

## Unit Plan and Work Sample

**Assessment Description:** The focus of the assignment is to design a curricular unit containing at least five lesson plans. In so doing, students will synthesize that which has been learned to create a framework of meaningful learning opportunities that develops all students' competence in subject matter and skills.

### Scoring Guide

**3 – Target**

Consistently & Extensively meets the criteria as defined

**2 – Acceptable**

Usually & Substantially meets the criteria as defined

**1 – Developing**

Sometimes & Basically meets the criteria as defined

**0 - Unacceptable**

Rarely or Superficially meets the criteria as defined

Unit Plan					
Criteria	InTASC Standard	3 - Target	2 - Acceptable	1 - Developing	0 - Unacceptable
<b>Goals, Rationale and Objectives</b>	1	Goals, rationale and objectives are highly appropriate and demonstrate a high degree of evidence of understanding the intellectual, physical, social, emotional, and moral development of learners.	Goals, rationale and objectives are acceptable and demonstrate an acceptable degree of evidence of understanding the intellectual, physical, social, emotional, and moral development of learners.	Goals, rationale and objectives are superficial and demonstrate minimal evidence of understanding the intellectual, physical, social, emotion, and moral development of learners.	Lacks evidence of appropriateness and an acceptable degree of evidence of understanding the intellectual, physical, social, emotional, and moral development of learners.
<b>Academic Content Standards</b>	4	Provides a high degree of evidence of knowledge of state and national standards in planning and integrating the curriculum.	Provides an acceptable degree of evidence of knowledge of state and national standards in planning and integrating the curriculum.	Provides a superficial degree of evidence of knowledge of state and national standards in planning and integrating the curriculum.	Lacks evidence of an acceptable degree of knowledge of state and national standards in planning and integrating the curriculum.
<b>Content Knowledge</b>	4	Demonstrates a high degree of evidence of depth and breadth of content knowledge in ways that maximize student learning.	Demonstrates an acceptable degree of evidence of depth and breadth of content knowledge in ways that maximize student learning.	Demonstrates a developing degree of evidence of depth and breadth of content knowledge in ways that maximize student learning.	Lacks evidence of an acceptable degree of depth and breadth of content knowledge in ways that maximize student learning.

<b>Criteria</b>	<b>InTASC Standard</b>	<b>3 - Target</b>	<b>2 - Acceptable</b>	<b>1 - Developing</b>	<b>0 - Unacceptable</b>
<b>Content-specific Teaching Strategies</b>	8	Supplies a high degree of evidences of effective content-specific teaching strategies appropriate for learners.	Supplies an adequate degree of evidence of effective content- specific teaching strategies appropriate for learners.	Supplies a minimal degree of evidence of effective content-specific teaching strategies appropriate for learners.	Lacks evidence to an acceptable degree of planning effective content-specific teaching strategies appropriate for learners.
<b>Meaningful Learning Experiences</b>	3	Presents evidence to a high degree of meaningful learning experiences designed to extend knowledge in their teaching fields and engage learners in independent and collaborative inquiry.	Presents evidence to an adequate degree of meaningful learning experiences designed to extend knowledge in their teaching fields and engage learners in independent and collaborative inquiry.	Presents evidence to a developing degree of meaningful learning experiences designed to extend knowledge in their teaching fields and engage learners in independent and collaborative inquiry.	Lacks evidence of planning to an acceptable degree meaning learning experiences designed to extend knowledge in their teaching fields and engage learners in independent and collaborative inquiry.
<b>Use of Technology</b>	4	Offers evidence to a high degree of integration of state-of-the-art technologies and literacy skills into teaching content.	Offers evidence to an adequate degree of integration of state-of-the-art technologies and literacy skills into teaching content.	Offers evidence to a minimal degree of integration of state-of-the-art technologies and literacy skills into teaching content.	Lacks evidence to an acceptable degree of integration of state-of-the-art technologies and literacy skills into teaching content.
<b>Formative and Summative Assessments</b>	6	Suggests evidence to a high degree of multiple assessments that are highly developmentally appropriate for and responsive learners.	Suggests evidence to an adequate degree of multiple assessments that are developmentally appropriate for and responsive to learners.	Suggests evidence to a minimal degree of multiple assessments that are developmentally appropriate for and responsive to learners.	Lacks evidence of planning multiple assessments that are developmentally appropriate for and responsive to learners.
<b>Criteria</b>	<b>InTASC Standard</b>	<b>3 - Target</b>	<b>2 - Acceptable</b>	<b>1 - Developing</b>	<b>0 - Unacceptable</b>

<b>Accommodations/ Differentiation</b>	3	Anticipates and provides accommodations that demonstrate, to a high degree of evidence, understanding of the development of all learners.	Provides accommodations that demonstrate, to an adequate degree of evidence, understanding of the development of all learners.	Provides vague modifications that demonstrate, to a minimal degree of evidence, understanding of the development of all learners.	Lacks evidence of accommodations/modifications.
<b>Resources</b>	5	Evidences an extensive and varied list of resources, including community resources, to foster student learning.	Evidences an adequate list of resources, including community resources, to foster student learning.	Evidences a minimal list of resources, including community resources, to foster student learning.	Lacks evidence of an adequate list of resources, including community resources, to foster student learning.
<b>Teacher Candidate Work Sample</b>					
<b>Pre-assessment</b>	6	Develops extensive and appropriate pre-assessment to collect specific data to determine prior knowledge of the topic.	Develops substantial and appropriate pre-assessment to determine prior knowledge of the topic.	Pre-assessment is superficial & provides minimal information about prior knowledge.	Lacks evidence of pre-assessment to determine prior knowledge.
<b>Post-assessment</b>	6	Develops extensive and appropriate post-assessment to collect specific data to determine the effectiveness of instruction.	Develops extensive and appropriate post-assessment to determine the effectiveness of instruction.	Post-assessment is superficial & provides minimal information about the effectiveness of instruction.	Lacks evidence of post-assessment to determine effective instruction.
<b>Data Analysis</b>	6	Extensively analyzes pre- and post-assessments to determine effectiveness of instruction via the learning experience.	Substantially analyzes pre- and post-assessments to determine effectiveness of instruction via the learning experience.	Superficially analyzes pre- and post-assessments.	Lacks evidence of data analysis.
<b>Implications for Future Teaching</b>	8	Extensively describes effectiveness of instruction based on analysis, what candidate would do differently, and differentiation that is linked to individual learner characteristics.	Substantially describes effectiveness of instruction based on analysis, what candidate would do differently, and differentiation that is linked to individual learner characteristics.	Reflection is basic and minimally describes effectiveness of instruction, what candidate would do differently, or differentiation that is linked to individual learner characteristics.	Lacks evidence of reflection.

Comments: