Candidate Name:
Anticipated Dates of Unit Taught:
Grade Level:
Content Area:

BOISE STATE UNIVERSITY

Professional Year
Standard Performance Assessment of Teaching (SPAT)
Workbook

Activity 10: Standard Performance Assessment for Teachers (SPAT) Overview

Idaho Core Teacher Standards/Danielson Domains Addressed: Standards 1-10 & 13, Domains 1-4

Standard Performance Assessment of Teaching (SPAT) Description & Purpose:
The Standard Performance Assessment of Teaching (SPAT) is a culminating summative assessment project that allows teaching candidates to demonstrate the knowledge, skills, and dispositions required for a certified teacher. Candidates will demonstrate proficiency of each component of the Boise State College of Education's Instructional Model: Planning (SPAT Unit Plan), Reflection (SPAT Reflection Journal), and Assessment (SPAT Assessment Analysis). Throughout this process, candidates will demonstrate an inquiry stance to teaching and learning.

Teaching candidates will demonstrate high levels of accountability for improved student outcomes. This performance assessment demonstrates the candidate's best understanding of current research on teaching practice, including knowledge of how students learn, strategies for engaging students in learning, and the dispositions of a professional educator.

Planning Demonstration of Proficiency: SPAT Unit Plan
Teacher candidates develop and implement a unit of study that includes differentiated instruction to support learning outcomes for diverse learners. Candidates plan for whole class learning, as well as select three students with distinct learning needs as a focus for your instruction, assessment, and analysis.

Reflection Demonstration of Proficiency: SPAT Reflection Journal
Teacher candidates reflect on their own practice and student data and create goals for improving instruction in their daily reflection journal.

Assessment Demonstration of Proficiency: SPAT Assessment Analysis
Teacher candidates then analyze the impact of their instruction through the whole class and individual student learning outcomes and student work samples.

How to Use this Workbook

This template and aligned rubrics are divided into four main sections: Learner & Learning, Content, Instructional Practice, and Professional Responsibilities, as outlined by Idaho's Core Teaching Standards (2022).

1. Make a copy of this SPAT Workbook to have available for all student teaching seminars. This SPAT Workbook will guide you through the process of unit planning. You may take notes in your copy of this document.
2. Make a copy of the SPAT Unit Plan and rename it using this protocol: **First Name Last Name.SPAT Unit Plan [Jackie Miller.SPAT Unit Plan].** This will be your final unit plan you will submit to Taskstream at the end of the semester.
3. Share the document you are using for your unit planning with your **liaison and mentor teacher**.
4. Utilize the comment feature in Google Docs for feedback. (@emailofmentor or @emailofliaison)
   a. Do NOT delete comments.
   b. As you complete a section or have questions, use the comment @emailofmentor and/or @emailofliaison
   c. You may "hide them," but the learning is iterative and the comments are a portfolio and progression of your learning.
5. Unit planning is an iterative process. As you work through the process of crafting your unit, you may change some of the components you initially brainstormed in order to support unit alignment and best meet the needs of your students.
6. Feedback is formative. Use comments from your liaison THROUGHOUT the writing and drafting process to make revisions to your unit. Feedback is formative and will help you grow.

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SPAT Unit Plan

Section One: Learner & Learning

Part 1 (Context and Culture) Purpose: To promote learner growth based on information gathered about students and their lives. Candidates recognize that all learners bring to their learning varying experiences, abilities, talents, and prior learning, as well as language, culture, and family and community values that are assets that can be used to promote their learning. This practice will help to deepen understanding of their own frames of reference (e.g., culture, gender, language, abilities, ways of knowing) and the impact of these frames of reference on expectations for and relationships with learners and their families.

Instructions:
- ☐ Research the demographic information for your school.
- ☐ Look for the characteristics that differentiates the community, school, and classroom from other area communities, schools, and classrooms.
- ☐ **Complete the "Context and Culture" table in your SPAT Unit Plan.**
- ☐ Utilize the "Learner and Learning Rubric" to ensure proficiency.
- ☐ When completed, utilize the comment feature in Google Docs for feedback. (@emailmentor or @emailliaison)
- ☐ *Secondary classes: Choose 1 period to focus on for your SPAT.

