Standards

INTASC-2013.2 Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

INTASC-2013.6 Assessment. The teacher 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.

INTASC-2013.7 Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

INTASC-2013.9 Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

IRA-2010.1.3 Candidates understand the role of professional judgment and practical knowledge for improving all students' reading development and achievement.

IRA-2010.2.1 Candidates use foundational knowledge to design or implement an integrated, comprehensive, and balanced curriculum.

IRA-2010.2.2 Candidates use appropriate and varied instructional approaches, including those that develop word recognition, language comprehension, strategic knowledge, and reading/writing connections.

IRA-2010.2.3 Candidates use a wide range of texts (e.g., narrative, expository, and poetry) from traditional print, digital, and online resources.

IRA-2010.3.1 Candidates understand types of assessments and their purposes, strengths, and limitations.

IRA-2010.4.1 Candidates recognize, understand, and value the forms of
diversity that exist in society and their importance in learning to read and write.

IRA-2010.4.2 Candidates use a literacy curriculum and engage in instructional practices that positively impact students’ knowledge, beliefs, and engagement with the features of diversity.

IRA-2010.5.4 Candidates use a variety of classroom configurations (i.e., whole class, small group, and individual) to differentiate instruction.

Directions to the Student

The Curriculum Project engages candidates in informal coaching opportunities, but also moves candidates into more formal coaching opportunities. Although the Curriculum Project could be a unit the candidate would teach within the classroom, the way the candidate approaches the unit and crafts/constructs the unit is reminiscent of writing a unit for other teachers to implement. Therefore, as candidates create the unit plans, they must first engage in instructional conversations with teachers, identifying a unit that needs revision or identifying problems that could be addressed through curricular planning. Once candidates set their goals for the unit, they need to develop and provide materials for the teachers, another form of informal coaching. As the candidate develops the unit, he/she must utilize curriculum and developmental benchmarks to ensure alignment, thus moving into a more formal level of coaching.

The unit developed must be a language arts unit using school/district/state/national standards. This is an independent project. It is suggested that the unit be 2-3 weeks in length.

The following components must be included in your unit:

- A curriculum planning model such as Backward Design
- A theoretical frame clearly articulated
- A range of instructional practices (whole group, small group, individual; multiple intelligences; higher order thinking; substantive conversations; & connections to the real world)
- Technology for instruction and student experiences (list all websites in an appendix)
- Appropriate materials and resources including technology useful with this curriculum unit – make opportunities for students to access a variety of reading information and list/include samples in the appendices
- Ways to motivate the learner – show how the learning is relevant, purposeful, and actively engages students
Incorporate and use at least 3 of the following Language Arts components – reading, writing, speaking, listening, visualizing, and viewing
An appendix with 3 assessment tools that you would use for this unit of study, each including: (1) a description of the assessment, (2) an explanation of why this is an effective/appropriate assessment, and (3) criteria by which you will be assessing students
An appendix with 3 sample lessons that you would use for this unit of study
  - Lesson plans should include (Lesson Plan Template):
    - Estimated lesson time
    - Overview of the lesson
    - State/National standards to be covered
    - Student objectives
    - Resources (including web resources)
    - Instructional plan - instruction and activities (including preparation items)
    - Cautions and comments
    - Student assessment/reflections
An Evaluation of the Unit Plan. Please write a self-evaluation of the unit plan as you have written it. How well do you think your unit plan reflects the knowledge you have gained from your work this semester? How would you like to refine the unit in the future? Evaluate your own personal efforts in constructing this unit plan.

Rubric Instructions

For each row of the rubric, assess on a 0-3 scale by selecting a score from the right-side columns for the element on the left-side of the same row.

PLEASE NOTE: Percentages and Grades

PLEASE NOTE: Percentages and Grades within LiveText should be ignored. When a rubric is completed in LiveText, a percentage may appear within the rubric. This percentage will not be regarded by the College of Education and is no reflection of the Grand Valley student’s grade or performance within the course. It is a result of assigning numeric values to the columns of the rubric. This numbering generates numeric data for the College of Education to inform us of areas within our courses that we need to improve in the future. Likewise, LiveText provides instructors with a grading tool to grade assignments in LiveText. The College of Education asks faculty not to use this tool, as official grades are currently managed through Banner. Any grade shown in LiveText is non-official and should not be regarded by LiveText users.
Please also remember that an "assessment" is not an end goal, nor is it the same as a course grade. Rather, an assessment is a learning tool that demonstrates students’ ability to meet course expectations and allows the College of Education to look for ways to improve our programs. An assessment is also not a student satisfaction/opinion survey. Instead, it is a direct measure of student learning and development outcomes. Providing students with access to these assessments ensure all College of Education students have the ability to showcase their progress throughout their program(s) and beyond graduation.

