

## Assessment #3 (Required)

### Assessment of candidate ability to plan instruction

The unit plan is a required assignment in HED 418 - Practicum in Health Education. Candidates develop, implement and reflect upon the unit plan. They implement the plan at a practicum site where they complete at least six teaching experiences after several classroom observations.

In addition to the unit plan in HED 418, candidates must also write a lesson plan and revise it. They then apply those planning skills to the unit plan assignment. The lesson plan assignment is first done with a partner during the first practicum placement. The first practicum placement also includes six teaching experiences and several observations. The revision of the lesson plan is an individual endeavor, although the development of the original plan and the teaching is a partnership. Before entering HED 418, candidates have had limited experience writing lesson plans and participating in micro-teaching experiences. The practicum in health education is the first implementation opportunity for the candidates. The next HED teaching opportunity comes during student teaching.

To align with Standard 2, candidates must build a unit with a logical scope and sequence, as indicated in their block plan. Embedded within each detailed plan of the unit, students must show sufficient and accurate content information from which to base the lesson on. They are expected to draw from valid sources of information and be able to professionally document all literature and materials they use. They are encouraged to fully collaborate with school personnel, and to collaborate with community and family. They set realistic and useful goals, and carefully align goals with objectives, assessments and standards. They are required to use a variety of teaching strategies, and to choose strategies best suited to the audience. Throughout the unit and lesson plans they are required to provide details regarding instruction and content. The alignment and validity of objectives, standards and assessment is critiqued. The design of a unit performance assessment is assessed in further detail. Students are required to utilize their knowledge of all domains of learning, multiple intelligences, and diversity of learning styles to enrich their unit plan.

Through classroom observations, discussions with cooperating teachers, application of district and state frameworks, and research into health risks of students, the teacher candidate practices Standard 1. To align with Standard 3, after much consideration of learner factors, classroom and school environment, and collaboration with school and family, candidates implement the unit plan. In some instances candidates are able to re-teach a lesson in order to implement improvements. To align with Standard 4, candidates design assessment of unit goals and lesson objectives. Assessments are both formative and summative. A unit performance assessment is implemented. During post-teaching reflection, both written and oral, candidates develop skills to improve future lessons and units. To align with Standard 5, candidates work with their cooperating teacher and other classroom teachers to develop a plan best suited for students in the health education classroom. After observations of the cooperating teacher and other classroom teachers, the student is also encouraged to reach out to their community resources and to members of the CSHP within the school to enhance student learning. To align with Standard 6, candidates are required to use valid online sources to build their unit and rationale. To align with Standard 7, candidates apply information from valid sources to their unit rationale, goals and standards. They communicate health information in variety of ways throughout the unit. During instruction, they are expected to use many different strategies in order to reach all learners and to enable students to practice skills and standards. They are expected to communicate effectively in both written and oral styles.

#### Interpretation of Data:

Prior to 2010, candidates were required to submit several artifacts in a Preparing to Teach Portfolio prior to Student Teaching. Artifacts produced in HED 418 include the Unit Plan, an Implemented Lesson Plan (from the Unit), the Performance Assessment, and a Classroom Management artifact. Beginning in 2010, with the

implementation of newly adopted assessment tools in the Feinstein School of Education and Human Development, the portfolio will look different. Part of the required course grade of at least 80-82 % is derived from the unit plan. The 2005 group and the 2006 group scored 88% and 85% respectively in their unit planning. This indicates candidates were overall successful and competent in their planning. Beginning in 2007, HED 418 became the *first* practicum in the practica sequence for students majoring in both HED and Physical Education (aka Double Majors). The majority of our HED majors also major in PED. Although HED candidates are given many other opportunities to plan, implement and evaluate lessons, HED 418 is the first and only practicum for the straight HED major. Before 2007, double-majors were first teaching in the Physical Education (PED) practica, thus entering the HED practicum with some experience in teaching. Candidates arriving in their first practicum in 2007 experienced lower scores in planning. Unit plan scores from 2007 and 2008 were 73.5% and 76.6% respectively, indicating they may not have been as prepared to teach as they could be.

The unit plan is a valid assessment of planning, and requires students to show skill in all elements of planning. The candidates simply needed more opportunity to practice the planning. In 2009 the average score of 84.2% reflected a purposeful attempt to deliver more training and practice in planning in HED 418. For example, candidates were given more opportunity to develop planning skills by writing and revising lesson and unit plan components. Candidates were given more instruction, practice and benchmarks during practice of rationale research and writing. They were required to use more resources both from state and national frameworks and standards. They often engaged in community learning groups, and actively participated in reflection of self and others. Expectations of a 10-day unit plan were modified to a 4-lesson unit plan. The lesson plan format was revised slightly to help students make connections between objectives and assessment. And finally, revision opportunities were provided. Making room for a focus on planning resulted in displacement of other aspects of the HED 418 course, but until more planning opportunity was implemented (see Section V of this report), that was necessary. The results from the data show steady improvement in candidate's competency in Assessment 3 and Standard II. They are given opportunities to practice each key element (as indicated on scoring guide and plan description).

Average Performance Scores on HED 418 Unit Plan

Date	Number of Candidates	Unit Plan Score
2005	24	88%
2006	11	85.4%
2007	32	73.5%
2008	21	76.6%
2009	19	84.6%

## Unit Plan Assignment

**Due Date:** Part I: \_\_\_\_\_ Part II: \_\_\_\_\_

**Total Points Possible:** 125 Points

A unit plan is a document that organizes instruction around a series of lessons to help students reach specific goals related to a health topic or content area. The purpose of creating a unit plan is to help the educator organize learning into a logical, sequential pattern that is specific to an identified population. This unit plan will include 4 lessons. It will also include a performance assessment.

During your secondary practicum experience, you will be teaching *approximately* 6 lessons. It is *likely* that you will be able to create and implement parts of a unit plan that will cover both your practicum teaching experience and your unit plan assignment.

The unit plan will be scored for class credit and for the Preparing to Teach Portfolio. Work must 'meet competency' before being entered into the portfolio, therefore, opportunities for revision will be offered. In addition to working to meet competency, students have the opportunity to earn back up to half to the points deducted on the first submission.

There are a variety of ways to write a unit plan. For the purpose of this class you must include the following pieces in your unit plan:

### **PART I:**

#### **Title & Target Population:**

The unit plan must target a specific grade level (e.g., 7th, 9th, or 11th). In addition to identifying a particular population, the title page should include the following: the content area of focus (e.g., mental health, personal health, or substance use and abuse), your name, date, course title, and professor's name. If there are any unique characteristics about your learners that would impact planning, you may include them here.

#### **Rationale:**

Develop a two to three paragraph rationale that explains the specific health concern that your unit addresses in relation to your audience. Additionally, the rationale should explain value of the instructional unit in regards to addressing this health concern. In other words, describe why the unit is necessary or valuable, and given that, what should be included in the unit to support that need. *A minimum of two professional references or data sources* (e.g., Healthy People 2010, RIDE Frameworks, YRBS survey, etc.) are required to support your rationale. Write in 3<sup>rd</sup> person. Cite throughout.

#### **Unit Goals:**

Goals are a starting point when developing an instructional plan. They provide direction and help determine appropriate content, objectives, learning activities. Generate *two to four broad goals* for the unit plan that

explain the behavioral outcomes you hope students experience as a result of participation in this unit. The unit goals should encompass learning that will occur throughout the entire unit, not in individual lessons. Objectives will help reach these goals. Goals, objectives and standards should have clear and accurate relationships.

### **Unit Performance Assessment Strategy:**

A detailed description of your intended *unit* assessment is necessary. How will you assess the learners' growth that is a result of participating in this educational *unit*? This assessment should provide you with information related to progress towards meeting the *unit goals*. Points to remember when thinking of assessment strategies include: the three domains of learning; the Health Education Standards; multiple intelligence theory; and the design of a performance task / event. The performance assessment must be separate from the lesson plans. See attached handout for additional information.

### **Performance Assessment Scoring Rubric:**

A four-point rubric that could be used to score the unit performance assessment must be included. The criteria should be directly related to the unit goals and the primary standards driving instruction throughout the unit. The rubric should be a tool that both students and the teacher can use.

### **Block Plan:**

A block plan is a summary or outline of each lesson. You might consider this to be the 'skeleton' or 'blueprint' of the unit. This helps the educator to see at a glance what will happen throughout the unit. It will also indicate the progression toward unit goals and proper sequencing of unit lessons and learning. The following items must be included in your block plan:

- unit title,
- topic of the day,
- Health Education Standards relevant to the day's lesson,
- a breakdown of any materials needed,
- a brief description of the learning activities as they occur during each lesson.

## **Part II:**

### **Multiple Intelligence Theory:**

Students have a variety of learning styles. Describe in a few short paragraphs how your lessons will incorporate strategies that touch upon the various intelligences (i.e., verbal linguistic; mathematical logical; visual spatial; bodily kinesthetic; musical; interpersonal; intrapersonal, naturalistic, and existential). At least 6 different intelligences should be incorporated in the unit.

### **Family Involvement:**

You must create a means of involving the students' families at some point during the unit. There are many different ways to achieve this task. An example might be having students complete a homework assignment that requires parent / caregiver participation.

### **School and Community Involvement:**

Describe in detail the partnerships incorporated in this unit. You may include examples of planning partnerships, collaboration in lesson delivery, resources of information and ideas, and use of the Coordinated School Health model in as many ways as possible.

### **Updated Block Plan:**

Submit the block plan again with any changes that may have occurred since you have been involved in more detailed lesson planning.

**Lesson Plans:** These must be your absolute BEST work. Please revise based on implementation reflection and feedback. See Lesson Plan Format Handout for more information

### **References:**

The American Psychological Associations (APA manual) (5th ed.) format should be used to reference your materials, sources, and replicated teaching strategies. A copy of this manual can be found at the Reserve Desk under the reference section.

### **Miscellaneous:**

The *unit plan must be computer generated*. Every lesson must include at least two teaching strategies. However, a teaching strategy may only be used twice (e.g., lecture could only be used twice throughout your lessons), with the exception of a film, guest speaker, or field trip which can only be used one time. Points will be deducted for unit plans handed in after the due date.

The unit plan should be designed in a manner that is easily navigated. For example, a three-ring binder with tabs for each section of the unit plan is necessary for the reader. Do not staple individual lessons together.

Additionally, students should take suggestions from the 1<sup>st</sup> teaching experience into consideration when developing the unit plan. This is an opportunity for students to highlight personal strengths and demonstrate growth.

Please remember to include the provided scoring guide in your unit plan. Take the time to *thoughtfully* complete the self-assessment section of the guide. This was created as a tool for you to use to evaluate your progress.

Revisions to unit plan: Original plan must be kept intact. Changes must be included on different colored paper or tabbed pages. Highlights of changes are extremely helpful. Students must meet with supervisor for guidance in revisions. Students may recoup up to half of the points deducted from the plan after initial evaluation. Students must adhere to the given due date for revisions.

Unit Plan Scoring Guide

Points Earned on Part I: \_\_\_\_\_ of 50

Student Name: \_\_\_\_\_

Unit Title/Population: \_\_\_\_\_

**PART I:**

COMPONENT:	DESCRIPTION OF EXPECTATION:  (AN INVISIBLE "&" IS PRESENT BETWEEN ALL BULLETS)	POSSIBLE POINTS:	POINTS EARNED:	
			Self:	Instructor:
Title / Target Population	<ul style="list-style-type: none"> <li>Specific grade level is stated</li> <li>Title, content area, student name, date, course title, &amp; professor's name are present</li> </ul>	2		
Rationale AAHE 1A- C; 2-A; 6A; 7A	<ul style="list-style-type: none"> <li>2-3 well-written paragraphs clearly explain the unit value.</li> <li>Based on valid literature, describes what should be included in the unit and why.</li> <li>A minimum of 2 professional sources are referenced.</li> </ul>	5		
Unit Goals AAHE 1C; 2B,C	<ul style="list-style-type: none"> <li>3-4 broad goals explain the knowledge, attitudes, and skills students will gain as a result of participation in the unit.</li> <li>The goals should describe gains students will make as a result of participation in the entire unit, rather than in individual lessons.</li> </ul>	8		
Block Plan AAHE 2B	<ul style="list-style-type: none"> <li>An organized and detailed block plan provides an overview of the 4 lessons broken down by day.</li> <li>The required components for each of the 4 lessons are all present: lesson topic, RI Health Education Standard(s) driving the lessons, required materials, &amp; a brief description of the learning activities in each lesson.</li> <li>The scope and sequence of lessons demonstrated proper progression of learning and the best opportunity for students to make progress towards unit goals.</li> </ul>	10		
Performance Assessment Description AAHE; 2C; 4A-D	<ul style="list-style-type: none"> <li>A detailed description of the culminating activity that will be used to measure progress towards unit goals and related standards is present.</li> <li>The assessment activity encompasses concepts and skills learned throughout the unit rather than those learned in one or two individual lessons.</li> <li>Handouts that would be given to students to provide clarification regarding the assessment are included.</li> </ul>	15		
Performance Assessment Rubric AAHE 2C; 4A-D	<ul style="list-style-type: none"> <li>A 4-point rubric describing finished products that 'exceeds standards', 'meets standards', 'almost meets standards', and 'does not meet standards' is included.</li> <li>The descriptions in each category are clear and appropriately progressive.</li> <li>The criteria evaluated by the rubric will effectively enable the scorer &amp; the students to measure progress towards unit goals and standards.</li> </ul> <p style="text-align: center;"><b>Reminder: Performance Assessment</b></p> <p style="text-align: center;"><b>must be separate from the 4 lessons on the block plan.</b></p>	10		

Deductions will be made for the following:	Bonus points will be awarded for the following:
Unit plans turned in late, spelling errors, grammatical errors, failure to computer generate the unit plan, missing components, etc...	Unit plans that display creativity or clarity that is above & beyond the expectation; special tactics employed to help the reader navigate through the plan, major improvements were made from original lesson plans, etc...