Resources:
- ● School Search
- ● Asset-Based Language

Context & Culture		
Category	**Demographics**	**Description (including unique characteristics)**
Community		
School		
Classroom		

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> What do you predict will be the implications of the community, school, and classroom on student learning? Write a paragraph.

Part 2 (Focus Students) Purpose: To design instruction based on student strengths and exceptionalities, including student knowledge, experiences, and language.

Instructions:
- ☐ Choose three students as your focus students using the descriptions in the "Learning Difference: Focus Students" table.
- ☐ Interview your mentor and a special education or EL teacher to gain insight about your focus students and determine appropriate ideas for designing and adapting instruction.
- ☐ Complete the **"Learner Difference: Focus Students" table in your SPAT Unit Plan.**
    - ☐ Describe the students using a pseudonym (age, background, educational history, strengths, and unique characteristics).
    - ☐ Be sure to include the implications of culture and context on patterns of learning. This could be a prediction or insights from your colleagues and/or mentor teacher
- ☐ Utilize the "Learner and Learning Rubric" to ensure proficiency.
- ☐ When completed, utilize the comment feature in Google Docs for feedback. (@emailmentor or @emailliaison)

Resources:
- UDL Guidelines
- WIDA Proficiency Level Descriptor

Learning Difference: Focus Students			
Multiple means of engagement, representation and action, and expression for student learning (UDL guidelines).	**Student 1 (pseudonym)** Select a student who is Linguistically Diverse. (This could include students who are multilingual students or students in need of additional language support.)	**Student 2 (pseudonym)** Select a student with exceptional needs, including those associated with disabilities and giftedness.	**Student 3 (pseudonym)** Select a student with different learning and performance approaches.
Describe each student's learning characteristics, including strengths and struggles.			
List ideas for: designing, adapting, and delivering instruction to address each student's diverse learning strengths and needs. *For students on an IEP or 504, include an IEP goal or accommodation from the 504 plan.*			
What is your own frame of reference based on your culture, gender, language, abilities, perceptions of the world and learning? How might this impact your planning and instruction? Write a paragraph.			

Learner and Learning Rubric

Learning Targets	Developing 1	Approaching Proficient 2	Proficient Success Criteria 3
Context and Culture The teacher knows how to access information about the values of diverse cultures and communities and how to incorporate learners' experiences, cultures, and community resources into instruction.	Candidate work needs revision to meet proficient requirements.	Candidate work includes: ☐ demographics for community, school, and classroom context ☐ a description of the community, school, and classroom context	Candidate work includes: ☐ demographics for community, school, and classroom context ☐ an objective and asset-based description of community, school, and classroom context ☐ implications of context and culture on student learning
Learning Differences The teacher uses the understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.	Candidate work needs revision to meet proficient requirements.	☐ differences in approaches to learning and performance (representation, engagement, action & expression) ☐ ideas for instruction, strategies, and/or resources ☐ reflection on implications of frames of reference	☐ differences in approaches to learning and performance (representation, engagement, action & expression) ☐ ideas for instruction, strategies, and/or resources that use learners' strengths to promote growth ☐ ideas for strategies and resources to address needs associated with disabilities and giftedness; specific to each focus student. ☐ ideas for strategies and resources to support language acquisition for students in need of language support ☐ reflection on personal experience

			and of accessing resources to deepen their own understanding of cultural, ethnic, gender, and learning differences to build stronger relationships and create more relevant learning experiences

Section Two: Content

Purpose: Teachers must have a deep and flexible understanding of their content areas and be able to draw upon content knowledge as they work with learners to access information, apply knowledge in real-world settings, and address meaningful issues to assure learner mastery of the content. In this section, you will consider what students should *know and be able to do*, including learning progressions, academic language, common misconceptions, culturally relevant requirements, and literacy requirements foundational literacy skills, reading comprehension, literacy assessment, and the writing process.

