UNIT PLAN

- Understanding by Design Unit Overview of Unit

- Pre and Post Assessments

- Lesson Guides

**Evaluation of and Reflection on the Unit:**
Consider the following:
- Field notes from interview with family and other data collected in your Research on Context for teaching your unit
- Annotated Bibliography - resources you compile to help you plan the unit
- Pre-assessment design, results and analysis of results
- Unit plan including 3-5 learning guides and formative assessment tools
- Summative assessment data and comparison to pre-assessment data
- Daily Unit Reflections
## Unit Plan

### Unit Theme:
Select a theme for your unit based on discussions with your mentor teacher.

<table>
<thead>
<tr>
<th>Unit Objectives (Enduring Understandings):</th>
<th>Essential Questions:</th>
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</thead>
<tbody>
<tr>
<td>• Determine what the students should know, understand, and be able to do.</td>
<td>• Identify 2-3 essential questions that foster inquiry, understanding and transfer of learning. These questions have no “right” or “wrong” answers, they may provoke disagreement.</td>
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<tr>
<td>• Content Standards, curriculum objectives, benchmarks and personal goals.</td>
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### Assessments:

<table>
<thead>
<tr>
<th>Pre-Assessment for the Unit:</th>
<th>Formal Summative Assessment for the Unit</th>
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<tbody>
<tr>
<td>Develop a written pre-assessment for the following:</td>
<td>Design and conduct a written assessment of:</td>
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<tr>
<td>• Students’ prior knowledge</td>
<td>• Students’ knowledge of concepts that relate to the unit objectives (enduring understandings) and essential questions</td>
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<tr>
<td>• Students’ interest in concepts that relate to enduring understanding and essential questions of the unit</td>
<td>• Students’ knowledge of planned performance tasks and learning activities</td>
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<tr>
<td>• Students’ prior knowledge of and interest in planned performances tasks and learning activities</td>
<td></td>
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<tr>
<td>• Students’ learning preferences</td>
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## 3-5 Lesson Guides (see Template):
Pre and Post Assessments for Teacher Work Sample

Prepare and administer a pre and post assessment for your Teacher Work Sample Unit. Include an analysis of both along with charts or tables showing the quantitative data.

I. Pre-assessment:
The pre-assessment is given to students prior to teaching your unit. The questions should tie directly to the subject matter of your unit and connect to your enduring understanding and essential questions.
There should be 10-15 questions on the pre-assessment. A variety of questions can be used such as:
- True or False
- Fill in the blank
- Circle the correct answer
- Multiple choice

There should be 4-5 questions about students’ learning preferences such as:

- When I work, I like to:  a. work alone b. work with partner c. etc.
- Circle the things you like to do: Read, Write, Act, Draw, Report

II. Pre-assessment Analysis (1-2 pages):
The analysis examines the results of the test and helps the teacher design lessons and choose activities that will guide your instruction during your unit.

Consider the following as you write your analysis:

- What did you learn from this test about your students?
- What content will you need to emphasize?
- What information will you not need to include?
- Were you surprised by the results? Why or why not?
- How will you use this information to increase your students’ learning?

Make sure you include a paragraph on how you will use this information about your students’ learning styles and interests to better teach your students.

Design a graph, table or chart to show the quantitative results of your pre-test. You can also graph the learning preferences as well. (Opt.)

III. Post-assessment:
The post assessment is given at the conclusion of your unit to measure student learning. The same questions should be used as in the pre-assessment so you can compare the results. Exclude learning preference questions.
In addition, other types of assessment could be used such as reports, projects, presentations, etc. but for the TWS purpose a paper/pencil test must be done.

IV. Post Assessment Analysis (1-2 pages):
The post assessment analysis should examine the results of your test and compare it to the pre-assessment. Discuss student performance and outcomes.

Consider the following:
- Did students’ scores improve?
- Were there areas that didn’t show improvement?
- Why would that be?
- What would you do the same?
- Would you change how or what you taught?
- What adjustments did you make as you went along?
- Give examples of some of the test questions in your comparison.

- Include a table or graph showing the quantitative data of the post-test in comparison with the pre-test.
- Also, include a copy of the pre and post-test.
Essential Questions

A question that lies at the heart of a subject or a curriculum, and promotes inquiry and uncovering of that subject.

