

Indiana Wesleyan University Unit Plan Art Education

General rationale: 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.

Structure of the Assignment:

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:

<ul style="list-style-type: none">• Unit content: the ‘big idea’ students will learn over the course of the unit• Unit rationale• Visual Asrt standards• Instructional design; learning activities• Materials and resources	<ul style="list-style-type: none">• Assessment strategies and instruments• Management Strategies• Adaptations for students with special needs• Unit Block Plan
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ART Education Unit Plan Format

Co-op Teacher _____ Initial []

Topic _____ Title of Unit _____

Duration of Unit _____ Student Teacher _____

Grade _____

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

Indiana P-12 Standard 3.3. Procedures for long- and short-range instructional planning (e.g., aligning instruction with the learning progression within identified content standards, determining prerequisite knowledge and skills), factors to consider in instructional planning (e.g., nature of the content; time and other resources available; student assessment data; characteristics of effective lesson and unit plans; students' characteristics, prior experiences, current knowledge and skills, and readiness to learn), and the ability to use this knowledge to plan effective, developmentally appropriate student learning experiences.

II. Rationale: why should students learn this material?

III. Standards: what Indiana P-12 visual arts standards are addressed in this unit?

IV. Instructional Design; learning activities

Indiana P-12 Standard 3.6. The ability to differentiate instruction based on student characteristics and needs and to monitor and adapt lessons to ensure rigorous learning and success for all students, including English Learners and students with exceptional needs, including high ability and twice exceptional.

Indiana P-12 Standard 3.8. The ability to plan and adapt learner-centered instruction that reflects cultural competency; is responsive to the characteristics, strengths, experiences, and needs of each student; and promotes all students' development and learning

Indiana P-12 Standard 3.4. Knowledge of the characteristics, uses, benefits, and limitations of various instructional approaches appropriate for students at different developmental levels, and the ability to apply research-based best practices to meet a variety of instructional needs, make content comprehensible and relevant to students, and promote students' active involvement in their learning.

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

Indiana P-12 Standard 3.12. Knowledge of types of instructional resources, and the ability to locate, create, evaluate, and select evidence-based resources to meet specific

instructional needs and to provide differentiated instruction.

Indiana P-12 Standard 3.14. Knowledge of types of digital tools and resources, technologies specific to the teacher's discipline(s), and the distinction between digital curricula and digital resources, and the ability to use digital tools and resources to improve teaching effectiveness; create developmentally appropriate learning experiences that facilitate creativity, collaboration, inventiveness, and learning; customize learning experiences to meet individual needs; and help students explore real-world issues, solve authentic problems, develop global awareness, participate in local and global learning communities, and independently pursue and manage their own learning.

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

Indiana P-12 Standard 4.1. Fundamental assessment concepts (e.g., reliability, validity, bias) and the ability to use these concepts to design and select student assessments that are aligned to instructional goals, to administer assessments with fidelity, and to interpret assessment results

Indiana P-12 Standard 4.2. Knowledge of the purposes of assessment, the relationship between assessment and instruction, and the importance of using a systematic and comprehensive approach to assessment

Indiana P-12 Standard 4.3. Knowledge of the characteristics, uses, advantages, and limitations of different types of formative and summative assessments; the ability to use appropriate assessment strategies, instruments, and technologies to obtain desired information and monitor progress; and the ability to adapt assessments for all students, including English Learners and students with exceptionalities, including high ability and twice exceptional.

Indiana P-12 Standard 4.4. Knowledge of systematic observation and documentation, and the ability to use these processes to gain insight into children's development, interactions, strengths, and needs

Indiana P-12 Standard 4.5. Knowledge of the use of RtI foundational elements to track and analyze student assessment results, including use of the Indiana Growth Model, and the ability to use formal assessment results, ongoing informal assessment, and other data sources to enhance knowledge of student learning and skills; evaluate and monitor student learning and progress; establish learning goals; and plan, differentiate, and continuously adjust instruction for individuals, groups, and classes

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:

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 Visual Art 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
<p>Learning Outcomes: What should students know and be able to do at the end of the lesson?</p> <p>Purpose: Aligned with learning outcomes. How does this lesson fit within the unit?</p> <p>Anticipatory Set: what is your 'hook'? How will you engage students' interest?</p> <p>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?</p> <p>Materials and Resources: (include technology)</p> <p>Assessment strategies: Formative: checking for understanding Summative: what will students do to demonstrate learning?</p> <p>Management Strategies: given the content of this lesson, how will you manage time, students, and materials?</p> <p>Closure: Review of learning</p> <p>Adaptations: what lesson modifications are necessary to meet the needs of all students?</p>				
Day 6	Day 7	Day 8	Day 9	Day 10

Indiana Wesleyan University
ART 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. <input type="checkbox"/>	The unit content is appropriate for the students being taught, but lacks the depth or breadth expected. Factual errors are present. <input type="checkbox"/>	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. <input type="checkbox"/>	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. <input type="checkbox"/>

Unit Rationale

	Needs Improvement 1	Emerging Competence 2	Competent 3	Outstanding 4
	The unit rationale is missing or is incomplete. <input type="checkbox"/>	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. <input type="checkbox"/>	The unit rationale makes an effective case for how the content fits within the course of study and why students should learn it. <input type="checkbox"/>	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. <input type="checkbox"/>