Instructions:
- ☐ Brainstorm possible essential questions that address the big ideas in your unit plan. Select ONE essential question for your unit and record it in the **"Content Standards & Learning Targets" table in your SPAT Unit Plan.**
- ☐ Reminder: the purpose of an essential question is to INSPIRE student discussion and inquiry: It is not tied to specific content; it is tied to big ideas.Use the Idaho State Standards to think through the primary content standards (or even just portions of standards) you are planning to assess.
- ☐ Consider standards from Literacy, Math, Science, etc…
  - ☐ Would it make sense to integrate standards from other content areas?
- ☐ Discuss your standards choices with your mentor teacher.
- ☐ Complete the **"Content Standards & Learning Targets" table in your SPAT Unit Plan.** Choose standards that will encompass what you plan to teach and assess for student learning. Place one standard in each row. Add or delete rows as necessary.
- ☐ Highlight the verbs in your standards.
- ☐ Deconstruct the standards (attending to the verbs and nouns) into student-friendly learning targets. Because the standards are complex, you may have multiple learning targets for each standard.

☐ Utilize the "Standards and Unit Mapping Rubric" to ensure proficiency.
☐ When completed, utilize the comment feature in Google Docs for feedback. (@emailmentor or @emailliaison)

Resource:
- Essential Question Information
- Writing Quality Learning Targets

Essential Question:	
Content Standards & Learning Targets	
Content Standards	**Learning Targets**
	• •
	• •
	• •
	• •

☐ Based on your standards and learning targets, map out your unit plan by creating a graphic organizer that includes the following:
   ☐ key concepts: what are the big ideas you want students to walk away with?
   ☐ learning progressions: the map should indicate a learning sequence
   ☐ schema/background knowledge: prior learning experiences, knowledge, skills that support new learning

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☐ common misconceptions: where do you anticipate students will struggle

☐ culturally relevant requirements: relevant background understanding based on student culture

☐ Complete the "**Unit Map" in your SPAT Unit Plan.** You may choose to use a digital resource or map this out on paper. Take a screenshot or picture of your map.

☐ Utilize the "Standards and Unit Mapping Rubric" to ensure proficiency.

Note: Concepts are big ideas. (For example: erosion, political conflict, argument, community, migration, symmetry, and improvisation).

Resources for building a Unit Map:
- Unit Map Example
- Basic information about how to build a concept map
- Concepts by grade level
- MIRO–map making tool
- Canva-map making tool
- Secondary Science Mapping examples (NGSS)
- Middle School Mapping Plan examples
- Concept Mapping Examples and processes

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Unit Map
Paste picture or screenshot here.

Standards and Unit Mapping Rubric

Learning Target	Developing 1	Approaching Proficient 2	Proficient 3
Essential Question The teacher understands major concepts, assumptions, debates, processes of inquiry, and ways of knowing that are central to the discipline(s) s/he teaches.	Candidate work needs revision to meet proficient requirements.	Candidate work includes: ☐ an essential question that addresses the big ideas of the unit	Candidate work includes: ☐ an essential question that addresses the big ideas of the unit and makes connections across content ☐ a question that is engaging and

			enduring to students
Standards The teacher has a deep knowledge of student content standards and learning progressions in the discipline(s) s/he teaches.	Candidate work needs revision to meet proficient requirements.	☐ standards derived from the Idaho Content Standards	☐ standards derived from the Idaho Content Standards ☐ approximately 1-3 standards that will be assessed ☐ Standards are aligned with the key concepts/disciplinary ideas
Learning Targets The teacher can break standards into clear measurable learning targets that create a coherent	Candidate work needs revision to meet proficient requirements.	☐ learning targets derived from state standards assessed in the unit	☐ learning targets derived from state standards assessed in the unit ☐ learning targets written in student-friendly language ☐ learning targets using concrete, accessible verbs (e.g., identify, analyze, compare, write)
Unit Map The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) they teach and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.	Candidate work needs revision to meet proficient requirements.	☐ key concepts/disciplinary ideas ☐ evidence of learning progressions	☐ key concepts/disciplinary ideas ☐ evidence of learning progressions ☐ common misconceptions of students ☐ explanation of culturally relevant content to build on learners' background knowledge and make the discipline accessible to learners

Section Three: Instructional Practice

Effective instructional practice requires that teachers understand and integrate assessment, planning, and instructional strategies in coordinated and engaging ways. Beginning with their end or goal, teachers first identify student learning objectives and content

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standards and align assessments to those objectives. Teachers understand how to design, implement and interpret results from a range of formative and summative assessments. This knowledge is integrated into instructional practice so that teachers have access to information that can be used to provide immediate feedback to reinforce student learning and to modify instruction. Planning focuses on using a variety of appropriate and targeted instructional strategies to address diverse ways of learning, to incorporate new technologies to maximize and individualize learning, and to allow learners to take charge of their own learning and do it in creative ways.

Instructions:
- ☐ Analyze your summative assessment using the "Academic Language and Literacy" table. If your summative assessment is not language-rich, complete this template for a critical reading, writing, or oral language task in your unit.
- ☐ Navigate to the WIDA standards. On the Table of Contents, click on your grade level. Choose one language use (narrate, inform, explain, argue).
- ☐ Select the appropriate corresponding language expectations (one or more bullets) to cut and paste into the table.
- ☐ Analyze the assessment or task for language features including discourse, sentence, and word/phrases.
- ☐ Complete the **"Academic Language and Literacy" table in your SPAT Unit Plan.**
- ☐ Use your language targets in the instructional sequence below.
- ☐ Utilize the "Academic Language and Literacy Rubric" to ensure proficiency.

Resources:
- WIDA Standards & Standards Satchel
- Examples of Language Targets
- Model of completed Language Planning Template

Academic Language & Literacy
Analyze your summative assessment using the following table. If your summative assessment is not language-rich, complete this template for a critical reading, writing, or oral language task in your unit.   Navigate to the WIDA standards. On the Table of Contents, click on your grade level. Choose one language use (narrate, inform, explain, argue) and select the appropriate corresponding language expectations (one or more bullets).
WIDA Language Expectation:

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Briefly describe how students will engage with language in a specific task such as the summative assessment or a language activity during the unit.	Analysis of Language Features What **features** of text/discourse, sentence structures, and/or words/phrases will students need to use? (see examples in WIDA standards)
Name the Key Language Use (narrate, inform, explain, argue) that best describes the purpose of communication.	Discourse: Sentence: Words/Phrases:
Language target(s): (include specific language features and highlight them)	

Learning Target	Developing 1	Approaching Proficient 2	Proficient 3
The teacher knows about language acquisition processes and knows how to incorporate instructional strategies and resources to support language acquisition.	Candidate work needs revision to meet proficient requirements.	Candidate work includes: ☐ an analysis of language expectations in the summative assessment or a primary reading, writing, or oral language task ☐ language targets include specific features of language at one in one of these areas: discourse, sentence, and word/phrase	Candidate work includes: ☐ an analysis of language expectations in the texts and tasks in the unit at the word, sentence, and text structure levels ☐ language targets include specific features of language in at least two of these areas: discourse, sentence, and word/phrase.

Academic Language and Literacy Rubric

Learning Target	Developing 1	Approaching Proficient 2	Proficient 3
The teacher knows about language acquisition processes and knows how to incorporate instructional strategies and resources to support language acquisition.	Candidate work needs revision to meet proficient requirements.	Candidate work includes: ☐ an analysis of language expectations in the texts and tasks in the unit ☐ language targets based on the language expectations	Candidate work includes: ☐ an analysis of language expectations in the texts and tasks in the unit at the word, sentence, and text structure levels ☐ language targets integrate language expectations with content targets

Purpose: To improve instruction and support learner success. To develop a range of assessments that balance formative and summative assessments. To use assessment data to understand each learner's progress, plan and adjust instruction as needed, provide feedback to learners, and document learner progress against standards. In addition, to make decisions informed by data from a range of assessments. Assessment decisions will be made independently and in collaboration with colleagues through a process of ongoing learning and reflection.

Instructions: Complete your "Assessment Alignment" table in your SPAT Unit Plan.

☐ Copy your Content and Language Learning Targets from the "Content Standards & Learning Targets" and "Academic Language and Literacy" tables above into your "Assessment Alignment" table.

☐ Write Success Criteria for each target in your "Assessment Alignment" table in your SPAT Unit Plan. These success criteria will be used to create your summative rubric. (Be sure each standard is assessed in your pre- and post-assessment.)

☐ Utilize the verbs to determine the DOK level of your learning targets. Use these DOK resources to ensure your learning targets and success criteria are aligned.

    ☐ As you design your assessments, consider the DOK level of your verbs to ensure you are assessing at the appropriate level (e.g., Identify = Matching; Analyze = Infer)

☐ Add or delete rows in your table as needed.

☐ Design, adapt, or select one or more summative assessments for the unit and link the assessment(s) in the "Assessment

Alignment" table in your SPAT Unit Plan. The summative assessment(s) must assess each learning target in your unit. (Note: Your pre-assessment and summative assessment must be aligned, and they may even be the same assessment.)

☐ Design, adapt, or select one or more pre-assessments for the unit and link the assessment(s) in the "Assessment Alignment" table. The pre-assessment(s) must assess each learning target in your unit and must assess each student individually. (Note: Your pre-assessment and summative assessment must be aligned, and they may even be the same assessment.)

☐ Design, adapt, or select formative assessments for the unit and link these formative assessments in the "Assessment Alignment Table" in your SPAT Unit Plan. Include a variety of formatives to ensure multiple modalities of assessment.

    ☐ Consider multiple and appropriate types of assessments that meet student's learning needs and develops differentiated learning experiences

☐ Ensure every learning target is assessed in your pre-assessment(s), your summative assessment(s), and at least one formative assessment. Indicate that the learning target is assessed with an "x" under pre-assessment and summative assessment below to indicate the learning target is assessed prior to instruction and at the end of instruction.

☐ Under "Assessment Explanation," describe how you will score the pre-assessment and summative assessment. Explain how you will directly compare the scores on the pre-assessment and summative assessment.

☐ Utilize the "Assessment Rubric" to ensure proficiency.

Resources:
- DOK Levels
- Formative Assessments

Assessment Alignment Table		
Standards in Your Unit		
Summative Assessment	[link here]	
Pre-Assessment	[link here]	
Learning Target	**Success Criteria** (describe what proficiency looks like specific, clear, accurate, and measurable)	**Where is it assessed?** (must be assessed in the pre-assessment, summative assessment, and at least one

		formative assessment)		
		Pre-Assessment	Formative Assessment	Summative Assessment
			[link]	
		Pre-Assessment	Formative Assessment	Summative Assessment
			[link]	
		Pre-Assessment	Formative Assessment	Summative Assessment
			[link]	
		Pre-Assessment	Formative Assessment	Summative Assessment
			[link]	
		Pre-Assessment	Formative Assessment	Summative Assessment
			[link]	
		Pre-Assessment	Formative Assessment	Summative Assessment
			[link]	
		Pre-Assessment	Formative Assessment	Summative Assessment
			[link]	
		Pre-Assessment	Formative Assessment	Summative Assessment
			[link]	
		Pre-	Formative	Summative

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		Assessment	Assessment	Assessment
			[link]	
Assessment Explanation Explain how the pre- and summative assessments will be scored and how these scores will be compared.	[If you are using assessment guidelines or a rubric, link it here.]			

Assessment Rubric

Learning Target	Developing 1	Approaching Proficient 2	Proficient 3
The teacher candidate understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision-making.	Candidate work needs revision to meet proficient requirements.	Candidate work includes: ☐ a pre-assessment of the standards ☐ two to three different methods of formative assessment ☐ a summative assessment of the standards ☐ a basic explanation of how the pre- and summative assessments will be scored	Candidate work includes: ☐ a pre-assessment(s) aligned to each learning target ☐ formative assessment to support, verify, and document each learning target ☐ four to five different methods of formative assessment ☐ a summative assessment(s) aligned to each learning target ☐ aligned pre- and summative assessments ☐ assessments that are accessible and unbiased for all ☐ an explanation of how the pre- and summative assessments

			will be scored and how these scores will be compared

Purpose Statement: Effective instructional practice requires that teachers understand and integrate assessment, planning, and instructional strategies in coordinated and engaging ways. Design, implement and interpret results from a range of formative and summative assessments. This knowledge is integrated into instructional practice so that teachers have access to information that can be used to provide immediate feedback to reinforce student learning and to modify instruction.

Instructions: Instructional Sequence
- ☐ Complete the **"Instructional Sequence" of your SPAT Unit Plan.**
- ☐ The sequence will include your first day of the unit plan (including how and when you will pre-assess students) until the final day (summative/celebration of learning).
- ☐ Your unit will be 7-10 lessons (approximately two to three weeks long). You will sketch a plan for each lesson in your unit. If a lesson spans two or three days, make a note of that under Number of Days. Copy, paste, and add rows to the table as needed.
- ☐ Each lesson should regularly include the following elements: opening engagement, intentional grouping, planned student discourse, scaffolding, UDL/differentiation (whole group and focus students), formative assessment, closure, integration of practice standards, academic language, technology, and routines and procedures.
- ☐ Your Instructional Sequence must include multi-modal activities and at least five instructional strategies.
    - ☐ Effective teachers are intentional about their instructional strategies and select careful combinations of strategies to help diverse students learn.
- ☐ Integrate technology throughout the unit to engage, enhance, or extend learner needs.
- ☐ Utilize the "Planning for Instruction" rubric to ensure proficiency.

Resources:
- Lesson Sequence Example
- ISTE Standards–technology resources
- Universal Design for Learning (UDL)

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Instructional Sequence
(Copy and paste boxes for each lesson in your unit. Submit for liaison & mentor review prior to teaching your unit.)

Lesson 1	
Learning Target(s)	
Formative Assessment	
Number of Days	
Lesson should regularly include: ❑ Opening engagement ❑ Intentional grouping ❑ Student discourse ❑ Scaffolding ❑ UDL/Differentiation (whole group and focus students) ❑ Engaging instructional strategies ❑ Formative assessment ❑ Academic language ❑ Technology ❑ Routines and procedures ❑ Opportunities for student practice ❑ Closure	

Lesson 2	
Learning Target(s)	
Formative Assessment	
Number of Days	
❑ Opening engagement ❑ Intentional grouping ❑ Student discourse ❑ Scaffolding	

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❑ UDL/Differentiation (whole group and focus students) ❑ Engaging instructional strategies ❑ Formative assessment ❑ Academic language ❑ Technology ❑ Routines and procedures ❑ Opportunities for student practice ❑ Closure	
Lesson 3	
Learning Target(s)	
Formative Assessment	
Number of Days	
❑ Opening engagement ❑ Intentional grouping ❑ Student discourse ❑ Scaffolding ❑ UDL/Differentiation (whole group and focus students) ❑ Engaging instructional strategies ❑ Formative assessment ❑ Academic language ❑ Technology ❑ Routines and procedures ❑ Opportunities for student practice ❑ Closure	
Lesson 4	
Learning Target(s)	

Formative Assessment	
Number of Days	
❏ Opening engagement ❏ Intentional grouping ❏ Student discourse ❏ Scaffolding ❏ UDL/Differentiation (whole group and focus students) ❏ Engaging instructional strategies ❏ Formative assessment ❏ Academic language ❏ Technology ❏ Routines and procedures ❏ Opportunities for student practice ❏ Closure	
Lesson 5	
Learning Target(s)	
Formative Assessment	
Number of Days	
❏ Opening engagement ❏ Intentional grouping ❏ Student discourse ❏ Scaffolding ❏ UDL/Differentiation (whole group and focus students) ❏ Engaging instructional strategies ❏ Formative assessment ❏ Academic language ❏ Technology	

❏ Routines and procedures ❏ Opportunities for student practice ❏ Closure	
Lesson 6	
Learning Target(s)	
Formative Assessment	
Number of Days	
❏ Opening engagement ❏ Intentional grouping ❏ Student discourse ❏ Scaffolding ❏ UDL/Differentiation (whole group and focus students) ❏ Engaging instructional strategies ❏ Formative assessment ❏ Academic language ❏ Technology ❏ Routines and procedures ❏ Opportunities for student practice ❏ Closure	
Lesson 7	
Learning Target(s)	
Formative Assessment	
Number of Days	
Lesson should regularly include: ❏ Opening engagement ❏ Intentional grouping ❏ Student discourse ❏ Scaffolding	

❑ UDL/Differentiation (whole group and focus students) ❑ Engaging instructional strategies ❑ Formative assessment ❑ Academic language ❑ Technology ❑ Routines and procedures ❑ Opportunities for student practice ❑ Closure	
Lesson 8	
Learning Target(s)	
Formative Assessment	
Number of Days	
Lesson should regularly include: ❑ Opening engagement ❑ Intentional grouping ❑ Student discourse ❑ Scaffolding ❑ UDL/Differentiation (whole group and focus students) ❑ Engaging instructional strategies ❑ Formative assessment ❑ Academic language ❑ Technology ❑ Routines and procedures ❑ Opportunities for student practice ❑ Closure	

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Unit planning is an iterative process.
Once your instructional sequence is completed, revisit your assessment table.
Do any changes or adaptations need to be made?

Instructional Sequence Rubric

Learning Targets	Developing 1	Approaching Proficient 2	Proficient 3
Instructional Sequence: The teacher individually and collaboratively selects and creates learning experiences that align with curriculum goals and content standards and are coherently sequenced to build disciplinary knowledge.	Candidate work needs revision to meet proficient requirements.	Candidate work includes: ☐ lessons include a basic structure (opening, learning experience, closing) ☐ a series of lessons	Candidate work includes: ☐ coherent sequencing within each individual lesson ☐ lessons build on one another to demonstrate a coherent progression of learning across the unit
Instructional Strategies: drawing upon curriculum, cross-disciplinary skills, and pedagogy	Candidate work needs revision to meet proficient requirements.	☐ instructional strategies that engage students ☐ instructional strategies that support reading, writing, speaking, and listening	☐ at least five different instructional strategies that engage students in high-level cognitive activity ☐ developmentally, culturally, and linguistically appropriate instructional strategies to achieve learning goals ☐ instructional strategies that support and expand learners' communication through reading, writing, speaking, and listening.

Technology: drawing upon knowledge of content areas and integrating technology to enhance, engage, and extend learner experience	Candidate work needs revision to meet proficient requirements.	☐ use of technology included in plan	☐ integrated technology throughout the unit to engage, enhance, or extend learner needs
Universal Design for Learning: drawing upon knowledge of content areas and uses instructional strategies to address diverse ways of learning	Candidate work needs revision to meet proficient requirements.	☐ attends to at least two of the components of UDL: engagement; representation; action and expression	☐ multiple means of engagement ☐ multiple means of representation ☐ multiple means of action and expression ☐ specific support outlined for learners with exceptionalities

SPAT Reflection Journal

Section Four: Professional Responsibility

Purpose: Teachers must have a deep and flexible understanding of their content areas and be able to draw upon content knowledge as they work with learners to access information, apply knowledge in real-world settings, and address meaningful issues to assure learner mastery of the content. Today's teachers make content knowledge accessible to learners by using multiple means of communication, including digital media and information technology. They integrate cross disciplinary skills (e.g., critical thinking, problem-solving, creativity, communication) to help learners use content to propose solutions, forge new understandings, solve problems, and imagine possibilities. Finally, teachers make content knowledge relevant to learners by connecting it to local, state, national, and global issues.

Instructions:

Part 1: Daily Reflection During the Teaching of your SPAT Unit Plan (During Instruction)
- ☐ Make a copy of **SPAT Reflection Journal**.
- ☐ Save it in your SPAT folder.
- ☐ Choose a method of reflection from the options provided in the journal.
- ☐ Each day, reflect on teaching your SPAT Unit Plan in your Daily Reflection Journal, using the "Guiding Prompts" in the template to guide your reflection.
  - ☐ Effective reflection makes connections between what happens in the classroom and its impact on instruction. Connections between instructional choices and student outcomes provide reflection for growth.
- ☐ Utilize your journal as a "portfolio," adding images and samples of student work to help paint a picture of student learning. This will help you with your Final Reflection. Include evidence of Focus Student work.
- ☐ Share with your liaison for feedback.
- ☐ Utilize the "SPAT Reflection Journal Rubric" to guide your process.

