**Childhood/Early Childhood Education Department  
Student Teaching Thematic Unit Plan and Assessment Assignment**

Student teachers in the Early Childhood and Childhood Education Program are asked to create, develop and teach a thematic unit of study. For this assignment, student teachers are asked to collaborate with and have approval from a cooperating teacher to plan, teach and assess at least a 5 day thematic unit plan during their intermediate grade level placement (grades 3-6). Student teachers are asked to integrate more than one content area into lessons and activities. when possible. Student teachers are asked to plan activities and corresponding assessment activities for *whole group, small group and individual instruction* that will be implemented during the unit plan.

**Directions:** Once acclimated to the community, school and classroom, student teachers are asked to explain the Thematic Unit Plan and Assessment Assignment to a cooperating teacher and, through collaboration, discuss and determine an appropriate unit of study. Student teachers are asked to share drafts of lesson plans and assessment tools at least 48 hours in advance of teaching the lesson with a cooperating teacher to ensure that the instructional plans include accurate content knowledge, sound pedagogy and developmentally appropriate activities and assessments for the students who will be taught. The unit plan components are listed and explained in the template and will need to be uploaded and submitted to a college supervisor in Taskstream. Please consult with a college supervisor for due dates.

Student teachers are asked to complete the following Unit Plan and Assessment Assignment template.

**Thematic Unit Plan and Assessment Assignment  
Template**

**Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Dates of Implementation: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Host School: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Grade Level: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Title:** Please include a descriptive title for your thematic unit plan

**Overview of the Unit:** Please write a comprehensive overview of your unit plan. In this section, describe what content is included and the highlights of every lesson that is part of the unit. Take time to describe the special and unique learning experiences that students will have and explain how students will be assessed to determine what they have learned.

**Rationale for the Unit:** In this section, describe the overarching theme, content and pedagogy that has been included in the unit. Please provide a justification related to theory and research that describes *why* your unit of study is important to teach. Explain the learning context and who is being taught and describe *why* the pedagogy is important for the students who are taught (including students with exceptionalities and students who need social and/or academic supports).

**Goals of the Unit:** List the overall goals that are intended for the students to achieve by the end of the unit plan. The goals should be related to the objectives, yet will be more broader and comprehensive.

**Objective/Desired Student Outcome/Guiding or Essential Questions of the Entire Unit:** In this section, student teachers are asked to list all objectives OR desired student outcomes OR guiding or essential questions for the unit of study (from each lesson plan). All listed items should be aligned to the Common Core/Next Generation Learning Standards and Bloom’s Taxonomy to ensure that a balance of lower and higher order outcomes or guiding questions have been selected.

**Assessments and Evaluations of the Entire Unit:** In this section, student teachers are asked to list all formal and informal as well as formative and summative assessments and to include a rationale and explanation for selecting each while connecting each to an objective/outcome or guiding question. Student teachers are asked to begin the unit with a pre-assessment to collect student data and to make any necessary adjustments to the unit plan to accommodate for students’ learning goals derived from assessment data. Student teachers are reminded to include all assessments and evaluation criteria (i.e., rubrics, anecdotal observation notes, checklists).

**Resources for the Unit**: List and briefly describe the materials and resources that are used by the student teacher and students in the unit. Student teachers are encouraged to use technology as a teaching and learning tool, reference books, students’ textbooks, the internet, and professional materials from classroom teachers, college faculty members, supervisors and community members.

**Letter to Parents/Caregivers:** Student teachers are asked to write a letter to parents and caregivers describing the unit content and activities that are included in the lesson plan. Student teachers are asked to attach the letter to the unit plan.

**Lesson Plans**

**Directions:** Student teachers are asked to use the template below to plan a minimum of 5 daily, sequential lessons. The first lesson plan should include a way to assess students’ knowledge of the content so student teachers can review the data to make any necessary changes to subsequent lessons. Student teachers are reminded to include multiple and varied instructional strategies for whole group, small group and individual learning experiences. Student teachers are also asked to include differentiated instruction to support all learners.

**Lesson Plan Template   
(Include a minimum of 5 of these)**

**Title of Lesson:**

**Date(s):**

**Overview:**

**Rationale:**

**Goals:**

**Objective/Desired Student Outcome/Guiding or Essential Questions:**

**Common Core/Next Generation Learning Standards:**

**Key Vocabulary and Definitions:**

**Materials/Resources:**

**Learning Sequence:**

**Assessment:**

**Lesson Reflection:**

**Analysis of Assessment- Pre and Post Assessment of Unit:**

Pre-assessment  
 Student teachers are asked to do the following:

1. Attach clearly labeled tables, graphs or charts that depict the results of the pre-assessment in a format that represents patterns of student performance relative to each objective.
2. Summarize the results of the pre-assessment and describe the implications of these results on the instruction for all learners.
3. Identify initial growth targets for unit outcomes. These growth targets should describe growth for ALL learners and may differentiate for groups or individual learners.

Post-unit-assessment  
Once the unit is completed, student teachers are asked to analyze the pre and post assessment and determine students’ progress relative to the unit/lesson plan objectives. Student teachers are asked to:

1. Attach clearly labeled tables, graphs or charts that depict student performance for the entire class, groups of students, and for at least two students with individual needs. For each visual representation, provide a descriptive narrative that summarizes the analysis of student learning progress and growth.
2. Explain the ways in which student grades were assigned (or other indicators of student performance).

**Reflection of the Unit:**

After the unit has been taught, student teachers are asked to answer the following:

1. To what extent were the students productively engaged in the learning process?
2. Were students interested and motivated to learn during these lessons? Why or why not? Did you make changes during the lessons to enhance interest or motivation?
3. Did the lesson allow for students to achieve mastery of the objective(s); and engage in activities and learning situations that were aligned with district, state, or national standards?
4. Did you adjust your teaching strategies and activities as you taught each lesson? How did you adjust throughout the unit? If so, why and how?
5. What kind of feedback did you provide to your students? In what way did it impact student learning?
6. What feedback did you receive from the students indicating they had achieved understanding and that the objective(s) were met for the lessons? (Formative Assessment)
7. If you had the opportunity to teach these lessons again to this same group of students, what would you do differently? Why?
8. What suggestions from the students, cooperating teacher or supervisor you did incorporate in the lessons or that you would incorporate if you taught the lessons again?

