

Assessment 3: Unit Plan

Description of the assessment

Candidates develop an instructional unit that (a) involves at least 3 of the major academic disciplines; (b) is standards-based; (c) has multilevel activities for students with exceptional needs at various stages of English language development (literacy levels); (d) favors a variety of learning styles/multiple intelligences; and (e) promotes active learning, and extends learning to the home and community. This assessment is completed in SPED 553: Content-based ESL Instruction for Exceptional Needs, offered in Summers.

How the assessment aligns with the standards cited

This assessment is specifically aligned with CEC standards 7 Instructional Planning. It also reflects CEC standard 2 Development and Characteristics of Learners.

For this assessment, candidates are required to (a) design instruction that integrates the teaching of language, literacy, and grade-appropriate content; (b) demonstrate knowledge of specialized approaches for teaching content to English Language Learners (ELLs) with disabilities; (c) demonstrate knowledge of the curriculum frameworks and standards for ESL, English Language Arts and all academic disciplines and how to use these in designing curriculum and instruction for English Language learners with disabilities; (d) provide comprehensible academic instruction and promote language development for learners at different stages of English proficiency; (e) apply primary and second language teaching methodology to content area lessons and units to encourage language and literacy development while developing grade appropriate concepts and skills; (f) prepare and present teaching units and lessons in a variety of curriculum areas using appropriate special education methods for English Language Learners; and (g) adapt content instruction to insure that it is culturally and linguistically appropriate and addresses the specific types of disabilities present. The specific knowledge and skills addressed by this assessment include: ICC2K1, ICC2K2, ICC2K3, ICC7K2, ICC7K3, ICC7S1, ICC7S6, ICC7S8, ICC7K1, ICC7S10, GC7S2, GC7S1, ICC7S3, ICC7S11, GC7S4, ICC7S13, ICC7S15

Analysis of Data

Since Summer 2007, all program candidates (N=21) completed and passed the Unit Plan by achieving “meet” or “exceed”. In Summer 2007, eleven candidates met or exceeded on all five performance areas (28% met, 72% exceeded). In Summer 2008, ten candidates met or exceeded on all five performance areas (15% met, 85% exceeded). In Summer 2009, 16 candidates met or exceeded on all five performance areas (20% met, 80% exceeded). The analysis the data indicated that “designing/planning evaluation activities” was the area that many candidates did not demonstrate the highest score. This is important information for the future improvement.

Evidence for Meeting Standards

Candidates needed to design an instructional unit that integrates the teaching of language, literacy and grade-appropriate content that reflects their knowledge of specialized approaches for teaching content to English Language Learners (ELLs) with disabilities. All candidates (N=21) demonstrated their competency by meeting or exceeding the following CEC standards:

- Specification of the ELLs with exceptional needs for Whom The Unit is Designed. CEC2: ICC2K1, ICC2K2, ICC2K3. All candidates exceeded the standard.
- Theme, Disciplines and Standards. CEC 7: ICC7K2, ICC7K3, ICC7S1. All candidates exceeded the standard.
- Unit Goals and Objectives. CEC 7: ICC7S6, ICC7S8. Out of 21 candidates 90% of them exceeded the standard, and 10% of them met the standard.
- Planning of Lesson/Unit Learning Activities (including extension activities to the home and community). CEC 7: ICC7K1, ICC7S8, ICC7S10, GC7S2,GC7S1, ICC7S3. All candidates exceeded the standard.
- Classroom Materials And Resources Used in the Unit. CEC 7: ICC7S11, GC7S4. All candidates exceeded the standard.
- Evaluation Activities are Well-Designed/Planned. CEC 7: ICC7S13, ICC7S15. Out of 21 candidates 68% of them exceeded the standard, and 32% of them met the standard.

