

Unit Plan Assignment

The student teacher will prepare one unit plan in one subject area selected with the approval of the cooperating/mentor teacher and university supervisor.

The Unit Plan must follow the specific requirements that are outlined below. Your capstone instructor may require supplemental unit plan requirements and an evaluation specific to your program area in addition to this more generic unit evaluation.

Candidates should continue to plan units with the cooperating teacher as the student teaching semester/residency semester progresses. However, only one written plan is required for formal evaluation by your university supervisor. Candidates should seek guidance and approval from the assigned cooperating/mentor teacher in the preparation and delivery of the unit, including the detailed lesson plans that are in this unit. Candidates must submit a rough draft copy of the unit for the cooperating/mentor teacher's approval and provide the cooperating/mentor teacher and university supervisor with a final draft copy.

As soon as the unit is completed turn in the written unit to the university supervisor via Anthology for evaluation. This unit should be taught as early in the semester as possible.

SPECIFIC REQUIREMENTS

Include the following components in the unit plan.

I. UNIT TOPIC:

II. GRADE LEVEL:

III. RATIONALE FOR UNIT AND CONTEXTUAL FACTORS:

Explain how the unit relates to instructional goals, needs of students and prior units. Describe the contextual factors (i.e., students' prior test scores, grades in previous courses, student IEP or 504 accommodations, as well as any other factors related to the community, district, school, classroom or students that are likely to impact instruction and/or student learning with regard to the selected unit). Include a description of the ways in which each of these factors will be taken into consideration during unit planning and instruction.

IV. OBJECTIVES:

Describe the unit objectives and their correlated academic standards or expectations. Identify the priority content, standards, and learning that is expected. Describe the research base behind these

instructional objectives. Objectives should be broad enough that it captures the breadth and depth of content of the unit but focused enough that it can be measured.

V. CONTENT:

In addition to the content taught in the unit, describe the key instructional activities and strategies used to teach this unit. Also describe how:

- content and objectives are aligned to academic standards.
- content will be organized and taught so that students can use, apply and implement what they learn in real-life scenarios and for the assurance of career and college readiness.
- students will be engaged in critical thinking and problem solving.
- students' needs, interests, abilities, and cultures will be considered.
- the instruction's research base.

VI. REFERENCE/RESOURCE MATERIALS:

Describe the materials and resources to be used to teach this unit. Include how multimedia and digital tools and resources (web sites and web applications, for example) will be used in instruction. Attach, provide links, or share access to these resources as needed by your cooperating teacher and/or university supervisor.

VII. DAILY LESSON PLANS:

Attach fully developed lesson plans for a minimum of ten daily lessons. The ten or more daily lesson plans must be **continuous**. Include all supplemental material (i.e., worksheets, PowerPoints, handouts, quizzes, project instructions). *You are required to write reflections after each lesson.* If you do not create each activity, handout, etc., you must site the source of the activity, handout, etc.

VIII. ANALYSIS OF STUDENT LEARNING:

Collect value-added and/or other student growth data related to unit content and describe patterns/trends of student learning and growth as a whole class (i.e., previous year's grade, End of Course scores, MAP scores). Information should also include number of students in class, students with exceptionalities and/or academic supports provided to students, for example. Provide details about how this corresponds to the rationale of the unit. If applicable, identify any school and district goals related to student learning and describe how these goals relate to the classroom analysis.

IX. PRIMARY ASSESSMENT STRATEGIES & EVALUATION CRITERIA,

Create assessments for the pre and post assessment of student learning. Describe how assessments align to the objectives. Include descriptions of any necessary student accommodations. Pre-

assessment data are necessary to implement the unit plan and to analyze student performance relative to unit objectives.

Include the following:

1. How did you decide on the assessment(s)?
2. If the pre-assessment and post-assessment are not the same, explain how the assessments are comparable and appropriate.
2. How does the assessment accommodate the needs and interests of ALL students?
3. How does your evaluation criteria clearly differentiate learning?
4. How will the results of pre-assessment be used for instruction?

Attach each assessment and include the evaluation criteria (i.e., describe and/or attach appropriate scoring rubrics, observation checklists, rating scales, item weights). If you do not create the assessment(s), you must site the source of the assessment.

X. INTERPRETATIONS AND DECISIONS – Pre and Post Assessment of Unit:

Pre-assessment

1. Attach clearly labeled tables, graphs or charts that depict the results of the pre-assessment in a format that allows you to find patterns of student performance relative to each objective.
2. Summarize the results of the pre-assessment and describe the implications of these results on the instruction for all learners.
3. Create growth targets for unit outcomes to be measured in post assessment. These growth targets should describe growth for ALL learners and may differentiate for groups or individual learners.

Post-assessment

Once the unit is completed, analyze the pre and post assessment and determine students' progress relative to unit objectives.

1. Attach clearly labeled tables, graphs or charts that depict student performance for the entire class. For each visual representation, provide a descriptive narrative that summarizes the analysis of student learning progress and growth.
2. Explain the ways in which student grades were assigned (or other indicators of student performance).

XI. REFLECTION AND SELF-ASSESSMENT:

1. Describe the impact of the unit on the learning of ALL students including students with individual needs. Reflect on and describe the relationship between your students' learning progress and growth and your teaching performance based on the criteria included in this assignment for the instructional unit.

2. As a teacher, reflect on your own cultural background, unconscious biases and systemic biases, and your ability to collaborate with learners as you've implemented this unit plan.
3. If you were to teach this unit again to the same group of students, what, if anything, would you do differently, and why?
4. As a teacher, how did you or how could you in the future communicate with caregivers and families about student growth and learning?
5. With whom did you collaborate with to fully determine students' past performance, student needs, and effective instructional strategies to impact student learning (i.e., school counselors, resource teachers, former teachers, instructional coaches, advisors, administrators)?