**Part II:**

Student Name: \_\_\_\_\_ Unit Title/Population: \_\_\_\_\_

COMPONENT:	DESCRIPTION OF EXPECTATION: <i>(AN INVISIBLE “&amp;” IS PRESENT BETWEEN ALL BULLETS)</i>	POSSIBLE POINTS:	POINTS EARNED:	
			Self:	Instructor:
Multiple Intelligences  AAHE 2D; 3B	<ul style="list-style-type: none"> <li>2-4 paragraphs clearly &amp; accurately explain how at least 6 of the 9 Intelligences are incorporated into the lessons.</li> </ul>	6		
Family Involvement  AAHE 2A; 5A; 6B	<ul style="list-style-type: none"> <li>A meaningful example of family involvement is included in the unit plan.</li> </ul>	5		
School and Community Involvement  AAHE 2A; 5A-D	<ul style="list-style-type: none"> <li>Collaboration with school and community are evident and described in detail. Working with teachers, nurse and/or local agencies are just a few examples.</li> </ul>	5		
Updated Block Plan	<ul style="list-style-type: none"> <li>Appropriate updates to the block plan submitted with Part I are included.</li> </ul>	5		
Overall Lesson Plan Requirements  AAHE 2D; 3A-D; 7C	<ul style="list-style-type: none"> <li>Films, guest speakers, or field trips are used no more than once throughout the unit. All other teaching strategies are used no more than twice throughout the unit.</li> <li>Content and activities presented in the lessons are age appropriate &amp; functional knowledge is the focus of content.</li> <li>Activities presented in the lessons move beyond knowledge acquisition and allow students to practice a variety of skills.</li> <li>Lessons are examples of best work; Feedback and reflection has been considered and appropriate adjustments are present.</li> </ul>	15		
Lesson Plan #1  AAHE 1C; 2C,D; 3A-D; 4A-D; 6A,D; A,C	<ul style="list-style-type: none"> <li>Accurate Health Education Standard(s) is stated.</li> <li>Learner factors are relevant and reflected in lesson activities.</li> <li>Objectives are clear, measurable and in ABCD format.</li> <li>An explanation of how the educator will assess students’ ability to meet the objectives is present.</li> <li>Set induction &amp; closure are clearly described.</li> <li>A content summary with enough detail to enable another educator to teach the lesson is provided. (ex. Include an outline of content info, questions to facilitate discussion...)</li> </ul>	7		
Lesson Plan #2  AAHE 1C; 2C,D; 3A-D; 4A-D; 6A,D; A,C	<ul style="list-style-type: none"> <li>Accurate Health Education Standard(s) is stated.</li> <li>Learner factors are relevant and reflected in lesson activities.</li> <li>Objectives are clear, measurable and in ABCD format.</li> <li>An explanation of how the educator will assess students’ ability to meet the objectives is present.</li> <li>Set induction &amp; closure are clearly described.</li> <li>A content summary with enough detail to enable another educator to teach the lesson is provided. (ex. Include an outline of content info, questions to facilitate discussion...)</li> </ul>	7		
Lesson Plan #3	<ul style="list-style-type: none"> <li>Accurate Health Education Standard(s) is stated.</li> <li>Learner factors are relevant and reflected in lesson activities.</li> <li>Objectives are clear, measurable and in ABCD format.</li> </ul>			

AAHE 1C; 2C,D; 3A-D; 4A-D; 6A,D; A,C	<ul style="list-style-type: none"> <li>An explanation of how the educator will assess students' ability to meet the objectives is present.</li> <li>Set induction &amp; closure are clearly described.</li> <li>A content summary with enough detail to enable another educator to teach the lesson is provided. (ex. Include an outline of content info, questions to facilitate discussion...)</li> </ul>	7		
Lesson Plan #4  AAHE 1C; 2C,D; 3A-D; 4A-D; 6A,D; A,C	<ul style="list-style-type: none"> <li>Accurate Health Education Standard(s) is stated.</li> <li>Learner factors are relevant and reflected in lesson activities.</li> <li>Objectives are clear, measurable and in ABCD format.</li> <li>An explanation of how the educator will assess students' ability to meet the objectives is present.</li> <li>Set induction &amp; closure are clearly described.</li> <li>A content summary with enough detail to enable another educator to teach the lesson is provided. (ex. Include an outline of content info, questions to facilitate discussion...)</li> </ul>	7		
Presentation Details	<ul style="list-style-type: none"> <li>Scoring guides included and complete</li> <li>Documents in correct order</li> <li>Tabs included</li> <li>Documents are typed in a professional and organized manner.</li> <li>Documents are bound in a three-ring binder.</li> <li>Lesson plans are not stapled together. No sheet covers.</li> </ul>	6		
References  AAHE 1A; 3B; 6A,D	<ul style="list-style-type: none"> <li>Content and strategies are referenced using APA format.</li> </ul>	5		

<b>DEDUCTIONS WILL BE MADE FOR THE FOLLOWING:</b>	<b>BONUS POINTS WILL BE AWARDED FOR THE FOLLOWING:</b>
Unit plans turned in late, spelling errors, grammatical errors, failure to computer generate the unit plan, missing components, etc...	Unit plans that display creativity or clarity that is above & beyond the expectation; special tactics employed to help the reader navigate through the plan, major improvements were made from original lesson plans, etc...

**Points Earned on Part I: \_\_\_\_\_ of 50**

**Points Earned on Part II: \_\_\_\_\_ of 75**

**Total Points Earned: \_\_\_\_\_ of 125**

**COMMENTS:**