- One way to help us stay focused
- Help us frame our goals by asking questions that point to and highlight the big ideas
- Go to the heart of a particular topic
- Helps students effectively inquire and make sense of important but complicated ideas
- Engage a specific and diverse set of learners

Enduring Understanding

- Big ideas that have lasting value beyond the classroom.
- The stem “Students will understand that…” provides a practical tool for identifying understandings.
- Require sustained inquiry to uncover/unpack rather than a one-shot coverage
- Can be termed as “Unit Objectives”
- Address what students should know, understand, and be able to do

NOTE: For example of essential questions, see “Resources” section (Goldenrod color).
Three Phase Learning Guide

or

Gradual Release of Responsibility Model of Instruction

For a complete unit, you would design multiple, integrated learning guides around your theme. For this exercise, you need to create one integrated learning guide (for one 30-45 minute lesson) on your chosen theme.

Include the following bulleted sections in your learning guide:

- **Grade level**
- **Approximate length of time** to complete the lesson
- **Curriculum areas** being addressed (e.g., social studies and language arts)
- **Objectives** for this learning guide. Use the [Utah State Core](http://www.uen.org) for science, social studies, and the arts, and the [Common Core](http://www.corestandards.org/the-standards) for math and language arts. Since this is an integrated learning guide, you will need to list core objectives for multiple curriculum areas (e.g., social studies and language arts).
- **Personal objectives**, aside from what the core requires, what do you want your students to gain from this lesson?
- **Essential question(s)** you will be addressing in this learning guide
- **Enduring Understandings**
- **Materials** for this lesson
- **Accommodations** for students from the broadest spectrum of special needs and English Language Learners. These can be taken from the handout given in class.
- **Developmentally Appropriate Practices**: these can be taken from the handout given in class. Think about how your plan is aligned with DAP principles and list ways the plan is DAP.

- **Phase I: Exploration and Explanation**

  Your first step in writing Phase I will always be to describe how you will **assess the students’ prior knowledge** relevant to the lesson you are about to teach. This assessment might be a written, oral, or activity-based exercise for your students.

  Next, you’ll describe all steps and procedures through the exploration/explanation phase of the lesson in the order you plan to proceed through the lesson. Tell the students the agenda for the lesson and what they will be doing on their own in Phases II and III. This helps the students focus.
Frequently, you will explore a convention, concept, or process; for example, the process and conventions for writing a friendly letter. You might read a book that is written through having a friendly letter on each page or you might read authentic friendly letters to the class. Next, you might interactively model how to perform the convention you just explored (e.g., You might demonstrate how to write a friendly letter as you explain the details of exactly what you are doing. As much as possible, have the students tell you what to do as you write.).

After sufficient exploration of the concept, facilitate a discussion with the students. With students contributing as much as possible to the discussion, bring the concept together for the class. Continually assess the degree to which the students are understanding the concept.

**Transition to Phase II:** In the learning guide, describe how you will set the students up to be successful during Phase II. If you are going to release responsibility to the students to have them write their own friendly letters in Phase II, make sure that you tell the students they will be writing their own letters. During this transition phase, you can remind the students of your expectation and then be explicit about how you want them to carry out their Phase II exercise. You could have a volunteer begin writing a friendly letter on chart paper at the front of the class so that the students can see exactly what to do when they each begin Phase II. Finally, ask several students to tell you what they will be doing when they go to their desks.

- **Phase II: Guided Practice/Individually Differentiated Instruction**

  In this phase, the students have the responsibility to carry out the new concept while you guide their practice. You need to be free to help individual students in their individual zones of proximal development or you aren’t yet in Phase II. Being in this position allows you to differentiate learning/scaffolding to individual students. If you explored and modeled how to write a letter to a friend in Phase I, then in Phase II, students could each write a letter to a friend as you roam the room scaffolding individuals as needed. If you did an adequate job of scaffolding students for success prior to Phase II, you should be able to work, primarily, one-on-one with strugglers.

  If you are talking to the whole class or working with the help of the whole class, you are not in a position to scaffold in the individual zone of proximal development of each student who may need your help.
Transition to Phase III: (if needed.) This is where you would reiterate directions and/or review content. Nothing new is taught in transitions.

- **Phase III: Independent Practice/Assessment**
  In Phase III, students practice their new skill/strategy/concept independently of your guidance. The exercise you design for Phase III should allow you to **assess** the objectives you taught in Phase I and coached in Phase II. From the students’ Phase III work, you will assess to what degree your objectives have transferred from each student’s zone of proximal development into his/her zone of actual development. For example, in the writing center, you could have students write letters to friends. Remember that this is your assessment tool. If everything that you taught in Phase I and coached in Phase II is not showing up in independent work, then you know what you need to reteach.

**Include the following Phase III elements in your guide:**
- a detailed explanation of how Phase III work will be assessed (be specific and make sure that you are assessing objectives that you listed in your ‘objectives’ section).