SED 455: Curriculum Decision Making – Understanding by Design

Benchmark Assessment Instructions

Targeted Essential Learning

Effective curricular decisions are based on the standards, the learners, and research-based strategies and practices. The relationship of instruction and assessment to meet curriculum is very essential. (InTASC: 2, 5, 6, 7, 10; NCSS 1.5, 3.1; NCTM 7.1, 7.3, 7.4, 7.5, 8.1, 8.2, 8.3, 8.4, 8.6, 8.7, and 8.8)

Assessment Tool Selected

1. 10-day UbD curriculum unit with peer review
2. Practicum Journals

Specific Performance/Task(s)

* Use state and district standards for curriculum planning. (InTASC: 7, 10; NCSS 1.5; NCTM 8.4, 8.6)
* Apply an understanding of curricular goals to assessment so that it informs instruction and creates an instructional plan for a targeted grade level. (InTASC: 6, 7; NCTM 7.1, 7.3, 7.4, 8.1, )
* Demonstrate an understanding of diversity as it informs the instructional design and planning process and demonstrates comprehension of effective instructional design and planning systems. (InTASC: 2; NCTM 7.5, 8.2, 8.3)
* Differentiate concepts of short and long term curriculum goals and apply to instructional unit. (InTASC: 5, 7; NCSS 3.1; NCTM 8.7, 8.8)

Relevancy of Task to Teacher Candidate

In order to be effective practitioners, teacher candidates need to be able to analyze, design, and recommend curriculum that meets the needs of diverse student populations.

General Practicum Information

* Students’ practicum experiences should follow the practicum experience requirements, including the diversity and hour requirements for this course on the Practicum Placement Form.
* Students should fill out the Practicum Placement Form and Observation Record Log. Complete the form with the names of the schools and grade levels where the observations took place and document the hours spent in the classroom. Submit the form to the course instructor along with your Benchmark Assessment.
* Spend 20 hours in a grade 10-12 classroom. Let your mentor know you are working on developing your lesson planning skills. Throughout the practicum, observe and interview your mentor as he or she teaches a variety of subjects.
* Practicum Journal: (due Topics 4 - 7)

1. Students will submit Practicum Observation Journals:
   1. Obtain a Practicum Placement Form and Observation Record Log from your instructor.
   2. An observation reflection will be required, documenting your observations four times during your practicum. In these particular reflections, you are required to analyze curriculum trends, issues, implementation observations, etc. Furthermore, students must make recommendations for improvement based on their observations. Each weekly entry/reflection needs to be approximately 600-750 words typed with date of observation, school, teacher observed, and reflection

Assessment: Student Prompts/Teacher Directions

1. Individual:
   1. **Curriculum Decision Making – Understanding by Design (Benchmark Assessment)**
      1. Component I: 10-day UbD Curriculum Unit
         1. Teacher candidates will develop a 10-day (two-week) UbD curriculum unit of study in their content area for a group of students in their Practicum Placement. This unit must align with the State standards. A description of the group of students for which the unit is planned, a course statement, and a unit statement must be included. In addition, the unit must explicitly incorporate the six facets of understanding as presented in Wiggins’& McTighe’s *Understanding by Design*.
         2. A lesson plan will be written for each day of the unit that incorporates the following criteria based on Hunter’s Essential Elements of Instruction lesson plan model: specifies learning objectives, specifies materials and media, includes an anticipatory set, outlines teaching/presentation, offers guided practice, provides closure, and highlights independent practice/formative assessment.
         3. The 10-day UbD curriculum unit should be complete by the ***first day*** of Topic 7.
      2. Component II: On Second thought: Reflection and Peer Review of 10-day UbD Curriculum Unit
2. Post a copy of your 10-Day UbD curriculum unit in your CLC discussion board by the ***first day of Topic 7*** along with a 300-400 word reflection of the strengths and weaknesses of your unit.
3. Discuss in your CLC assigned group the strengths and weaknesses of each curriculum unit posted based on your learning in previous weeks of study regarding the facets of understanding, assessment practices, and current trends. How effective was each unit in meeting the needs of a diverse student population? What changes (if any) would need to take place in order for the unit to meet the needs of diverse learners?
4. Provide 3+2 feedback – offer three positive points/strengths and two suggestions for improvement to each member of your CLC group.
5. Compile your 3+2 feedback data you have received from your CLC group members into one document. Attach your reflection on your own unit, and submit the assignment to the instructor by the end of Topic 7.
   * 1. Component III: Final Project
        1. Solicit feedback from your mentor teacher about your 10-day UbD curriculum unit plan.
        2. Revise the original unit plan based on the feedback received from the mentor teacher and the information received from the 3 + 2 feedback from all the CLC group members.
        3. Combine the **original** 10-day UbD curriculum unit plan, the strengths/weaknesses reflection sent to the CLC, and the **revised** 10-day UbD curriculum unit plan, all clearly identified, under one APA-style title page as the Benchmark Assessment. Attach the Practicum Placement Form and Observation Record Log.
     2. Submit the assignment as one deliverable to the instructor by the end of Topic 8.

Assessment Rubric: A 10-day UbD Curriculum Unit

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| **Criteria** | **Unsatisfactory** | **Less than Satisfactory** | **Satisfactory** | **Good** | **Excellent** |
| **Applying NCSS Standards 15%** | | | | | |
| **1.5 Individuals, Groups and Institutions** | Candidates in social studies do not possess the knowledge, capabilities, or dispositions to organize and provide instruction at the appropriate school level for the study of individuals, groups, and institutions. | Candidates in social studies possess incomplete knowledge, capabilities, and/or dispositions to organize and provide instruction at the appropriate school level for the study of individuals, groups, and institutions. | Candidates in social studies possess adequate knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of individuals, groups, and institutions. | Candidates in social studies possess extensive knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of individuals, groups, and institutions. | Candidates in social studies possess comprehensive knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of individuals, groups, and institutions. |
| **3.1 Teaching Social Studies** | Institutions preparing social studies teachers do not provide and require prospective social studies teachers to complete a course or courses dealing specifically with the nature of the social studies and with ideas, strategies, and techniques for teaching social studies at the appropriate licensure level. | Institutions preparing social studies teachers inadequately provide and require prospective social studies teachers to complete a course or courses dealing specifically with the nature of the social studies and with ideas, strategies, and techniques for teaching social studies at the appropriate licensure level. | Institutions preparing social studies teachers effectively provide and require prospective social studies teachers to complete a course or courses dealing specifically with the nature of the social studies and with ideas, strategies, and techniques for teaching social studies at the appropriate licensure level. | Institutions preparing social studies teachers significantly provide and require prospective social studies teachers to complete a course or courses dealing specifically with the nature of the social studies and with ideas, strategies, and techniques for teaching social studies at the appropriate licensure level. | Institutions preparing social studies teachers comprehensively provide and require prospective social studies teachers to complete a course or courses dealing specifically with the nature of the social studies and with ideas, strategies, and techniques for teaching social studies at the appropriate licensure level. |
| **or** | | | | | |
| **Applying NCTM Standards 15%** | | | | | |
| |  | | --- | | **7.1 Attention to equity** | | Students do not Identify or use a variety of materials and resources in the plan. | Students rarely and/or incorrectly Identify and use a variety of materials and resources in the plan. | Students identify and effectively use a variety of materials and resources in the plan. | Students identify and proficiently use a variety of materials and resources in the plan. | Students identify and skillfully use a variety of materials and resources in the plan. |
| |  | | --- | | **7.3 Effective teaching** | | Students do not Address specific learners or address a higher order thinking | Students rarely and/or inadequately Address specific learners and/or higher order thinking | Students adequately Address specific learners and address higher order thinking | Students proficiently address specific learners and address higher order thinking | Students purposefully Address specific learners and address higher order thinking |
| |  | | --- | | **7.4 Commitment to learning** | | Students do not incorporate strategies for significant learning experiences | Students rarely or and/or ineffectively incorporate strategies for significant learning experiences. | Students logically incorporate strategies for significant learning experiences | Students effectively incorporate strategies for significant learning experiences | Students methodically incorporate strategies for significant learning experiences |
| |  | | --- | | **7.5 Use of various assessments** | | Students do not use a variety of assessments | Students rarely and/or inadequately use a variety of assessments | Students adequately use a variety of assessments | Students skillfully use a variety of assessments | Students masterfully use a variety of assessments |
| |  | | --- | | **8.1 Selects, uses, and determines suitability of the wide variety of available mathematics curricula and teaching materials for all students.** | | Students do not manage materials, equipment, or other resources to affect the learning environment. | Students rarely and/or inadequately manage materials, equipment, and/or other resources to affect the learning environment. | Students adequately manage materials, equipment, and other resources to affect the learning environment. | Students effectively manage materials, equipment, and other resources to affect the learning environment. | Students skillfully manage materials, equipment, and other resources to affect the learning environment. |