**Curriculum Project**

<table>
<thead>
<tr>
<th>ILA 1.3</th>
<th>InformTASC 9</th>
<th>(1.000, 12%)</th>
<th>IntASC-2013.9</th>
<th>IRA-2010.1.3</th>
</tr>
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<tbody>
<tr>
<td>Proficient (3) (3,000 pts)</td>
<td>Candidate modeled fair-mindedness, empathy, and ethical behavior when teaching students and working with other professionals.</td>
<td>Developing (2) (2,000 pts)</td>
<td>Candidate demonstrated a developing level of skill in modeling fair-mindedness, empathy, and ethical behavior when teaching students and working with other professionals.</td>
<td>Unsatisfactory (1) (1,000 pt)</td>
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<tr>
<td>Unacceptable (0) (0.000 pt)</td>
<td>Candidate did not demonstrate skill in modeling fair-mindedness, empathy, and ethical behavior when teaching students and working with other professionals.</td>
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<tr>
<th>ILA 2.1</th>
<th>InformTASC 7</th>
<th>(1.000, 12%)</th>
<th>IntASC-2013.7</th>
<th>IRA-2010.2.1</th>
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<tbody>
<tr>
<td>Candidate demonstrated an understanding of the research and literature that undergirds the reading and writing curriculum and instruction for all pre-K–12 students while supporting teachers and other personnel in the design and evaluation of the reading and writing curriculum.</td>
<td>Candidate demonstrated a developing understanding of the research and literature that undergirds the reading and writing curriculum and instruction for all pre-K–12 students while attempting to support teachers and other personnel in the design and evaluation of the reading and writing curriculum.</td>
<td>Candidate demonstrated an unsatisfactory understanding of the research and literature that undergirds the reading and writing curriculum and instruction for all pre-K–12 students while attempting to support teachers and other personnel in the design and evaluation of the reading and writing curriculum.</td>
<td>Candidate did not demonstrate understanding of the research and literature that undergirds the reading and writing curriculum and instruction for all pre-K–12 students while supporting teachers and other personnel in the design and evaluation of the reading and writing curriculum.</td>
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<th>ILA 2.2</th>
<th>InformTASC 7</th>
<th>(1.000, 12%)</th>
<th>IntASC-2013.7</th>
<th>IRA-2010.2.2</th>
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<tr>
<td>Candidate used instructional approaches supported by literature and research.</td>
<td>Candidate demonstrated a developing ability to use instructional approaches supported by literature and research.</td>
<td>Candidate demonstrated an unsatisfactory ability to use instructional approaches supported by literature and research.</td>
<td>Candidate did not demonstrate ability to use instructional approaches supported by literature and research.</td>
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<th>ILA 2.3</th>
<th>InformTASC 2</th>
<th>(1.000, 12%)</th>
<th>IntASC-2013.2</th>
<th>IRA-2010.2.3</th>
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<tbody>
<tr>
<td>Candidate supported classroom teachers in using quality materials that meet the specific needs and abilities of all learners.</td>
<td>Candidate demonstrated a developing ability to support classroom teachers in using quality materials that meet the specific needs and abilities of all learners.</td>
<td>Candidate demonstrated an unsatisfactory ability to support classroom teachers in using quality materials that meet the specific needs and abilities of all learners.</td>
<td>Candidate did not demonstrate ability to support classroom teachers in using quality materials that meet the specific needs and abilities of all learners.</td>
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<tr>
<td>ILA 3.1</td>
<td>InTASC 6 (1.000, 12%)</td>
<td>Candidate demonstrated an understanding of established purposes for assessing the performance of all students.</td>
<td>Candidate demonstrated a developing understanding of established purposes for assessing the performance of all students.</td>
<td>Candidate demonstrated an unsatisfactory understanding of established purposes for assessing the performance of all students.</td>
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<tr>
<td>ILA 4.1</td>
<td>InTASC 2 (1.000, 12%)</td>
<td>Candidate demonstrated an understanding of the ways in which diversity influences the reading and writing development of all students, especially those who struggle with reading and writing and assists teachers in developing reading and writing instruction that is responsive to diversity.</td>
<td>Candidate demonstrated a developing understanding of the ways in which diversity influences the reading and writing development of all students, especially those who struggle with reading and writing and assists teachers in developing reading and writing instruction that is responsive to diversity.</td>
<td>Candidate demonstrated an unsatisfactory understanding of the ways in which diversity influences the reading and writing development of all students, especially those who struggle with reading and writing and assists teachers in developing reading and writing instruction that is responsive to diversity.</td>
</tr>
<tr>
<td>ILA 4.2</td>
<td>InTASC 7 (1.000, 12%)</td>
<td>Candidate provided ideas for differentiated instruction and instructional materials, including traditional print, digital, and online resources that capitalize on diversity while developing students as agents of their own literacy learning.</td>
<td>Candidate provided developing ideas for differentiated instruction and instructional materials, including traditional print, digital, and online resources that capitalize on diversity while developing students as agents of their own literacy learning.</td>
<td>Candidate provided unsatisfactory ideas for differentiated instruction and instructional materials, including traditional print, digital, and online resources that capitalize on diversity while developing students as agents of their own literacy learning.</td>
</tr>
<tr>
<td>ILA 5.4</td>
<td>InTASC 2 (1.000, 12%)</td>
<td>Candidate used evidence-based grouping practices to meet the needs of all students, especially those who struggle with reading and writing.</td>
<td>Candidate demonstrated a developing ability to use evidence-based grouping practices to meet the needs of all students, especially those who struggle with reading and writing.</td>
<td>Candidate demonstrated an unsatisfactory ability to use evidence-based grouping practices to meet the needs of all students, especially those who struggle with reading and writing.</td>
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