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| --- | --- | --- | --- | --- |
| **Unit Plan Grading Rubric** | | | | |
| **Components** | **Unsatisfactory (1)** | **Developing (2)** | **Proficient (3)** | **Exemplary (4)** |
| Unit Rationale | The rationale does not provides detailed instructional goals of the classroom, school & district  The rationale does not describe specific needs of students. | The rationale provides some of the instructional goals of the classroom, school & district  The rationale describes some specific needs of students. | The rationale provides detailed instructional goals of the classroom, school & district  The rationale describes some needs of students. | The rationale provides detailed instructional goals of the classroom, school & district  The rationale describes specific needs of students. |
| Objectives and Standards | Lesson objectives are not written as measureable student outcomes.  Objectives do not describe the major concepts, skills the students will learn  Common Core standards are not identified. | Lesson objectives are written as measureable student outcomes.  Objectives describe some of the major concepts, skills the students will learn  Common Core standards are identified but not appropriate for unit | Lesson objectives are written as measureable student outcomes.  Objectives describe most of the major concepts, skills the students will learn  Common Core/Next Generation standards are identified and aligned with instructional objectives. | Lesson objectives are written as measureable student outcomes.  Objectives describe the major concepts, skills the students will learn  Common Core standards are identified |
| Content Knowledge | The unit plan provides no information regarding the content and skills to be taught. No description of a concepts, facts, skills and pertinent vocabulary is included. | The unit plans provides some information regarding the content and skills to be taught. Some of the concepts, facts, skills and pertinent vocabulary is included. | The unit plan provides detailed information regarding the content and skills to be taught. Description of most concepts, facts, skills and pertinent vocabulary included. | The unit plan provides detailed information regarding the content and skills to be taught. Description of all concepts, facts, skills and pertinent vocabulary included. |
| Lesson Plans | Lessons are not aligned with unit objectives, activities and assessments.  The lessons do not follow a logical sequence.  No introductory and culminating activities described.  Limited instructional strategies are used.  No differentiation to support student learning is included in each lesson.  Lesson assessments are not used to monitor student learning and indicate adaption of teaching. | Some lessons are aligned with unit objectives, activities and assessments.  The lessons follow a somewhat logical sequence.  Introductory and culminating activities are not appropriate for content.  Some variety of instructional strategies are used throughout the unit (individual, small whole group).  Little differentiation to support student learning is included in each lesson.  Some lessons include assessments used to monitor student learning and indicate adaption of teaching. | All lesson are aligned with unit objectives, activities and assessments.  The lessons follow a logical sequence.  Introductory and culminating activities are appropriate for content.  A variety of instructional strategies are used throughout unit (individual, small whole group).  Some differentiation to support student learning is included in each lesson.  Lessons include some assessments used to monitor student learning and indicate adaption of teaching. | All lesson are aligned with unit objectives, activities and assessments.  The lessons follow a logical sequence. Introductory and culminating activities are appropriate for content.  A variety of instructional strategies are used throughout unit (individual, small whole group).  Differentiation to support student learning is included in each lesson.  All lessons include assessments used to monitor student learning and indicate adaption of teaching. |
| Parent & Caregiver Communication | Letter does not description of unit of study .  Letter has numerous spelling and grammar errors. | Letter includes description of unit of study and activities to be completed.  Letter has some spelling and grammar errors. | Letter includes description of unit of study and activities to be completed.  Letter includes message that encourages families to participate in learning experiences either at home or school.  Letter is free of spelling and grammar errors. | Letter includes detailed description of unit of study and activities to be completed.  Letter includes message that encourages and supports families to participate in learning experiences either at home or school.  Letter is free of spelling and grammar errors. |
| Assessment | All assessments are not aligned to unit objectives.  Assessments don’t meet the need of all students.  Assessments are not used to monitor student learning and indicate adaption of teaching.  No Pre and Post Assessments included | Some assessments are aligned to unit objectives.  Assessment meet the needs of some students  Some assessments are used to monitor student learning and indicate adaption of teaching.  Pre and Post assessment is limited | All assessments are aligned to unit objectives.  Assessment meets the needs of most students.  Most assessments are used to monitor student learning and indicate adaption of teaching.  Pre and Post Assessments are developed based on students’ needs and interest. | All assessments are aligned to unit objectives.  Assessments meet needs of all students  Assessments are used to monitor student learning and indicate adaption of teaching.  Detailed Pre and Post Assessments are developed based on students’ needs and interest. |
| Analysis of Assessments | No Pre and Post assessments are included | Pre- Assessment results are not used to developed instruction.  Limited growth target are developed for class and individual learners  Analysis of student learning is based on Pre/Post assessments.  Some graphics are included to represent Pre and Post Assessments.  Detailed explanation of students grades | Some of the Pre- Assessment results are used to developed instruction.  Limited Growth targets are developed for class and individual learners based on data collected from pre assessment  Analysis of student learning is based on Pre/Post assessments.  Graphics are included to represent Pre and Post Assessments.  Detailed explanation of students grades | Pre- Assessment results are used to developed instruction.  Growth target are developed for class and individual learners based on data collected from pre assessment  Analysis of student learning is based on Pre/Post assessments.  Detailed graphics are included to represent Pre and Post Assessments.  Detailed explanation of all students grades are included |
| Reflection | The candidate does not provide response. | The candidate provides a response regarding their planning, teaching and student learning that is lacking detail. | The candidate provides detailed response regarding their planning, teaching and student learning | The candidate provides thorough response regarding their planning, teaching and student learning |
| Resources | No materials and resources are included. | Some materials and resources are listed and described. Few materials and resources are used. | All materials and resources are listed and described. Some materials and resources are used. | All materials and resources are listed and described. A variety of materials and resources are used. |