

## ***Description of Clinical Unit Plan and Assessment of Student Learning (CUPASL)***

### ***EDCI 401 Unit Planning, Assessment, & Classroom Management***

*\*Assessment was adapted from materials developed by representatives of the Renaissance Partnership for Improving Teacher Quality Project & the National Institute for Excellence in Teaching Indicators.*

Candidates enrolled in *EDCI 401 Research, Theory and Clinical Practice* are required to complete the *Clinical-based Unit Plan and Assessment of Student Learning Assignment* as part of their requirements. Candidates will design a pre and post assessment, develop a three (3) day long unit plan, and implement both during the first semester of clinical experience in one K-12 classroom. Over the course of the placement candidates will be responsible for observing the students and classroom setting and gathering necessary information to develop unit plans and assessments with input from their mentor teacher based on the characteristics of the students, classroom setting, and materials previously covered in the pacing guide. Candidates will assist classroom teachers and refine unit plan and assessments over the course of the semester. Once the week of instruction begins, the candidates will begin the unit with their originally designed pre-test or authentic assessment. The students will then utilize the data to inform their teaching of the lessons within the unit throughout the week. At the conclusion of the five (5) day unit, the candidates will administer their originally designed post-test or authentic assessment. Candidates will then analyze pre & post test data, report on their effectiveness as a teacher, and write reflections.

*Individual Steps for Candidates (Check off as you complete):*

- Work with Classroom Teacher/Pacing Guide to determine content to be taught.
- Describe contextual factors within the classroom that may influence your planning and teaching (i.e. race, gender, special needs, etc.)
- Develop Unit Plan consisting of 5 individual lesson plans and an assessment plan (include technology if appropriate to enhance the lesson, explain why if not). You can utilize your assigned school’s lesson plan format or the standard JSU format on page 2.
- Develop assessments to be utilized with unit (may be diagnostic, formative, and/or summative).
- Include the actual assessments that you designed/used in your unit (do not submit actual student work).
- Chart student performance data in a manner that will show individual student strengths and weaknesses as well as overall classroom performance.
- Describe what modifications should be made to better ensure student mastery of learning goals and objectives based on your data and professional knowledge; and explain the rationale behind why you believe these modifications would improve your teaching.

### **Example of Assessment Plan Table: Kindergarten**

#### **Learning Goal #1: Students will gain an understanding of animals and ecosystems.**

<b>Instructional Obj.</b>	<b>Assessments</b>	<b>Format of Assessment</b>	<b>Adaptations</b>
<b>Objective 1 (DOK 2; Bloom’s Application)</b>  <i>Example: The student will match wild animals with their habitats.</i>	Pre-Assessment	Checklist: game with animal masks & centers representing habitats (tree, lake, burrow, cave)	Repeat and modify instructions, as needed. Demonstrate and assist with cutting, gluing, etc. Provide model of a mask and model how to move to habitat centers. Keep all activities high-interest and brief.
	Formative Assessment	animal puppets and habitats (e.g., bird and nest) anecdotal records RE Q & A picture journals	Provide concrete models and assistance with fine motor tasks, as needed. Provide multiple explanations and model performances. Process writing (i.e., dictations) when needed. Provide verbal cues and plenty of wait time for Q & A.
	Post-Assessment	Checklist: game with animal masks & centers representing habitats	

**Candidate's Name:**

**Grade Level Teaching:**

**Subject:**

**Date:**

**Check One:**  Unit Plan    Thematic Lesson Plan    Daily Lesson Plan

<b>Lesson Objective(s):</b>  <b>Alignment to Standard (List Complete Standard):</b>
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<b>Prerequisite Knowledge</b>	<b>Material/Resources</b>
<b>Anticipatory Set / Motivational Activities</b>	<b>Modeling: "I Do"</b>
<b>Guided Practice: "We Do"</b>	<b>Independent Practice: "You Do"</b>

<b>Closure (Checking for Understanding)</b>
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**Assessments**

**a. Diagnostic &/or Formative:**

**b. Summative:**

**Adaptation/Modification/Diversity:**

**Remediation:**

**Technology Integration:**

**Homework:**

## Instructional Unit Plan Design Rubric

**CUPASL Standard: *The teacher designs instruction for specific learning goals and objectives, student characteristics and needs, and learning contexts.***

