

**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;