Part 2: Summative Reflection (After Final Lesson/Summative Assessment is given)
- ☐ Reread, listen, or watch your daily reflections.
- ☐ If necessary, transcribe your audio/video recordings to written format.
- ☐ Consider recurring themes that emerged during your SPAT unit instruction.

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☐ Complete the Final Reflection in your SPAT Reflection Journal. This should capture your key learnings from teaching your unit. (1 page)

☐ Upload your SPAT Reflection Journal to Taskstream.

SPAT Reflection Journal Rubric

Learning Target	Developing 1	Approaching Proficient	Proficient
The teacher candidate engages in ongoing professional learning and uses evidence to continually evaluate their practice, particularly the effects of their choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.	Candidate work needs revision to meet proficient requirements.	Candidate work includes: ☐ a focus on student learning ☐ data about learners	Candidate work includes: ☐ a focus on student learning and ongoing analysis and reflection to improve planning and practice ☐ a variety of data (e.g., systematic observation, information about learners, research) to evaluate the outcomes of teaching and learning ☐ evidence of adaptations to planning and practice based on data

SPAT Assessment Analysis

Purpose: To improve instruction and support learner success. To develop a range of assessments that balance formative and summative assessments. To use assessment data to understand each learner's progress, plan and adjust instruction as needed, provide feedback to learners, and document learner progress against standards. In addition, to make decisions informed by data from a range of assessments. Assessment decisions will be made independently and in collaboration with colleagues through a process of ongoing learning and reflection.

Instructions:

- ☐ Make a copy of this **Assessment Analysis Slidedeck.**
- ☐ Review Assessment Analysis Examples for layout and specificity for your content area and classroom.
- ☐ Complete each slide of the **Assessment Analysis Slidedeck.** Use the guiding questions on the slides to support you in this process.
  - ☐ Meaningful feedback involves self, peer, and teacher feedback which drives learning forward. Feedback comes in a variety of forms: verbal, written, checklists, etc…
  - ☐ Data is confidentiality collected with pseudonyms to protect student information.
- ☐ Share the slidedeck with your liaison or peers utilizing the comment feature for feedback.
- ☐ Revise, per feedback.
- ☐ Upload your Assessment Analysis to Taskstream
- ☐ Use the "Assessment Analysis Rubric" to guide your process.

Assessment Analysis Rubric

Learning Target	Developing 1	Approaching Proficient 2	Proficient 3
Assessment Analysis of Whole Class Student Data	Candidate work needs revision to meet proficient requirements.	Candidate work includes: ☐ analysis of student assessment data ☐ evidence of the use of assessment data to guide planning or instruction	Candidate work includes: ☐ analysis of assessment data uses tables or graphs to note patterns and gaps in student learning ☐ evidence of the use of assessment data to guide adaptations and changes in planning and instruction throughout the teaching of the unit
Ethical Responsibilities	Candidate work needs revision to meet proficient requirements.		☐ pseudonyms and other methods to protect student anonymity
Assessment Analysis of Focus Student Data	Candidate work needs revision to meet proficient requirements.	☐ analysis of quantitative OR qualitative data is included ☐ evidence of the use of assessment data to guide planning and instruction	☐ analysis of pre and post assessment data for the focus students using both a table/ graph and a narrative explanation ☐ evidence of the use of assessment data to guide adaptations and changes in planning and instruction

Assessment Analysis of use of Differentiated Strategies for Focus Students	Candidate work needs revision to meet proficient requirements.	☐ interpretation explains how you differentiated for focus students ☐ general interpretations of student responses to differentiation	☐ interpretation explains how differentiation strategies addressed students' specific learning needs ☐ interpretation describes how each focus student responded to individualized differentiation
Feedback Practices	Candidate work needs revision to meet proficient requirements.	☐ student samples show scores for learners	☐ feedback samples and descriptions provide evidence of meaningful oral or written feedback to support student growth
Analysis of Assessment Design	Candidate work needs revision to meet proficient requirements.	☐ provides a description of the assessment alignment	☐ detailed analysis of assessment alignment and design describing the connection between pre, formative, and post assessments ☐ analysis description includes accomplishments or improvements or to be made to the assessment design