<b>Rating - Indicator</b>	Unacceptable 0	Needs Improvement 1	Meets Standard 2	Exceeds Standard 3
<b>1.Goals Aligned to State Content Standards</b> INTASC 7A CAEP K-6 3C TGR 1	No State Content Standards &/or objectives listed; little or no connection between objectives & standards.  Objectives are not measurable (i.e. use verbs like understand, know, etc.)	Some State Content Standards are listed &/or Only some objectives are linked to state standards in each lesson in the unit  Only Some objectives are measurable & explicit; others are not (i.e. compose, create not understand, etc.)	State Content Standards are listed & Objectives are linked to state content standards in each lesson in the unit.  Objectives use “action verbs” that are measurable and explicit (i.e. compose, create not understand, etc.)	State Content Standards are listed & All objectives are explicitly linked to state content standards in each lesson in the unit.  Objectives use “action verbs” that are measurable and explicit (i.e. compose, create not understand, etc.)
<b>2. Activities &amp; materials support instructional plans</b> INTASC 7A CAEP K-6 3C TGR 1	Activities and materials are not: aligned to state standards, properly sequenced, or appropriate for age, knowledge, & interests of most learners	Activities and materials in some lessons are: aligned/linked to state standards, Some sequencing errors may be present, &/or lessons are not built on prior student knowledge Appropriate for age, knowledge, & interests of most learners	Activities and materials in each lesson are: Mostly aligned/linked to state standards, Sequenced from basic to complex, Build on prior student knowledge Appropriate for age, knowledge, & interests of most learners	All activities and materials in each lesson are: aligned/linked to state standards, Sequenced from basic to complex, Build on prior student knowledge Appropriate for age, knowledge, & interests of most learners
<b>3.Use of a Variety of Instructional Strategies, Activities, Assignments and Resources</b> INTASC 7B CAEP K-6 4C TGR 4	Little or no variety across instruction, activities, assignments, and/or resources. All instruction, activities, & assignments at Remembering & Comprehending levels of Bloom’s Taxonomy.	Little variety across instruction, activities, assignments, and/or resources, but contribution to learning is evident. Heavily oriented towards lecture and individual work or worksheets.	Significant variety across instruction, activities, assignments, and/or resources. This variety makes a clear contribution to learning.	Significant variety across instruction, activities, assignments, and/or resources. This variety makes a clear contribution to learning.  Engaging, game like, student led, create products, perform, or inclusive of simulations

<p><b>4. Provides appropriate time</b>  INTASC 3D  CAEP K-6 4E  TGR 6</p>	<p>Lessons do not provide appropriate time for student work, student reflection, and/or lesson and unit closure.</p> <p>Lesson or unit closure does not address major points of lesson or unit</p>	<p>Some lessons devote appropriate time for student work, student reflection, and/or lesson and unit closure.</p>	<p>All lessons provide appropriate time for student work, student reflection, and lesson and unit closure.</p>	<p>All lessons provide appropriate time for student work, student reflection, and lesson and unit closure.</p> <p>Additional time/opportunities for teachers to differentiate or remediate students in need is clearly stated/evident in plans</p>
<p><b>5. Accommodates Individual Student Needs</b>  INTASC 7B  CAEP K-6 4G  TGR 2</p>	<p>Plan does not account for accommodating individual student needs, remediation, or modifications.</p>	<p>Plan provides few opportunities to accommodate individual student needs or activities/opportunity for remediation and/or modifications (if relevant)</p>	<p>Plan provides regular opportunities to accommodate individual student needs.</p> <p>Well developed activities/opportunity for remediation</p> <p>Well developed activities/opportunity for modifications (if relevant)</p>	<p>Plan provides regular opportunities to accommodate individual student needs (as outlined in contextual factors).</p> <p>Well developed activities/opportunity for remediation</p> <p>Well developed activities/opportunity for modifications (if relevant)</p>

## Assessment Plan & Assessment Instrument Design Rubric

**CUPASL Standard:** *The teacher uses multiple assessment modes and approaches aligned with learning goals and objectives to assess student learning before, during and after instruction.*

<b>Rating Indicator</b>	Unacceptable 0	Needs Improvement 1	Meets Standard 2	Exceeds Standard 3
<b>6. Alignment with State Standards &amp; Objectives</b> INTASC 6B CAEP K-6 3C TGR 3	Only some instructional objectives are assessed through the assessment plan or objectives are partially addressed, some objectives are not aligned with state standards	Most instructional objectives are assessed through the assessment plan and aligned with the State standards.	Instructional objectives are assessed through the assessment plan and aligned with the State standards.	Each instructional objective in the unit is assessed in the unit plan; assessments are aligned and congruent with the State standards in content and cognitive complexity.
<b>7. Multiple Modes and Approaches of Assessment</b> INTASC 6E CAEP K-6 3A TGR 3	The assessment plan includes only one assessment mode and does not assess students throughout the instructional sequence.	The assessment plan includes multiple modes to assess student performance throughout the instructional sequence.	The assessment plan includes multiple modes both formal and informal and assesses student performance throughout the instructional sequence.	The assessment plan includes multiple assessment modes (informal & formal: authentic/performance based assessments, research projects, etc.) and assesses student performance throughout the instructional sequence.
<b>8. Technical Soundness of Assessment Instruments</b> INTASC 6B CAEP K-6 3B TGR 3	Assessments are not valid; scoring procedures are absent or inaccurate; items or prompts are poorly written; directions and procedures are confusing to students.	Only some assessments are valid or multiple errors exist such as Scoring procedures are not explained; items or prompts are not clearly written; Directions and procedures are not clear to students.	Assessments are valid. Scoring procedures are explained; most items or prompts are clearly written; Directions and procedures are clear to students.	Assessments are valid; assessment criteria are clear; scoring procedures are explained; All items or prompts are clearly written; directions and procedures are clear to students.

## Analysis of Student Learning Rubric

**CUPASL Standard: *The teacher uses assessment data to profile student learning and communicate information about student progress and achievement.***

<b>Rating - Indicator</b>	Unacceptable 0	Needs Improvement 1	Meets Standard 2	Exceeds Standard 3
<b>9. Analysis of Student Learning (Monitor &amp; Adjust)</b> INTASC 6G CAEP K-6 3B TGR 3	Analysis of student learning is not aligned with learning goals and objectives. Class &/or student performance patterns (strengths & weaknesses) are not evident.	Analysis of student learning is aligned with learning goals and provides a profile of student learning relative to the goals for the whole class. Class performance patterns (strengths & weaknesses) are evident through analysis.	Analysis of student learning is aligned with learning goals and provides a comprehensive profile of student learning relative to the goals for the whole class. Class performance patterns (strengths & weaknesses) are evident through analysis. Individual students in need of remediation are also identified.	Analysis is fully aligned with state standards and objectives and provides a comprehensive profile of student learning for the whole class, subgroups, and individual student performance on objectives. Class performance patterns (strengths & weaknesses) are evident through analysis. Individual students in need of remediation are also identified.
<b>10. Interpretation of Data</b> INTASC 6C CAEP K-6 3A TGR 3	Interpretation is inaccurate, and conclusions are missing or unsupported by data.	Interpretation is meaningful; however some conclusions may not be drawn from data or supported by evidence.	Interpretation is meaningful, and appropriate conclusions are drawn from the data, and supported by specific performance data/evidence.	Interpretation is meaningful, and appropriate conclusions are drawn from the data and candidate references specific performance data/evidence in interpretation.
<b>11. Evidence of Impact on Student Learning</b> INTASC 6C CAEP K-6 3B TGR 3	Analysis of student learning fails to include evidence of impact on student learning in terms of numbers of students who achieved and made progress toward learning goals and objectives.	Analysis of student learning includes limited evidence of the impact on student learning. The number of students who achieved and made progress toward each state standard and objective or some standards & objectives may not be adequately addressed.	Analysis of student learning includes evidence of the impact on student learning in terms of number of students who achieved and made progress toward each state standard and objective.	Analysis of student learning includes evidence of the impact on student learning in terms of number of students who achieved and made progress toward each state standard and objective. Evidence of students growing in higher level thinking skills (analyzing, evaluating, creating) rather than reproducing

<p><b>12. Interpretation of Student Learning (Evidence based Conclusions)</b>  <b>INTASC 6C</b>  <b>CAEP K-6 3B</b>  <b>TGR 3</b></p>	<p>No evidence or reasons provided to support conclusions drawn in “Analysis of Student Learning” section.</p>	<p>Uses evidence to partially support conclusions drawn in “Analysis of Student Learning” section.</p>	<p>Uses evidence to support conclusions drawn in “Analysis of Student Learning” section.</p>	<p>Uses evidence to support conclusions drawn in “Analysis of Student Learning” section. Explores multiple hypotheses for why some students did or did not meet learning goals.</p>
<p><b>13. Insights on Effective Instruction and Assessment</b>  <b>INTASC 6C</b>  <b>CAEP K-6 3B</b>  <b>TGR 3</b></p>	<p>Provides no rationale for why some activities or assessments were more successful than others.</p>	<p>Identifies some successful and unsuccessful activities or assessments and provides limited explanation of reasons for their success or lack thereof</p>	<p>Identifies successful and unsuccessful activities or assessments and explores reasons for their success or lack thereof</p>	<p>Identifies successful and unsuccessful activities and assessments and provides plausible reasons (based on theory or research) for their success or lack thereof.</p>
<p><b>14. Modifications Based on Analysis of Student Learning</b>  <b>INTASC 6H</b>  <b>CAEP K-6 3B</b>  <b>TGR 3</b></p>	<p>Teacher treats class as “one plan fits all” with no modifications.</p>	<p>Modifications of the instructional plan are made to address individual student needs; however the need for some may not be adequately supported by analysis or properly explained</p>	<p>Appropriate modifications of the instructional plan are made to address individual student needs. These modifications are informed by the analysis of student learning/performance. Include explanation of why the modifications would improve student progress.</p>	<p>Appropriate modifications of the instructional plan are made to address individual student needs. These modifications are informed by the analysis of student learning/performance, best practice, or contextual factors. Include explanation of why the modifications would improve student progress.</p>