| |  | | --- | | **8.2 Selects and uses appropriate concrete materials for learning mathematics** | | Students do not ncorporate activities for diverse backgrounds, developmental levels, and special needs. | Students rarely and/or ineffectively incorporate activities for diverse backgrounds, developmental levels, and special needs. | Students logically incorporate activities for diverse backgrounds, developmental levels, and special needs. | Students proficiently incorporate activities for diverse backgrounds, developmental levels, and special needs. | Students judiciously incorporate activities for diverse backgrounds, developmental levels, and special needs. |
| **8.3 Uses multiple strategies to assess students’ mathematical knowledge.** | Students do not use a variety of assessments | Students rarely and/or inadequately use a variety of assessments | Students effectively use a variety of assessments | Students proficiently use a variety of assessments | Students masterfully use a variety of assessments |
| **8.4 Plans lessons, units and courses that address appropriate learning goals.** | Students do not create a standards-based unit plan for a secondary classroom. | Students rarely or inadequately create a standards-based unit plan for a secondary classroom. | Students effectively create a standards-based unit plan for a secondary classroom. | Students skillfully create a standards-based unit plan for a secondary classroom. | Students methodically create a standards-based unit plan for a secondary classroom. |
| **8.6 Demonstrates knowledge of research results in the teaching and learning of mathematics** | Students do not establish a framework for learning, shows multiple views, or explain how unit ties into Arizona standards | Students rarely or incompletely establish a framework for learning, shows multiple views, and/or inadequately explain how unit ties into Arizona standards | Students establish a framework for learning, shows multiple views, and effectively explain how unit ties into Arizona standards | Students establish a broad framework for learning, shows multiple views, and thoroughly explain how unit ties into Arizona standards | Students establish a copious framework for learning, shows multiple views, and comprehensively explains how unit ties into Arizona standards |
| **8.7 Uses knowledge of different types of instructional strategies in planning mathematics lessons.** | Students do not use differentiation of instruction to meet needs of diverse learners. | Students rarely and/or ineffectively use differentiation of instruction to meet needs of diverse learners. | Students effectively use differentiation of instruction to meet needs of diverse learners. | Students proficiently use differentiation of instruction to meet needs of diverse learners. | Students methodically use differentiation of instruction to meet needs of diverse learners. |
| **8.8 Demonstrates the ability to lead classes in mathematical problem solving, and in developing in-depth conceptual understanding** | Students do not address higher order thinking | Students rarely and/or inadequately address higher order thinking | Students effectively address higher order thinking | Students skillfully address higher order thinking | Students masterfully address higher order thinking |
| **or** | | | | | |
| **Applying NSTA Standards 15%** | | | | | |
| **1a Content: Major concepts. principles, theories, laws and interrelationships.** | The learner does not understand and cannot successfully convey to students the major concepts, principles, theories, laws, and interrelationships of their fields of licensure and supporting fields as recommended by the National Science Teachers Association | The learner vaguely understands and/or can inadequately convey to students the major concepts, principles, theories, laws, and/or interrelationships of their fields of licensure and/or supporting fields as recommended by the National Science Teachers Association | The learner generally understands and can competently convey to students the major concepts, principles, theories, laws, and interrelationships of their fields of licensure and supporting fields as recommended by the National Science Teachers Association | The learner completely understands and can competently convey to students the major concepts, principles, theories, laws, and interrelationships of their fields of licensure and supporting fields as recommended by the National Science Teachers Association | The learner completely understands and can masterfully convey to students the major concepts, principles, theories, laws, and interrelationships of their fields of licensure and supporting fields as recommended by the National Science Teachers Association |
