

**Unit Plan Assignment**

The teacher resident will prepare one unit plan in a subject area selected with the approval of the master teacher and university supervisor.

Follow the specific requirements below and use the key elements for ADEPT Teaching Performance Standards 2 & 3 as a guide in writing the unit plan and associated assessments. Your capstone instructor may require supplemental unit plan requirements and an evaluation specific to your program area in addition to a more generic unit evaluation.

Continue to plan units with your master teacher as teacher residency semester progresses. However, only one written plan is required for formal evaluation by your university supervisor. Seek guidance and approval from the assigned master teacher in the preparation and delivery of the unit including the detailed lesson plans that are in this unit. Submit a rough draft copy of the unit for the master teacher’s approval. Provide the master 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 for his/her evaluation. Teach this unit 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:**

Specifically explain how the unit relates to instructional goals, needs of students and

prior units. Describe the contextual factors (including the relevant student

characteristics from key element 1A of the long range plan 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 standards or expectations. Identify the priority content and learning that is expected. Describe the research-base behind these instructional objectives. These 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 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, have available or access to these resources as needed by your cooperating teacher and/or university supervisor.

**VII. DAILY LESSON PLANS:**

Attach extended lesson plans for a minimum of five daily lessons. Write reflections after

each lesson.

**VIII. ANALYSIS OF STUDENT LEARNING:**

Collect value-add and/or other student growth data related to content from the cooperating teacher and describe patterns/trends of student learning and growth as a whole class and as clusters of students within the classroom. Information should also include number of students in class, students with exceptionalities and/or academic supports provided to students, for example. Also 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 the assessment aligns 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?

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).

**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-unit-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, groups of students, and for at least two students with individual needs. 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. If you were to teach this unit again to the same group of students, what, if anything, would you do differently, and why?
3. As a teacher, how could you communicate with parents and families, school instructional staff, team leaders and school principals to engage in a school climate of student growth and learning?