Direction and Guideline:

Develop an instructional unit that involves at least 3 of the major academic disciplines, is standards-based, has multilevel activities for students at various stages of English language development (literacy levels), favors a variety of learning styles/multiple intelligences, promotes active learning, and extends learning to the home and community. Your unit must reference specific curriculum resources selected for use due to their appropriateness with ELLs with disabilities.

- Submit your theme and the disciplines you will include in your interdisciplinary unit; Collect all of the standards required.
- Submit first lesson, naming the academic disciplines involved, the standards targeted, specify your language (linguistic and communicative) objectives, your content objectives, your learning skills/strategies objectives, your behavioral objectives (if required), and your cross-cultural objectives. List representative activities and materials.
- Submit an additional two lessons from your unit. Submit as above, but also demonstrate how your lesson activities 1) meet the needs of ELLs with exceptional needs at different stages of development, 2) favors various learning styles, 3) promotes active learning, and 4) extends to the family and community.

SPED 553 Rubric for the Unit Plan

| | Approaches Standard | Meets Standard | Exceeds Standard |
|---|---|---|--|
| Specification of the ELLs with exceptional needs for Whom The Unit is Designed CEC 2 ICC2K1, ICC2K2, ICC2K3 5points | Candidate demonstrates some understanding of and response to important ELL learner characteristics. Points Awarded: | Candidate demonstrates satisfactory understanding of and response to the most important developmental, linguistic, and cultural characteristics of ELL learners. Points Awarded: | Candidate demonstrates a superior understanding of and response to a wide range of important ELL learner characteristics Points Awarded: |
| Theme, Disciplines and Standards CEC 7 ICC7K2, ICC7K3, ICC7S1, 5points | <ul style="list-style-type: none"> • Candidate demonstrates some ability to plan standards-based lessons and to organize instruction around a theme, incorporating at least two disciplines and referencing some relevant standards of those disciplines. (Including the WIDA ESL Standards; NECAP GLEs) Points Awarded: | <ul style="list-style-type: none"> • Candidate demonstrates satisfactory ability to plan standards-based lessons and to organize instruction around a theme, incorporating at least three disciplines and referencing relevant standards of those disciplines. (Including the WIDA ESL Standards; NECAP GLEs). Points Awarded: | <ul style="list-style-type: none"> • Candidate demonstrates superior ability to plan standards-based lessons and to organize instruction around a theme, incorporating three or more disciplines and referencing a wide range of relevant standards of those disciplines. (Including the WIDA ESL Standards; NECAP GLEs). Points Awarded: |
| Unit Goals and Objectives CEC 7 ICC7S6, ICC7S8 10 points | <ul style="list-style-type: none"> • Candidate demonstrates some ability to write linguistic, communicative, content, learning skills/strategies, and cross-cultural objectives for their lessons/unit, however the objectives are lacking in some way or another. Points Awarded: | <ul style="list-style-type: none"> • Candidate demonstrates satisfactory ability to write linguistic, communicative, content, learning skills/strategies, and cross-cultural objectives for their lesson/unit. Points Awarded: | <ul style="list-style-type: none"> • Candidate demonstrates superior ability to write linguistic, communicative, content, learning skills/strategies, and cross-cultural objectives for their lesson/unit. Points Awarded: |