| **1b Content: unifying concepts delineated by national Science Education Standards** | The learner does not understand and cannot successfully convey to students the unifying concepts of science delineated by the National Science Education Standards | The learner vaguely understands and/or can inadequately convey to students the unifying concepts of science delineated by the National Science Education Standards | The learner generally understands and can competently convey to students the unifying concepts of science delineated by the National Science Education Standards | The learner completely understands and can competently to students the unifying concepts of science delineated by the National Science Education Standards | The learner completely understands and can masterfully convey to students the unifying concepts of science delineated by the National Science Education Standards |
| **1d Content: design, conduct, report and evaluate investigations in science** | The learner does not understand research and cannot successfully design, conduct, report or evaluate investigations in science | The learner vaguely understands research and/or can ineffectively design, conduct, report and/or evaluate investigations in science | The learner generally understands research and can successfully design, conduct, report and evaluate investigations in science | The learner has a significant understanding of research and can successfully design, conduct, report and evaluate investigations in science | The learner has a comprehensive understanding of research and can successfully design, conduct, report and evaluate investigations in science |
| **6a Curriculum: identify, access, and/or create resources and activities for science education** | The learner does not understand the curricular recommendations of the National Science Education Standards, nor can they identify, access, or create resources and activities for science education that are consistent with the standards | The learner vaguely understands the curricular recommendations of the National Science Education Standards, and/or can identify, access, and/or create resources and/or activities for science education that are consistent with the standards | The learner generally understands the curricular recommendations of the National Science Education Standards, and can identify, access, and create effective resources and activities for science education that are consistent with the standards | The learner generally understands the curricular recommendations of the National Science Education Standards, and can identify, access, and create engaging resources and activities for science education that are consistent with the standards | The learner completely understands the curricular recommendations of the National Science Education Standards, and can identify, access, and create engaging resources and activities for science education that are consistent with the standards |
| **6b Curriculum: plan and implement internally consistent units of study** | The learner does not plan or implement internally consistent units of study that address the diverse goals of the National Science Education Standards or the needs and abilities of students | The learner plans and/or implements internally inconsistent units of study that address the diverse goals of the National Science Education Standards and/or the needs and/or abilities of students | The learner plans and implements internally consistent units of study that address the diverse goals of the National Science Education Standards and the needs and abilities of students | The learner carefully plans and implements internally consistent units of study that address the diverse goals of the National Science Education Standards and the needs and abilities of students | The learner systematically plans and implements internally consistent units of study that address the diverse goals of the National Science Education Standards and the needs and abilities of students |
| **8a Assessment: use multiple assessment tools and strategies** | The learner does not use multiple assessment tools or strategies to achieve important goals for instruction that are aligned with methods of instruction or the needs of students | The learner ineffectively uses assessment tools and/or strategies to achieve important goals for instruction that are aligned with methods of instruction and/or the needs of students | The learner effectively uses some assessment tools and strategies to achieve important goals for instruction that are aligned with methods of instruction and the needs of students | The learner effectively uses a wide variety of assessment tools and strategies to achieve important goals for instruction that are aligned with methods of instruction and the needs of students | The learner methodically uses a wide variety of assessment tools and strategies to achieve important goals for instruction that are aligned with methods of instruction and the needs of students |
