**St. Olaf College Unit Plan Template**

**Name:**       **Date:**

**A. CONTEXT FOR LEARNING INFORMATION (this is the first step for Task 1 of the edTPA)**

**About the School Where You are Teaching**

1. In what type of school do you teach? (Click in the box next to the appropriate description; if “other” applies, provide a brief description.)

Middle School

High School

Other

2. Where is the school where you are teaching located? (Click in the box next to the appropriate description.)

City

Suburb

Town

Rural

3. List any special features of your school or classroom setting (e.g., charter, co-teaching, themed magnet, classroom aide, bilingual, team taught with a special education teacher) that will affect your teaching in this learning segment.

**About the Class Featured in This Unit Plan**

1. What is the name of the class?

2. What is the length of the class (one semester, one year, other)?

3. What is the class schedule (e.g., 50 minutes every day, 90 minutes every other day)?

4. Is there any ability grouping or tracking in your subject? If so, please describe how it affects your class.

5. Identify any textbook or instructional program you primarily use for instruction. If a textbook, please provide the title, publisher, and date of publication.

6. List other resources (e.g. electronic white board, online resources) you use for your subject area instruction in this class.

**About the Students in the Class Featured in this Unit Plan**

1. Grade level(s):

2. Number of: students in the class:       males:       females:

3. Complete the chart below to summarize required or needed supports, accommodations, or modifications for your students that will affect your instruction. Some rows have been completed in italics as examples. Use as many rows as you need.

Consider the variety of learners in your class who may require different strategies/supports or accommodations/modifications to instruction or assessment.

* English language learners (ELs)
* Gifted students needing greater support or challenge
* Students with Individualized Education Programs (IEPs) or 504 plans
* Struggling readers
* Underperforming students or those with gaps in academic knowledge

**Students with Specific Learning Needs**

|  |  |  |
| --- | --- | --- |
| IEP/504 Plans: Classifications/Needs | Number of Students | Supports, Accommodations, Modifications, Pertinent IEP Goals |
| *Example: Visual processing* | *2* | *Close monitoring, use audio text* |
|  |  |  |
|  |  |  |
|  |  |  |
| **Language Needs** | **Number of Students** | **Supports, Accommodations, Modifications** |
| *Example: English Language Learners with only a few words of English* | *2* | * *Pre-teach key words and phrases through examples and graphic organizers (e.g., word cluster, manipulatives, visuals)* * *Have students use pre-taught key words and graphic organizers to complete sentence starters* |
| *Example: Students who speak a variety of English other than that used in textbooks* | 5 | *Make connections between the language students bring and the language used in the textbook* |
|  |  |  |
|  |  |  |
|  |  |  |
| **Other Learning Needs** | **Number of Students** | **Supports, Accommodations, Modifications** |
| *Example: Struggling readers* | *5* | *Provide oral explanations for directions and simplified text for word problems* |
|  |  |  |
|  |  |  |
|  |  |  |

**B. PLANNING COMMENTARY (this is the second step for Task 1 of the edTPA)**

Planning for instruction and assessment, you will write a narrative commentary, responding to the prompts below.

**1. Central Focus**

a. Describe the central focus and purpose for the content you will teach in the learning segment.

b. Explain how your plans build on each other to help students make connections to the subject and deepen their learning of the subject.

**2. Knowledge of Students to Inform Teaching**

For each of the prompts below (2a-b) describe what you know about your students with respect to the central focus of the learning segment. Consider the variety of learners in your class who may require different strategies/support (e.g., students with IEPs or 504 plans, ELs, struggling readers, underperforming students or those with gaps in academic knowledge, and/or gifted students).

a. Prior academic learning and prerequisite skills related to the central focus – Cite evidence of what students know, what they can do, and what they are still learning to do.

b. Personal/cultural/community assets related to the central focus – What do you know about your students’ everyday experiences, cultural background and practices, and interests?

