections to key pieces of literature used in the planning of your TIP are included
Analysis of Triangulated Assessment Tool	Describe the usefulness and limitations of the various assessment tools implemented. What have you learned about the design of assessments and the collection of triangulated data?	Utility and limitations of the various assessment tools are omitted or perfunctory. Reflections on the design of assessments and the collection of triangulated data are weak or missing.	Utility and limitations of the various assessment tools are described. Some reflections on the design of assessments and the collection of triangulated data are provided.	Utility and limitations of the various assessment tools are carefully described and analyzed. Reflections on the design of assessments and the collection of triangulated data are provided.
Critical Self-Reflexivity	Deconstruct the data generated by the TIP and your critical question. What are the implications for self as a learner, teacher, and collaborator? Considering future professional development goals based on this experience.	Writing displays minimal self-reflexivity and focuses on student issues.	Writing expresses awareness of strengths and weaknesses with consideration of future professional development.	High quality analytic memo that demonstrates deep self-reflexivity that acknowledges strengths shown in the unit and identifies specific areas for growth. Includes clear strategies.
Professional Writing and Attention to Details	The TIP should be presented as a finished product, with careful attention to the quality of the writing. All relevant artifacts have been scanned and are included.	Contains repeated errors in Syntax, grammar or punctuation.	Careful attention to writing conventions is demonstrated.	Exceptional skill in writing, editing, and presenting work is demonstrated.