Standard Addressed:

**Standard 1** – The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.

Indicators:

1.1 The teacher understands major concepts, assumptions, debates, processes of inquiry, and ways of knowing that are central to the discipline(s) he or she teaches.

1.2 The teacher understands how students’ conceptual frameworks and their misconceptions for an area of knowledge can influence their learning.

**Standard 2** – The teacher understands how children learn and develop, and can provide learning opportunities that support their intellectual, social, and personal development.

Indicators:

2.7 The teacher stimulates student reflection on prior knowledge and links new ideas to already familiar ideas, making connections to students’ experiences, providing opportunities for active engagement, manipulation, and testing of ideas and materials, and encouraging students to assume responsibility for shaping their learning tasks.

**Standard 3** - The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.

Indicators:

3.11 The teacher identifies and designs instruction appropriate to students’ stages of development, learning styles, strengths, and needs.

3.12 The teacher uses teaching approaches that are sensitive to the multiple experiences of learners and that address different learning and performance modes.

3.13 The teacher makes appropriate provisions (in terms of time and circumstances for work, tasks, assigned, communication and response modes) for individual students who have particular learning differences or needs.

3.16 The teacher seeks to understand students’ families, cultures, and communities and uses this information as a basis for connecting instruction to students’ experiences (e.g., drawing explicit connections between subject matter and community matters, making assignments that can be related to students’ experiences and cultures).
Standard 4 – The teacher understands and uses a variety of instructional strategies to encourage students’ development of critical thinking, problem solving, and performance skills.

Indicators:

4.6 The teacher carefully evaluates how to achieve learning goals, choosing alternative teaching strategies and materials to achieve different instructional purposes and to meet student needs.

4.7 The teacher uses multiple teaching and learning strategies to engage students in active learning opportunities that promote the development of critical thinking, problem solving, and performance capabilities and that help students assume responsibility for identifying and using learning resources.

Standard 7 – The teacher plans instruction based on knowledge of subject matter, students, the community, and curriculum goals.

Indicators:

7.8 The teacher plans for learning opportunities that recognize and address variations in learning styles, learning differences, and performance modes.

7.10 The teacher creates short-range and long-term plans that are linked to student needs and performances, and adapts the plans to ensure and capitalize on student progress and motivation.

Standard 8 – The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner.

Indicators:

8.6 The teacher appropriately uses a variety of formal and informal assessment techniques to enhance his or her knowledge of learners, evaluate students’ progress and performances, and modify teaching and learning strategies.

Standard 10 – The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students’ learning and well-being.

Indicators:

10.6 The teacher consults and collaborates with other school professionals as appropriate regarding the learning progress of her/his students.

10.11 The teacher can identify and use community resources to foster student learning.

Task Description:

The candidate creates a teaching unit to demonstrate his/her ability to address model academic standards, vary instructional strategies to meet student needs, make cross-curricular associations, integrate community resources, and assess student outcomes.
Directions:

Create a teaching unit which addresses the following points. Please present a subheading for each section of your unit plan.

1. **Rationale for teaching the unit.**
   Provide the context for your unit plan by describing the school, classroom(s), and student population, including a specific description of exceptional learning needs and the cultural diversity in the classroom and/or community. Then present your rationale, or reason, for teaching the unit. Explain the importance of the unit.

2. **Major instructional goal.**
   An instructional goal describes a general, broad learning outcome. Consider the purpose of the unit, and then write a clear, concise goal statement.

3. **Department of Public Instruction (DPI) Model Academic Standards.**
   Identify the Model Academic Standards for the content and level you will be teaching. The standards are available on the DPI web site. You are not expected to address all of the standards, but to select the ones that support the rationale and goal for your unit.

4. **Intended learner outcomes (measurable outcomes).**
   Ask yourself, “What do I want my students to know or be able to do as a result of my instruction?” How can I ensure critical thinking and problem solving in this unit? Then formulate 3-5 intended learner outcomes. The outcomes should be aligned with the standards you identified above; however, in some cases you may identify outcomes that are not articulated in the DPI Model Academic Standards. The final number of outcomes may depend on unit length, content area, and level.

5. **Methods of assessing student outcomes.**
   How will you determine what your students have learned? Develop
   - One formal, candidate constructed assessment.
   - One informal, alternative, candidate constructed assessment.
   - One candidate designed student self-assessment of learning.

6. **Overview of intended student work samples and coordinated assessment; include plans for both initial work sample and later, related work sample.**

7. **Topics, activities, and projected time line.**
   Identify the major topics which you will address in the unit, the activities which will provide students with opportunities to acquire and demonstrate the learner outcomes that you have identified, and the time you will devote to each topic. Depending on your content area and level, a unit might extend from one week to an entire semester. During the student teaching assignment, it is expected that the time line for a unit will be from two to three weeks.

8. **Equipment/Materials/Supplies.**
   List the equipment/materials/supplies you will need to implement your plans. List the supplies your students will need to participate in the activities that you have planned.

9. **Accommodations for special needs / Differentiations.**
   Explain how you will accommodate students with special needs: modifications to intended learner outcomes, time allocated, methods of assessing outcomes, etc.
10. Address of cultural diversity in the classroom and/or community.
   Explain how the unit addresses the cultural/linguistic diversity in the classroom
   and/or community – in topic(s) addressed, activities, and/or teaching methods.

11. Connection with colleagues.
   Discuss how you engaged in collaboration with colleagues in or out of your
   school to develop your unit.

12. Community resources to support learning outcomes of the unit.
   List the resources you have identified to support and enhance learning
   outcomes.
   - Individuals who may serve as guest speakers.
   - Community sites as field trip destinations.
   - Neighborhood organizations which would collaborate on
     activities/events.

13. Lesson plans.
   Include a representative sample of lesson plans from the unit. A minimum of four
   lesson plans is required. **One of the four must address the process involving
   the work samples.** You must include the lesson you plan to use to:
   - **Introduce the unit.**
   The other three formal lessons need to highlight one or more of the curricular
   aspects listed below, utilizing a minimum of three overall:
   - A teacher directed lesson.
   - Alternative instructional strategy (for example, collaborative learning,
     accessing library resources, using technology; interdisciplinary/cross-
     curricular).
   - Integrate a community resource.
   - Significant differentiation

   Critique your effectiveness in teaching the unit. Using the results from your
   assessment measure(s), discuss your students’ overall attainment of intended
   learner outcomes. Discuss modifications you would make to enhance students’
   learning.

15. Student work samples
   Identify and include three work samples of students at different performance
   levels. Specifically analyze the work samples in relation to the intended learner
   outcomes.
## Rubric

1 – Does Not Meet Expectations  
2 – Meets Expectations  
3 – Exceeds Expectations

<table>
<thead>
<tr>
<th>The candidate</th>
<th>1</th>
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**Comments:**

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**Candidate’s Name**  
**Student I.D. Number**

**Evaluator’s Name**  
**Date**

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*Revised 07-2011*