**3. Supporting Students’ Subject Area Learning**

Respond to prompts 3a-c below. To support your justifications, refer to your instructional materials and lesson plans. In addition, use principles from research and/or theory to support your justifications.

a. Justify how your understanding of your students’ prior academic learning and personal/cultural/community assets (from prompts 2a-b above) guided your choice or adaptation of learning tasks and materials. Be explicit about the connections between the learning tasks and students’ prior academic learning, assets, and research/theory.

b. Describe and justify why your instructional strategies and planned supports are appropriate for the whole class, individuals, and/or groups of students with specific learning needs. Consider the variety of learners in your class who may require different strategies/support (e.g., students with IEPs or 504 plans, ELs, struggling readers, underperforming students or those with gaps in academic knowledge, and/or gifted students).

c. Describe common student errors or misunderstandings/misconceptions within your central focus and how you will address them.

**4. Supporting Subject Area Development Through Language**

As you respond to prompts 4a-d consider the range of students’ language assets and needs – what do students already know, what are they struggling with, and/or what is new to them?

a. **Academic Language Function**. Using information about your students’ language assets and needs, identify one academic language function essential for students within your central focus. You may choose one of these *(examples: analyze, compare/ contrast, evaluate, synthesize, argue, describe, explain, justify, interpret)* or another more appropriate for your learning segment.

b. Identify a key learning task from your plans that provides students with opportunities to practice using the academic language function identified above. Identify the lesson in which the learning task occurs (give lesson day/number).

c. **Additional Language Demands**. Given the language function and learning task identified above, list specific vocabulary/symbols students need to understand and/or use.

Consider the range of students’ understandings of the language function and other language demands – what might students already know, what might they struggle with, and/or what might [be] new to them?

d. **Language Supports**. Refer to your lesson plans and instructional materials as needed in your response to the prompt.

Identify and describe the planned instructional supports (during and/or prior to the learning task) to help students understand, develop, and use the academic language function and identified language demands.

**5. Monitoring Student Learning**

In response to the prompts below, refer to the assessments you will use.

a. Describe how your planned formal and informal assessments will provide direct evidence of students’ learning throughout the learning segment.

b. Explain how the design or adaptation of your planned assessments allows students with specific needs to demonstrate their learning. Consider all students, including students with IEPs or 504 plans, ELs, struggling readers, under-performing students or those with gaps in academic knowledge and/or gifted students.

**C. STANDARDS AND OBJECTIVES**

**Essential Question(s)**

What essential questions will be considered in this unit?

**Standards**

What national, state, or district/school content standards will this unit address?

**Measurable Objectives**

Unit objectives should be measurable but might not be as specific as lesson objectives (i.e. language function and support).

-Students will be able to...

**D. ASSESSMENT EVIDENCE**

Your assessment plan should outline how you will:

* Link standards and objectives with corresponding assessment tools
* Use appropriate tools and get valid results
* Provide feedback to students
* Monitor student progress toward meeting objectives and use data to inform instruction
* Use differentiated/modified forms of assessment

What evidence will show that students understand? How will you assess students at various points in the unit?

**Pre-Assessment(s)**

**Formative Assessment(s)**

**Summative Assessment(s)**

***(Attach Handout and Rubric)***

**E. LEARNING PLAN**

Your learning plan should include:

* Activities related to standards and objectives
* Activities that are engaging and purposeful
* Activities that are differentiated based on students’ needs
* An appropriate time line that is linked to pre-assessment and formative assessment

**Learning Activities**

What learning experiences and instruction will enable students to achieve the standards/objectives?

Use the calendar below to outline your learning plan. **Note the day that will be the lesson you teach and video for MicroTeaching II. *Attach the word-processed full lesson plan for this highlighted lesson and one additional lesson.***

Day 1

Day 2

Day 3

Day 4

Day 5

Day 6

Day 7

Day 8

Day 9

Day 10

Day 11

Day 12

Day 13

Day 14

Day 15

**F. REFLECTION**

When you have completed this whole project, write one final paragraph reflecting on the process itself. Which steps in putting together this unit were the most challenging? Which part was the most enjoyable or easiest?