Indiana Wesleyan University Unit Plan
TESOL Education-2009 TESOL Standards

<u>General rationale:</u> The candidate will write a series of lessons that adhere to a common topic or theme. These lessons will be organized and documented as a "unit plan." The unit plan will include an overview (topic, duration, grade level, goals/standards, activities, materials, assessments, adaptations), block plan, lesson plans and unit assessment tools. The candidate should learn to integrate his/her knowledge of developmental learning theory and curriculum/instruction design to produce an effective Unit Plan. It is important the candidate begins to explore his/her ability to organize, sequence and structure information into a cohesive learning experience for students. The candidate will utilize the basic guidelines of Direct Instruction to incorporate all the elements of lesson design. The candidate will practice his/her developing skills in curriculum, instruction, management and assessment. This is a first attempt at unit planning in the content-specific teacher-training program. These skills should be further developed in the elementary methods or secondary content methods courses (EDU382) and practicum/student teaching experiences.

<u>Structure of the Assignment:</u>
1. Use the unit plan format from the Student Teaching Handbook (attached below).
2. Reference the Lesson Plan and Unit Plan evaluation rubrics.
3. Utilize the Lesson Plan Checklist to develop various design elements.
4. Remember: simple to complex and concrete to abstract various types of instruction (discovery, group, cognitive)

Required unit plan elements:

• Unit content: the 'big idea' students will learn over the course of the unit • Unit rationale • TESOL standards • Instructional design; learning activities • Materials and resources	• Assessment strategies and instruments • Management Strategies • Adaptations for students with special needs • Unit Block Plan

Co-op Teacher_____ Initial [   ]

Topic_____ Title of Unit_____

Duration of Unit_____ Student Teacher _____

Grade_____

   I. Unit content (TESOL concepts and principles): what is the 'big idea'?

  II. Rationale: why should students learn this material?

 III. Standards: what TESOL standards are addressed in this unit?

TESOL Standard 3.a.1 Plan standards- based ESL and content instruction.

 IV. Instructional Design; learning activities

TESOL Standard 3.a.5 Plan for instruction that embeds assessment, includes scaffolding, and provides reteaching when necessary for students to successfully meet learning objectives.

  V. Materials and resources: what materials, including appropriate technology, will be needed to teach this content?

TESOL Standard 3.c.1 Select, adapt, and use culturally responsive, age- appropriate, and linguistically accessible materials.

TESOL Standard 3.c.2 Select materials and other resources that are appropriate to students' developing language and content-area abilities, including appropriate use of L1.

TESOL Standard 3.c.3 Employ a variety of materials for language learning, including books, visual aids, props, and realia.

TESOL Standard 3.c.4 Use technological resources (e.g., Web, software, computers, and related devices) to enhance language and content-area instruction for ELLs.

 VI. Assessment strategies: what assessments will you employ to determine if students have learned this content?

VII. Management strategies: what management issues need to be addressed as a result of the unique nature of this content

VIII. Adaptations for students with special needs:

TESOL Standard 3.a.3 Plan differentiated learning experiences based on assessment of students' English and L1 proficiency, learning styles, and prior formal educational experiences and knowledge.

TESOL Standard 3.a.4 Provide for particular needs of students with interrupted formal education (SIFE).

Unit Block Plan
Columns should reflect number of days per unit.

1. Unit Content: what 'big idea' will you address in this unit?
2. Unit goals: what should students know and be able to do at the conclusion of this unit?
3. Rationale: why should students learn this material?
4. Standards: what TESOL and/or Indiana ENL standards will be covered in this unit?
5. Develop a block outline of each day's instruction.

Day 1	Day 2	Day 3	Day 4	Day 5
Learning Outcomes: What should students know and be able to do at the end of the lesson? **Purpose**: Aligned with learning outcomes. How does this lesson fit within the unit? **Anticipatory Set**: what is your 'hook'? How will you engage students' interest? **Instructional design:** body of lesson Model, guided practice, as necessary. How will you structure the lesson? What experiences will you design to involve students actively in the learning process? **Materials and Resources**: (include technology) **Assessment strategies**: Formative: checking for understanding Summative: what will students do to demonstrate learning? **Management Strategies:** given the content of this lesson, how will you manage time, students, and materials? **Closure**: Review of learning **Adaptations**: what lesson modifications are necessary to meet the needs of all students?				

Day 6	Day 7	Day 8	Day 9	Day 10

Indiana Wesleyan University
TESOL Education Unit Plan and Assessment Rubric

Unit Content

	Needs Improvement 1	Emerging Competence 2	Competent 3	Outstanding 4
	The unit content is appropriate for the students being taught, but lacks the depth or breadth expected. Factual errors are present. ☐	The unit content is appropriate for the students being taught, but lacks the depth or breadth expected. Factual errors are present. ☐	The unit content is significant in the discipline, is appropriate for the age and developmental level of the students being taught, and is presented in sufficient depth and breadth. The content is factually correct. ☐	The unit content is significant in the discipline, is appropriate for the age and developmental level of the students being taught. The depth and breadth of the planned content coverage exceeds expectations. ☐