| **8b Assessment: use the results of multiple assessments** | The learner does not use the results of multiple assessments to guide or modify instruction, the classroom environment, or the assessment process. | The learner ineffectively uses the results of assessments to guide and/or modify instruction, and/or the classroom environment, and/or the assessment process. | The learner effectively uses the results of some assessments to guide and modify instruction, the classroom environment, and the assessment process | The learner effectively uses the results of a wide variety of assessments to guide and modify instruction, the classroom environment, and the assessment process | The learner perceptively uses the results of a wide variety of assessments to guide and modify instruction, the classroom environment, and the assessment process |
| **9b Safety and Welfare: know and practice safe and proper techniques** | The learner does not know or practice safe and proper techniques for the preparation, storage, dispensing, supervision, or disposal of all materials used in science instruction. | The learner vaguely knows and/or rarely practices safe and proper techniques for the preparation, storage, dispensing, supervision, and/or disposal of all materials used in science instruction. | The student generally knows and usually practices safe and proper techniques for the preparation, storage, dispensing, supervision, and disposal of most materials used in science instruction. | The learner generally knows and usually practices safe and proper techniques for the preparation, storage, dispensing, supervision, and disposal of all materials used in science instruction | The learner completely knows and consistently practices safe and proper techniques for the preparation, storage, dispensing, supervision, and disposal of all materials used in science instruction |
| **9c Safety and Welfare: emergency and safety procedures** | The learner does not know or follow emergency procedures, maintain safety equipment, or ensure safety procedures appropriate for the activities or the abilities of students. | The learner vaguely knows and/or rarely follows emergency procedures, maintain safety equipment, and/or ensure safety procedures appropriate for the activities and/or the abilities of students. | The student generally knows and usually follows emergency procedures, maintain safety equipment, and ensure safety procedures appropriate for most of the activities and the abilities of students. | The learner generally knows and usually follows emergency procedures, maintain safety equipment, and ensure safety procedures appropriate for all of the activities and the abilities of students. | The learner completely knows and consistently follows emergency procedures, maintain safety equipment, and ensure safety procedures appropriate for all of the activities and the abilities of students. |
| **10c Professional Growth: improve teaching based on information** | The learner does not use information from students, supervisors, colleagues or others to improve their teaching or facilitate their professional growth. | The learner rarely uses information from students, supervisors, colleagues and/or others to improve their teaching and/or facilitate their professional growth. | The learner generally uses a variety of information from students, supervisors, colleagues and others to improve their teaching and facilitate their professional growth | The learner consistently uses a variety of information from students, supervisors, colleagues and others to improve their teaching and facilitate their professional growth | The learner consistently uses a comprehensive scope of information from students, supervisors, colleagues and others to improve their teaching and facilitate their professional growth |
| **or** | | | | | |
| **Applying the General Education Competencies 15%** | | | | | |
| **Content and/or Professional Standards** | Demonstrates either an absence of or very limited understanding of the central concepts of the focused standard(s). | Demonstrates a moderate to basic understanding of the central concepts of the focused standard(s). | Demonstrates a competent understanding of the central concepts of the focused standard(s). | Applies definitive discipline-specific concepts and methods of inquiry to the central concepts of the focused standard(s). | Actively interprets and promotes central discipline-specific concepts and methods of inquiry as they relate to the concepts of the focused standard(s). |
| **and** | | | | | |
| **Lesson Plans 45%** | | | | | |
| **Lesson Plans follow a recommended format: Objective(s), Anticipatory set, Materials, Procedures, etc**.  **20%** | Many of the essential lesson plan components are missing. | The lesson plans indicate an attempt to include the criteria, but they might be underdeveloped; may try to incorporate attention and activities for diverse backgrounds, developmental levels, and special needs of students. | The lesson plans have most of the components and incorporate some attention and activities for diverse backgrounds, developmental levels, and/or special needs of students. | The lesson plans have all of the components and differentiate most components to meet the needs of diverse learners. | The lesson plans have all of the components and incorporate attention and activities for diverse backgrounds, developmental levels, and special needs of students. |
