

THE UNIT PLAN

Directions

Background:

At some point during the student teaching experience, the student teacher will be responsible for designing, preparing and teaching a unit of study. The range and scope of this unit will vary considerably from student teacher to student teacher. In some cases, the unit will span multiple weeks, while in others, it will span only 4-5 days. The unit may be on as broad a topic as "The Rainforest" to as small as "The Short /A/ Sound" in a special education setting. Within content areas, there will again be great variation, from teaching a song to teaching a sport. No matter the content, though, the student teacher will be responsible for creating the unit, with a minimum of 5 lessons within a prescribed set of parameters.

Purposes:

The main purpose of the unit is to provide the student teacher's pupils with a long-term learning experience that leads to the development of new skills, knowledge or learning. For the student teacher, the unit plan creates an opportunity to develop a long-term teaching plan around a central theme, skill or project. It requires the student teacher to think through a number of elements *prior* to introducing and teaching the unit. Although the student teacher will eventually turn in the unit plan for evaluation, the point is not to develop a "pretty" plan for the college supervisor's assessment; rather it is to provide a chance for the student teacher to think through a number of elements and design a long-term plan that will provide for instruction and monitor pupil learning.

Steps to Creating the Unit:

In order to create the unit, the student teacher will first need to conference with his/her cooperating teacher in order to determine the topic/skill/project for the unit of study. Then he/she will need to determine the accompanying state standards and the daily objectives leading to the overall objective for the unit. From there, the student teacher will develop a content outline and lesson plans, each of which will be designed to meet the needs of diverse learners. Materials, behavior management considerations and assessments should be identified and/or developed as well. *Prior to teaching the unit, the student teacher should present the "draft" of the entire unit plan to his/her cooperating teacher for feedback, suggestions and guidance.* Again, the student teacher should be thinking and preparing *long-term*, not "the night before." He/She should also refer to the Unit Plan Scoring Rubric throughout the process of developing the unit plan.

In order to help the student teacher get started on this assignment, he/she will present the unit's theme, big idea(s), general outline and one interdisciplinary idea at the midterm meeting with the college supervisor.

Assessing Pupil Learning:

Since one purpose of the unit is to monitor pupil learning, the student teacher should be prepared to *pre-test* or *pre-assess* the level of pupil understanding *PRIOR* to the teaching of the unit. Then, as the unit progresses, the student teacher should plan to routinely assess pupil learning (formative assessment). Finally, as the unit draws to a close, the student teacher will assess final pupil learning (summative assessment). The student teacher will then be required to analyze pupil learning and reflect on the results of the assessment in a written document that will be turned in with the unit to the college supervisor and also to the Director of Student Teaching.

Submitting the Unit Plan:

Eventually, the unit plan will be submitted to the student teacher's college supervisor for review and assessment. It is at this point, that the student teacher will want to organize and "tweak" the plan, particularly if he/she wishes to include it in his/her professional portfolio. However, the bulk of work on the plan should have been finished *well before* it is finally submitted for evaluation. The main purpose of the assignment is to have the student teacher thinking and planning for a long-term teaching experience; it is *not* to be viewed simply as a large assignment for the college supervisor to grade. The unit plan will, in most cases, be due on the final Monday of the placement.

PLANNING CHECKLIST

(This is meant to be a *guide* and is not necessarily an all-inclusive listing.)

PLANNING THE UNIT:

- Read through the scoring rubric for the unit plan
- Identify unit's theme/skill/project ***in consultation with the cooperating teacher***
- Identify state or district standards/GLCE's/benchmarks
- Create unit's overall objective(s)
- Develop daily lesson objectives
- Design an outline of the unit
- Present the theme, big ideas, general outline and an interdisciplinary idea at the midterm meeting with the college supervisor
- Develop individual lesson plans
- Develop materials and resource list
- Determine how to make the unit interdisciplinary and ready to meet ***all*** student needs
- Determine how students will be assessed (pre- and post-) (related ***directly*** to objectives)
- Present preliminary draft of unit plan to cooperating teacher(s) ***in advance*** of unit's start
- Finalize unit plan, including materials and plans for managing classroom behavior

AFTER COMPLETING THE UNIT:

- Refer to the unit plan scoring rubric again
- Gather and organize all materials
- Gather pre-assessment data and compare to post-assessment data
- Analyze assessment data, focusing particularly on pupil learning
- "Tweak" the unit; correct errors; finalize contents
- Write a 1-2 page paper that reports the data, reflects on pupil learning, and outlines what changes the student teacher would make should he/she reteach the unit at some future point. Submit this to the college supervisor in the unit AND also to the Director of Student Teaching via email.
- Make a duplicate copy of the unit plan.
- Submit one copy of the unit plan and reflection to the college supervisor by due date
- Upload or include the unit plan in the professional portfolio

**Student Teaching
Unit Plan**
(Revised August 11, 2009)

	Excellent	Proficient	Developing Proficiency	Unsatisfactory
Overview	Included unit title, theme, grade level & content area; Explained thoroughly how the unit is aligned with the district's curriculum; Provided a clear rationale for unit; Identified the "big ideas;"	Included unit title, theme, grade level & content area; Explained in general how the unit is aligned with the district's curriculum; Provided a rationale for the unit; Identified the "big ideas;"	Included unit title, theme, grade level & content area; Explained somewhat how the unit is aligned with the district's curriculum; Provided a cursory rationale for the unit; Identified some of the "big ideas;"	Failed to include unit title, theme, grade level and/or content area; Failed to explain how the unit is aligned with district's curriculum; Failed to provide rationale for unit; Failed to identify the "big ideas;"
Unit Objective	Identified all related state content standards & GLCEs; Wrote clear, specific, appropriate objectives for learners; Wrote objectives that can be clearly & easily assessed;	Identified related state content standards & GLCEs; Wrote appropriate objectives for learners; Wrote objectives that can be generally assessed;	Identified most related state content standards & GLCE, but may have missed some; Wrote objectives for learners that may be somewhat unclear; Wrote objectives not easily assessed;	Failed to identify related state content standards & GLCEs; Failed to write clear, specific, appropriate objectives for learners; Failed to write objectives that can be clearly & easily assessed;
Content Outline	Developed a clear sequence of daily objectives fully related to unit objective; Outlined the major concepts;	Developed a sequence of daily objectives related to unit objective; Outlined the major concepts to be taught;	Developed a skill sequence that is somewhat unclear, unsequenced and/or unrelated to the unit objective; Outlined some major concepts;	Failed to develop a clear sequence of daily objectives fully related to unit objective; Failed to outline major concepts;
Theme	Identified a clear, grade-appropriate theme that is fully related to the course content; Aligned <u>all</u> parts of unit to theme;	Identified a grade-appropriate theme that is generally related to the course content; Aligned most parts of unit to theme;	Identified a theme that may not be fully related to the course content; Aligned some parts of unit to the theme;	Failed to identify a clear, grade-appropriate theme related to the course content; Failed to align unit to the theme;
Interdisciplinary	Integrated literacy and 2 additional content areas into lessons;	Integrated literacy and 1 additional content area into lessons;	Integrated literacy or 1 additional content area into lessons;	Failed to integrate literacy and content areas into lessons;
Lesson Plans	Developed lessons fully related to unit & daily objectives; Created lessons that are consistently accurate, engaging, creative & effective; Used appropriate formats for content area;	Developed lessons related to the unit & daily objectives; Created lessons that are generally accurate, interesting & engaging; Used appropriate formats for content area;	Developed lessons related in part to the unit & daily objectives; Created lessons with limited accuracy, variety and/or creativity; Used formats that were incorrect or inappropriate for content area;	Failed to develop lessons related to the unit & daily objectives; Failed to create lessons that are accurate, engaging or effective; Failed to use appropriate formats for content area;
Meeting Diverse Needs	Accounted for the needs of <u>all</u> diverse learners in plans & assessments; Addressed the multiple intelligences in multiple ways throughout the unit; Included multiple levels of Bloom's Taxonomy throughout the unit & in assessments;	Accounted for most needs of diverse learners in lesson plans & assessments; Addressed the multiple intelligences in a number of lessons; Included multiple levels of Bloom's Taxonomy in a number of lessons & assessments;	Accounted for the needs of diverse learners in lesson plans & assessments in a limited manner; Addressed the multiple intelligences in some lessons; Tended to address same levels of Bloom's Taxonomy in lessons & assessments;	Failed to account for the needs of diverse learners in lesson plans & assessments; Failed to address the multiple intelligences in <u>all</u> lessons; Failed to include multiple levels of Bloom's Taxonomy in lessons & assessments;
Materials	Identified <u>all</u> materials needed for the unit & lessons; Selected materials that are appropriate, creative & varied; Cited <u>all</u> bibliographic information correctly;	Identified most materials needed for the unit & lessons; Selected materials that are appropriate & somewhat varied; Cited most bibliographic information correctly;	Identified materials needed for the unit & lessons; Selected materials that may or may not be appropriate and/or varied; Cited bibliographic information incorrectly;	Failed to identify materials needed for the unit & lessons; Failed to select materials that are appropriate, creative and/or varied; Failed to cite bibliographic information correctly;