Unit Standards

	Needs Improvement 1	Emerging Competence 2	Competent 3	Outstanding 4
Connection to ART Standards	The unit plan contains no connection or reference to a standard course of study or to state and/or national curriculum standards. <input type="checkbox"/>	The unit plan contains some connection or reference to a standard course of study or to state and/or national curriculum standards. <input type="checkbox"/>	The unit plan includes connections to core curriculum with clear references to a course of study or to state and/or national curriculum standards. <input type="checkbox"/>	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. <input type="checkbox"/>

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. <input type="checkbox"/>	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. <input type="checkbox"/>	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. <input type="checkbox"/>	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. <input type="checkbox"/>

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. <input type="checkbox"/>	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. <input type="checkbox"/>	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. <input type="checkbox"/>	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. <input type="checkbox"/>

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. <input type="checkbox"/>	The links between the assessment plan and unit standards and goals could be clearer. Students are provided few alternatives to demonstrate their learning. <input type="checkbox"/>	The assessment plan is clearly linked to and addresses all unit standards and goals. <input type="checkbox"/>	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. <input type="checkbox"/>
Assignment descriptions and rubrics	Assessments are poorly described; rubrics are not included. <input type="checkbox"/>	Assessment descriptions are unclear; rubrics are not well thought out. <input type="checkbox"/>	All assessments are adequately described; rubrics for most assessments are included. <input type="checkbox"/>	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. <input type="checkbox"/>
Formative and summative assessments	The assessment plan does not include both formative and summative assessments. <input type="checkbox"/>	Included assessments are included but appear to be an afterthought and/or not essential elements of the instructional design. <input type="checkbox"/>	The assessment plan includes both formative and summative assessments. <input type="checkbox"/>	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. <input type="checkbox"/>

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. <input type="checkbox"/>	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. <input type="checkbox"/>	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. <input type="checkbox"/>	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. <input type="checkbox"/>

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. <input type="checkbox"/>	Included adaptations are incompletely developed and/or are not well correlated with UP goals and objectives. <input type="checkbox"/>	The unit plan includes appropriate adaptations for special-needs students. <input type="checkbox"/>	Adaptations for students with special needs are thorough and detailed. Adaptations are designed to allow special-needs students to participate fully in lesson activities. <input type="checkbox"/>

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. <input type="checkbox"/>	Each required element in the Unit Block Plan is addressed; some elements are under developed. <input type="checkbox"/>	Each required element in the Unit Block Plan is appropriately addressed. <input type="checkbox"/>	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. <input type="checkbox"/>

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. <input type="checkbox"/>	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. <input type="checkbox"/>	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. <input type="checkbox"/>	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. <input type="checkbox"/>

Indiana P-12 Standards

Use the following scale to assess the student teacher’s performance on the Indiana P-12 Standards.

Outstanding. Consistently exceeds performance standards. Currently has the potential to be an outstanding first-year teacher.

Competent. Demonstrates acceptable level of performance. Demonstrates the likelihood of becoming an excellent teacher with more experience and mentoring.

Emerging Competence. Meets, but does not exceed the minimum performance standards. Demonstrates basic level of performance. Is inconsistent in meeting minimum performance standards.

Needs Improvement. Does not perform at an acceptable level on required competencies. Does not demonstrate sufficient depth in most areas. Does not meet minimum performance standards.

Standard	NI 1	EC 2	C 3	O 4
Standard 3.3. Procedures for long- and short-range instructional planning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Standard 3.4. Knowledge of the characteristics, uses, benefits, and limitations of various instructional approaches appropriate for students at different developmental levels	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Standard 3.6. The ability to differentiate instruction based on student characteristics and needs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Standard 3.8. The ability to plan and adapt learner-centered instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Standard 3.12. Knowledge of types of instructional resources	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Standard 3.14. Knowledge of types of digital tools and resources	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Standard 4.1. Fundamental assessment concepts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Standard 4.2. Knowledge of the purposes of assessment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Standard 4.3. Knowledge of the characteristics, uses, advantages, and limitations of different types of formative and summative assessments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Standard 4.4. Knowledge of systematic observation and documentation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Standard 4.5. Tracking and analyzing student assessment results	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Unit Plan Summative Assessment		Indiana P-12 Visual Art Standards	Note to faculty:	
Unit Content	/4	Standard 3.3	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 92-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 Rationale	/4	Standard 3.4		
Unit Standards	/4	Standard 3.6		
Instructional Design: Learning Activities	/4	Standard 3.8		
Materials and Resources	/4	Standard 3.12		
Assessment	/4	Standard 3.14		
Assessment Plan	/4	Standard 4.1		
Assessment Descriptions and Rubrics	/4	Standard 4.2		
Formative and Summative Assessments	/4	Standard 4.3		
Management Strategies	/4	Standard 4.4		
Adaptations Special Needs	/4	Standard 4.5		
Unit Block Plan (Calendar of Events)	/4	Total		/92
Grammar/Mechanics/Construction	/4	Passing = 69/92		
		No individual element score may be < 2		