Unit Rationale

	Needs Improvement 1	Emerging Competence 2	Competent 3	Outstanding 4
	The unit rationale is missing or is incomplete. ☐	The unit rationale does not indicate how the content fits within the course of study or makes an insufficient case for why students should learn the material. ☐	The unit rationale makes an effective case for how the content fits within the course of study and why students should learn it. ☐	The unit rationale makes a compelling case for how the content fits within the course of study, why students should learn it, and how it will engage their interest. ☐

Unit Standards

	Needs Improvement 1	Emerging Competence 2	Competent 3	Outstanding 4
Connection to XXXX Standards	The unit plan contains no connection or reference to a standard course of study or to state and/or national curriculum standards. ☐	The unit plan contains some connection or reference to a standard course of study or to state and/or national curriculum standards. ☐	The unit plan includes connections to core curriculum with clear references to a course of study or to state and/or national curriculum standards. ☐	The unit plan supports core curriculum content appropriate to the targeted student group and is well integrated with a course of study and aligned with appropriate state and/or national standards. ☐

Instructional design: Learning Activities

	Needs Improvement 1	Emerging Competence 2	Competent 3	Outstanding 4
Variety of strategies and inquiry approaches	The instructional strategies and/or inquiry approaches included in the candidate's unit plan are not adequate for the subject matter. They do not demonstrate how students learn in the content discipline. ☐	The candidate's unit plan includes strategies and inquiry approaches that demonstrate his or her knowledge but lacks understanding of how students learn in the content discipline. ☐	The candidate's unit plan includes a variety of strategies and inquiry approaches that demonstrate his or her knowledge and understanding of how students learn in the content discipline. ☐	The candidate's unit plan includes multiple strategies and inquiry approaches carefully aligned with unit subject matter that demonstrate his or her thorough knowledge and understanding of how students learn in the content discipline. ☐

Materials and Resources

	Needs Improvement 1	Emerging Competence 2	Competent 3	Outstanding 4
The candidate designs and selects learning resources-- *including technology*, to achieve unit learning goals.	Few resources are cited for teachers and students. Some materials appear to be inappropriate for the developmental or other needs of students. There appears to be a haphazard connection to lesson standards and a random collection of unrelated materials. Borrowed materials and resources are not adapted or identified. ☐	An attempt has been made to list adequate and appropriate resources for teachers and students, but additional resources may be necessary to adequately meet unit standards and goals. Resources and materials borrowed from outside sources are poorly adapted and/or identified. ☐	A variety of identifiable resources, including technology, is used to support student learning relative to unit standards. Resources are well organized by type or function, by whom, and for what purposes. Resources and materials are created specifically and intentionally for the unit; resources and materials borrowed from outside sources are identified as such and are adapted specifically for the purposes of the unit. ☐	A rich variety of resources facilitate meeting standards through, for example, the creative use of technology, developmentally-appropriate literature, primary sources, guest speakers, etc. Each resource serves an identifiable purpose in the unit and increases all students' learning. Resources and materials are created specifically and intentionally for the unit; resources and materials borrowed from outside sources are identified as such and are adapted specifically for the purposes of the unit. ☐

Assessment

	Needs Improvement 1	Emerging Competence 2	Competent 3	Outstanding 4
Assessment Plan	Little or no connection exists between the assessment plan and unit standards and goals. ☐	The links between the assessment plan and unit standards and goals could be clearer. Students are provided few alternatives to demonstrate their learning. ☐	The assessment plan is clearly linked to and addresses all unit standards and goals ☐	The assessment plan is clearly aligned with and addresses all unit standards and goals. Identified assessments allow students to demonstrate learning in a variety of ways. ☐
Assignment descriptions and rubrics	Assessments are poorly described; rubrics are not included. ☐	Assessment descriptions are unclear; rubrics are not well thought out. ☐	All assessments are adequately described; rubrics for most assessments are included. ☐	The descriptions for all assessments are clear and sufficiently detailed to enable full student understanding of what is being asked of them. Rubrics detailing the essential elements of each assessment as well as levels of performance for each element are included. ☐
Formative and summative assessments	The assessment plan does not include both formative and summative assessments. ☐	Included assessments are included but appear to be an afterthought and/or not essential elements of the instructional design. ☐	The assessment plan includes both formative and summative assessments. ☐	Both formative and summative assessments are completely aligned with unit standards/goals/objectives and are included as essential elements of the design and structure of the unit plan. ☐

Management Strategies

	Needs Improvement 1	Emerging Competence 2	Competent 3	Outstanding 4
	The unit management plan is incomplete or poorly conceived; there is little connection between the plan and unit activities. ☐	A management plan is included, but important considerations are left out and/or the scope of the management plan is not sufficient to address the unique requirements of the unit plan. ☐	The unit management plan takes into account the content of the unit, the materials and activities included in the unit, and the needs of the children being taught. ☐	The unit management plan is thoughtfully and thoroughly designed; the plan is designed to enable all students to be on task and successfully engaged in the business of learning. ☐