Behavior Management	Developed a proactive plan to manage of behavior; Developed a clear, specific & age-appropriate plan; Designed method to inform students about behavior plan; Identified clear expectations & consequences;	Developed a plan to manage behavior; Developed a clear & age-appropriate plan; Designed method to inform students about behavior plan; Identified expectations & consequences;	Developed a partial plan to manage behavior; Developed a plan that has some clarity, but may not be completely age-appropriate; Informed students in a haphazard manner about behavior plan; Identified some expectations & consequences;	Failed to develop a plan to manage behavior; Failed to develop a clear, specific and/or age-appropriate plan; Failed to design a way to inform students about the plan; Failed to identify clear expectations & consequences;
Assessments	Designed and explained methods to assess <u>each</u> lesson's objective; Designed formative (on-going) and summative (end-unit) assessments clearly aligned with the unit's objectives; Utilized alternative, authentic assessment methods; Identified alternative assessment methods for students with diverse learning needs;	Designed methods to assess lessons' objectives; Designed a formative and a summative (end-unit) assessment aligned with the unit's objectives; Utilized some alternative, or authentic assessment methods; Identified at least 1 alternative assessment method for students with diverse learning needs;	Designed assessments loosely aligned with the lessons' objectives; Designed formative and/or summative (end-unit) assessments somewhat aligned with the unit's objectives; Utilized repetitive assessment tools; Required all students to complete the same assessments without modification or recognition of diverse learning needs;	Failed to design methods to assess <u>each</u> lesson's objective; Failed to design formative and/or summative (end-unit) assessments aligned to the unit's objectives; Failed to design alternative, authentic assessment methods; Did not design alternative assessment methods for students with diverse learning needs;

EFFECT OF CANDIDATE'S TEACHING ON STUDENT LEARNING

Pre-Assessment	Designed and administered an original <u>pre</u> -assessment that measured students' knowledge <u>prior</u> to teaching the unit;	Administered a <u>pre</u> -assessment that measured students' knowledge <u>prior</u> to teaching the unit;	Administered a pre-assessment that somewhat measured students' knowledge <u>prior</u> to teaching the unit;	Administered a haphazard or incomplete measure of students' prior knowledge OR did not administer a pre-assessment;
Post-Assessment	Designed and administered an original <u>post</u> -assessment that measured students' learning <u>after</u> teaching the unit;	Administered a <u>post</u> -assessment that measured students' learning <u>after</u> teaching the unit;	Administered a post-assessment that somewhat measured students' knowledge <u>after</u> teaching the unit;	Administered a haphazard or incomplete measure of students' learning OR did not administer a post-assessment;
Reflection on Assessment	Wrote a reflection that analyzed the effects of teaching on students' learning; identified several adjustments to instruction made as a result; demonstrated a positive effect on student learning;	Wrote a reflection that analyzed the effects of teaching on students' learning; identified a few adjustments to instruction made as a result; demonstrated a positive effect on student learning;	Wrote a reflection that partially analyzed the effects of teaching on students' learning; identified an adjustment to instruction made as a result;	Wrote a minimal reflection that only touched on the students' learning OR did not reflect on student learning;

Due Date	Turned in unit early or by the assigned due date;	Turned in unit within a day of the assigned due date;	Turned in the unit a few days late; made the college supervisor ask repeatedly for the unit to be submitted;	Turned in the unit late or failed to turn in the unit;
Total Grade:	A = Most ratings (11 of 14 categories) rated in the Excellent range	B = Many ratings (10 of 14 categories) rated in the Excellent range; others in Proficient range;	C = All categories rated in the Proficient or Developing Proficiency ranges;	D or F = Most ratings in the Developing Proficiency or Unsatisfactory ranges;