| | Approaches Standard | Meets Standard | Exceeds Standard |
|---|---|---|--|
| <p>Planning of Lesson/Unit Learning Activities (including extension activities to the home and community) CEC 7: ICC7K1, ICC7S8, ICC7S10, GC7S2, GC7S1, ICC7S3</p> <p>10points</p> | <ul style="list-style-type: none"> • Candidate demonstrates some ability to apply current theories and research pertaining to sheltered instruction to activity selection and design. • Candidate does not select or design activities that meet all of the criteria established. • Candidate does not or minimally incorporates activities that extend learning to the family and community. <p>Points Awarded:</p> | <ul style="list-style-type: none"> • Candidate demonstrates satisfactory ability to apply current theories and research pertaining to sheltered instruction to activity selection and design. • Candidate selects and designs activities that meet all of the criteria established. • Candidate incorporates activities that extend learning to the family and community. <p>Points Awarded:</p> | <ul style="list-style-type: none"> • Candidate demonstrates superior ability to apply current theories and research pertaining to sheltered instruction to activity selection and design. • Candidate selects and designs activities that meet all of the criteria established and does so in an exemplary way. • Candidate consistently incorporates activities extends learning to the family and community. <p>Points Awarded:</p> |
| <p>Classroom Materials And Resources Used in the Unit CEC 7: ICC7S11 GC7S4 5 points</p> | <p>Candidate demonstrates some ability to select appropriate materials for ELL learners and the goal of the unit. However, the materials lack variety and/or the materials are limited in some other way.</p> <p>Points Awarded:</p> | <p>Candidate demonstrates satisfactory ability to select appropriate materials for ELL learners and the goals of the unit. The candidate provides print and non-print materials that promote the goals of the unit.</p> <p>Points Awarded:</p> | <p>Candidate demonstrates a superior ability to select appropriate materials for ELL learners and the goals of the unit. The candidate provides a rich variety of materials to promote language and conceptual development.</p> <p>Points Awarded:</p> |
| <p>Evaluation Activities are Well-Designed/Planned CEC 7 ICC7S13 ICC7S15 10 points</p> | <ul style="list-style-type: none"> • Candidate demonstrates some ability to assess the learners' attainment of the unit objectives. Performance indicators are complete or are not well written. <p>Points Awarded:</p> | <ul style="list-style-type: none"> • Candidate demonstrates satisfactory ability to assess the learners' attainment of the unit objectives. Performance indicators are satisfactorily constructed. <p>Points Awarded:</p> | <ul style="list-style-type: none"> • Candidate demonstrates a superior ability to use performance assessment to assess the learners' attainment of the unit objectives. Performance indicators are extremely well designed. <p>Points Awarded:</p> |

Name _____

Score 1 _____

Date _____

Score 2 _____

Date _____

| Performance Areas/Standards | Summer 07 N=11 | | | Summer 08 N=10 | | | Summer 10 | | |
|--|-------------------|----------|------------|-------------------|----------|------------|------------|----------|-----------|
| | Approaches | Meets | Exceeds | Approaches | Meets | Exceeds | Approaches | Meets | Exceeds |
| Specification of the ELLs with exceptional needs for Whom The Unit is Designed CEC 2 ICC2K1, ICC2K2, ICC2K3 | 0 0% | 0 0% | 11 100% | 0 0% | 0 0% | 10 100% | | 3 19% | 13 81% |
| Theme, Disciplines and Standards CEC 7 ICC7K2, ICC7K3, ICC7S1, | 0 0% | 0 0% | 11 100% | 0 0% | 0 0% | 10 100% | | 3 19% | 13 81% |
| Unit Goals and Objectives CEC 7 ICC7S6, ICC7S8 | 0 0% | 1 10% | 10 90% | 0 0% | 1 10% | 9 90% | | 3 19% | 13 81% |
| Planning of Lesson/Unit Learning Activities (including extension activities to the home and community) CEC 7: ICC7K1, ICC7S8, ICC7S10, GC7S2, GC7S1 ICC7S3 | 0 0% | 0 0% | 11 100% | 0 0% | 0 0% | 10 100% | | 4 25% | 12 75% |
| Classroom Materials And Resources Used in the Unit CEC 7: ICC7S11 GC7S4 | 0 0% | 0 0% | 11 100% | 0 0% | 0 0% | 10 100% | | 3 19% | 13 81% |
| Evaluation Activities are Well-Designed/ Planned CEC 7 ICC7S13 ICC7S15 | 0 0% | 5 45% | 6 55% | 0 0% | 2 20% | 8 80% | | 4 25% | 12 75% |
| Overall Assessment of Unit Plan | 0 0% | 28% | 72% | 0 0% | 15% | 85% | | 20% | 80% |