Special Needs Adaptations

	Needs Improvement 1	Emerging Competence 2	Competent 3	Outstanding 4
	No consideration for special-needs students is included in the unit plan. ☐	Included adaptations are incompletely developed and/or are not well correlated with UP goals and objectives. ☐	The unit plan includes appropriate adaptations for special-needs students. ☐	Adaptations for students with special needs are thorough and detailed. Adaptations are designed to allow special-needs students to participate fully in lesson activities. ☐

Unit Block Plan (calendar of lessons)

	Needs Improvement 1	Emerging Competence 2	Competent 3	Outstanding 4
	Not all elements in the Unit Block Plan are addressed; most elements are poorly or incompletely developed. ☐	Each required element in the Unit Block Plan is addressed; some elements are under developed. ☐	Each required element in the Unit Block Plan is appropriately addressed. ☐	Each required element in the Unit Block Plan is developed thoroughly and completely. The block plan provides visual 'proof' that the standards, goals and objectives are being met and are aligned with activities and assessments. ☐

Grammar/Mechanics/Construction

	Needs Improvement 1	Emerging Competence 2	Competent 3	Outstanding 4
	The unit plan may contain serious and distracting errors in grammar and punctuation as well as numerous irritating minor errors and frequent misspellings. ☐	Sentences are generally correct in structure; may display isolated serious errors in grammar and punctuation or frequent minor errors that do not interfere substantially with meaning or do not greatly distract the reader; occasional misspellings. ☐	Grammar is accurate; noun/verb agreement, and pronoun/antecedent agreement is mostly accurate; point of view is consistent; few errors in spelling and punctuation; no typographical errors. ☐	Grammar is consistently accurate; subjects agree with verbs in number and tense; pronouns agree with antecedents; point of view is consistent; spelling and punctuation are accurate; no typographical errors. ☐

TESOL Standards

	Needs Improvement 1	Emerging Competence 2	Competent 3	Outstanding 4
Standards-Based ESL and Content Instruction TESOL Standard 3.a	The candidate is not aware of standards-based ESL and content instruction. He or she is aware that students with interrupted formal education (SIFE) have unique characteristics that necessitate the use of specialized teaching strategies. He or she is not aware of assessments to measure students' degrees of mastery of learning objectives. ☐	The candidate is aware of standards-based ESL and content instruction. He or she is aware that SIFE have unique characteristics that necessitate the use of specialized teaching strategies. He or she is aware of assessments to measure students' degrees of mastery of learning objectives. ☐	The candidate plans standards-based ESL and content instruction, and learning tasks specific to the needs of SIFE. He or she plans scaffolded lessons that link students' prior knowledge to newly introduced learning objectives, and monitors students' progress with formal and informal assessments. He or she reteaches, using alternate materials, techniques, and assessments for students who need additional time and approaches to master learning objectives. ☐	The candidate designs standards-based ESL and content instruction, and ways to motivate and guide SIFE to successful academic experiences. The candidate assists colleagues by sharing additional techniques and assessments to meet individual students' learning needs, and connects ELLs with additional supports for learning, such as after-school tutoring, homework clubs, or homework buddies. ☐
Using Resources Effectively in ESL Instruction TESOL Standard 3.c	The candidate is unaware that materials should be appropriate for students' age and language proficiency. He or she has limited awareness of differences between content-area materials for ELLs and those for native speakers of English. He or she is unaware of ways in which computers and other technological resources can improve ELLs' learning. ☐	The candidate is aware that materials should be appropriate for students' age and language proficiency. He or she is aware of differences between content-area materials for ELLs and those for native speakers of English. He or she is aware of ways in which computers and other technological resources can improve ELLs' learning. ☐	The candidate selects and/or adapts print and visual materials that are appropriate for students' age, learning style, and language proficiency. Candidates incorporate a variety of resources, including selections from or adaptations of materials from content-area texts. He or she uses technological resources to meet ELLs' language and content learning needs. ☐	The candidate builds on students' culture in selecting, adapting, and sequencing ESL and content-area materials. He or she uses a variety of resources to obtain and create materials that promote language, literacy, and content development in English and, whenever possible, the students' L1s. He or she assists students in learning how to evaluate and use technological resources for their own academic purposes. ☐

Unit Plan Summative Assessment		

Unit Content /4
Unit Rationale /4
Unit Standards /4
Instructional Design: Learning Activities /4
  Materials and Resources /4
Assessment
  Assessment Plan /4
  Assessment Descriptions and Rubrics /4
  Formative and Summative Assessments /4
	Management Strategies /4
	Adaptations Special Needs /4
	Unit Block Plan (Calendar of Events) /4
	Grammar/Mechanics/Construction /4
	TESOL Standards
	  Standards-Based ESL and Content Instruction /4
	  Using Resources Effectively in ESL Instruction /4
	
	Total /56
	Passing = 42/56
	No individual element score may be < 2
		Note to faculty:
		While unit plans submitted for class assignments may be scored on a scale appropriate for the class, UPs submitted for student-teaching defense must be scored on this 56-point scale. In addition, unit plans submitted with the ST portfolio:
		a. must include this scale with the individual element scores; and
		b. must be signed by a faculty member signifying that the UP meets program quality expectations.

Unit Plan Assignment Description and Assessment Rubric
Revised August 2, 2012