| **The unit aligns with state and district academic standards**.  **10%** | No state standards are selected. | Limited or inappropriate standards are selected. | Appropriate grade level and content area standards are selected. | Standards are aligned and labeled clearly to the objectives. | Standards scaffold to enhance alignment and they are labeled clearly to each of the objectives. |
| **The unit incorporates the six facets of understanding as described by Wiggins & McTighe**.  **10%** | No facets of understanding are incorporated. | Most facets of understanding are incorporated, but many may be underdeveloped. | All facets of understanding are incorporated, but many may be underdeveloped. | All facets of understanding are incorporated; most are appropriately incorporated and developed. | All facets of understanding are incorporated and developed. |
| **Rationale of Unit and Reflection**  **5%** | The rationale fails to explain the unit, fails to establish the framework and links to specific learners may show multiple views, inconsistently addresses higher order thinking, and explains how the unit ties into AZ standards.  No reflection is present. | The rationale is inconsistent in its attempt to explain the unit, establish the framework, link to specific learners, show multiple views, address higher order thinking, and explain how the unit ties into AZ standards. Reflection is missing and/or incomplete. | The rationale explains the unit, establishes the framework, links to specific learners, and shows multiple views, tries to address higher order thinking and explains how the unit ties into AZ standards.  Reflection is present. | The rationale justifies the unit, establishes the framework, links to specific learners, shows multiple views, addresses higher order thinking and explains how the unit ties into AZ standards.  Reflection is clear and coherent. | The rationale justifies the unit, establishes the framework, links to specific learners, shows multiple views, addresses higher order thinking, and explains how the unit ties into AZ standards.  Reflection is coherent and comprehensive. |
| **Organization and format 35%** | | | | | |
| **Unit Cohesiveness and Scaffolding**  **15%** | The unit includes less than 7 days worth of lesson plans.  There is weak or no attention to thoughtful organization of the overall scope and sequence of the lessons in the unit. Lessons seem random and do not scaffold. | The unit includes less than 9 days worth of lesson plans.  There is minimal/ some attempt to organize the overall scope and sequence of the lessons in the unit, but it is incomplete or underdeveloped. An attempt is made to scaffold lessons but the skill development is not clear or well thought-out. | The unit includes at least 10 days worth of lesson plans.  The unit plan flows smoothly as a holistic unit. The lessons build on and reinforce each other. There is a fluid and logical sequence of lesson development throughout the weeks. | The unit includes at least 10 days worth of lesson plans.  The unit has a solid structure of interrelatedness of lessons that weave previous skills into the new activities so that learning is meaningful and seamless. | The unit includes 10 or more day’s worth of lesson plans.  There is exceptional cohesiveness and scaffolding throughout the entire unit. All lessons build on and reinforce earlier lessons while directly teaching the core skills and objectives. |
| **Unit Assessment**  **15%** | The unit includes little or no assessment instruments. | The unit demonstrates an attempt to include assessment instruments. | The unit includes a preassessment, one formative assessment and/or a summative assessment. | The unit includes a preassessment, one formative assessment and a summative assessment. | The unit includes a preassessment, two formative assessments and a summative assessment. Assessment includes student self-assessment |
| **APA format**  **5%** | The format does not follow APA guidelines; references are missing. | The unit attempts to follow APA format but has many errors; one reference is included. | The unit follows APA format, but may contain some errors; two references are included. | The unit follows APA format; but may contain one or two minor errors; more than two references are included. | The unit follows APA format with no errors. |
| **Mechanics 5%** | | | | | |
| **Mechanics of Writing** (includes spelling, punctuation, grammar, and language use)  **5%** | Surface errors are pervasive enough that they impede communication of meaning. Inappropriate word choice and/or sentence construction are employed. | Frequent and repetitive mechanical errors distract the reader. Inconsistencies in language choice (register) and/or word choice are present. | Some mechanical errors or typos are present, but are not overly distracting to the reader. Audience-appropriate language is employed. | Prose is largely free of mechanical errors, although a few may be present. The writer uses a variety of sentence structures and effective figures of speech. | The writer is clearly in command of standard, written academic English. |

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