**ITEMS 15-20 ARE TO BE COMPLETED BY THE SUPERVISING TEACHER WHILE THE EDCI 401 CANDIDATES TEACHES THE UNIT.**

Categories	Unacceptable 0	Needs Improvement 1	Meets Standard 2	Exceeds Standard 3
<b>15.Presenting Instructional Content (Communication)</b> INTASC 4A,H CAEP K-6 4C	Uncomfortable with sharing information & does not use terminology appropriately; prevalent grammatical errors; does not consistently incorporate examples, illustrations, or analogies to support new concepts	Increases in comfort as the uses terminology & mostly correct English while explaining; incorporates examples, illustrations, analogies, or labels for some new concepts and ideas	At ease with information, appropriately uses terminology & mostly correct English while explaining; incorporates examples, illustrations, analogies, or labels for some new concepts and ideas	Concise communication: at ease with information, appropriately uses terminology, & correct English while explaining; incorporates examples, illustrations, analogies, and labels for new concepts and ideas
<b>16. Presenting Instructional Content (Modeling)</b> INTASC 4A CAEP K-6 4E	No or ineffective modeling by the teacher to demonstrate his or her performance expectations; confusing explanation and demonstration; lack of class engagement	Inconsistent modeling by the teacher to demonstrate his or her performance expectations; explanation and demonstration keeps class engaged	Effective modeling by the teacher to demonstrate his or her performance expectations; explanation and demonstration keeps class engaged	Effective modeling by the teacher to demonstrate his or her performance expectations prior to beginning activities; thorough explanation and demonstration keeps class engaged & elicits responses & questions
<b>17.Presenting Instructional Content (Pacing, Routines, &amp; Transitions)</b> INTASC 3D CAEP K-6 4G TGR 6	Erratic or slow pacing; Teacher does not account for individual students learning rates. No plan for distributing materials or transitions is evident	Teacher moves at an appropriate pace to accommodate whole class. Teacher distributes materials & has direct/explain all student transitions	Teacher provides opportunities for individual students who progress at different learning rates. Set routines for distributing materials. Little instructional time is lost during transitions	Pacing is brisk and provides many opportunities for individual students who progress at different learning rates. Routines for distributing materials are seamless. No instructional time is lost during transitions.

<p><b>18.Academic Feedback</b> INTASC 8B CAEP K-6 4D TGR 3</p>	<p>Feedback is infrequent. The teacher remains in one spot during the majority of instruction &amp; activities; feedback is general &amp; does not address student needs</p>	<p>Feedback is occasionally given during instruction. The teacher primarily prompts student thinking, assesses student's progress, and provide individual feedback</p>	<p>Feedback is frequently given during guided practice and homework review. The teacher circulates to prompt student thinking, assess each student's progress, and provide individual feedback</p>	<p>Feedback is frequently given during guided practice and homework review. Feedback is specific to student work &amp; not general (good job). The teacher circulates to prompt student thinking, assess each student's progress, and provide individual feedback.</p>
<p><b>19.Managing Student Behavior (Routines &amp; Techniques)</b> INTASC 3D CAEP K-6 3E TGR 6</p>	<p>Routines are ineffective or ineffectively communicated &amp; confusing directions for students. The teacher does not enforce stated consequences or use appropriate techniques to maintain appropriate behavior</p>	<p>Communicates routines &amp; directions for students with mixed results. The teacher attempts to enforce consequences to maintain appropriate student behavior with mixed results.</p>	<p>Establishes &amp; clearly communicates routines &amp; directions for students. The teacher has &amp; enforces consequences to maintain appropriate student behavior.</p>	<p>Establishes &amp; clearly communicates routines &amp; directions for students. The teacher uses several techniques, such as social approval, contingent activities, and consequences to maintain appropriate student behavior.</p>
<p><b>20. Managing Student Behavior (Response to Behavior)</b> INTASC 3F CAEP K-6 3E TGR 7</p>	<p>The teacher stops instruction to address both inconsequential &amp; major behaviors. The teacher addresses the entire class rather than students responsible. The teacher is indecisive on how to address behavioral issues.</p>	<p>The teacher may lose some instructional time due addressing inconsequential behavior or improperly addressing disruptions.</p>	<p>The teacher overlooks inconsequential behavior. The teacher deals with students who have caused disruptions rather than the entire class. The teacher attends to disruptions quickly and firmly.</p>	<p>The teacher overlooks inconsequential behavior or uses body proximity &amp; other nonverbal cues to address behavior. The teacher deals with students who have caused disruptions rather than the entire class. The teacher attends to disruptions quickly and firmly.</p>