

DESIGN FOR INSTRUCTION UNIT (40 PTS.)

TEACHING PROCESS STANDARD

The teacher designs instruction for specific learning goals, student characteristics and needs, and learning contexts.

TEACHER PERFORMANCE EXPECTATIONS

Teaching English Learners (TPE 7), Learning about Students (TPE 8), Instructional Planning (TPE 9)

OVERVIEW

In this section you will:

- Develop three learning outcomes that will guide the unit.
- Summarize the results of your pre-assessment and indicate how the results will influence your planning.
- Provide an overview of your unit showing how your lessons relate to the learning outcomes.
- Describe three unit lessons that demonstrate your ability to plan appropriate instruction related to students' characteristics and needs, and the specific learning context.

You may work *individually, in pairs or in a larger group* depending on your EHD 174 placement. If you work in partners or larger groups you must include six lesson plans instead of three. Everything else can remain the same.

DIRECTIONS:

1. Develop 3 learning outcomes that will guide the planning, delivery and assessment of your unit.

- **Format:** Use a table (similar to the one shown at the end of the prompt) to list the learning outcomes and to show how each is related to CA-adopted or challenge-standards.
- **Unit Outcomes:** These outcomes should define what you expect student to know and be able to do at the end of the unit. (Note: These are not lesson objectives.) The goals should be written in terms of student outcomes. The goals should be significant (i.e. reflect the big ideas or structure of the discipline), challenging (i.e. students will learn something they do not already know), varied (i.e. include different levels or types of learning), appropriate (i.e. grade/age specific), observable and measurable.
- **Types and levels of learning:** Identify the types (e.g. cognitive, affective, psychomotor) and levels (e.g. Bloom's or other taxonomy) of your learning outcomes. The outcomes should be varied across types and/or levels. Higher-level learning outcomes are encouraged.
- **Alignment with standards:** For each goal, write out the related CA-adopted or challenge standard(s) (www.cde.ca.gov).

Unit Outcomes	Level of Outcomes	Type of Outcome	Related Standard(s) (include content area, # & text)
Learning Outcome 1			
Learning Outcome 2			
Learning Outcome 3			

2. **Find, adapt, or develop pre- and post-assessments that measure each of your learning outcomes. Summarize the results of your pre-assessment and how they will guide your instruction.**
 - **Individual student scores.** One of the learning outcomes must be pre-assessed using a method that results in an individual score for each student. The score may be based on a **rubric, point system, or percentage**. The post-assessment for this goal should be aligned with the pre-assessment so the individual scores can be easily compared to show the growth made by each student relative to the outcome. (Using the same or similar formats is one way to accomplish this requirement.)
 - **Results of pre-assessment.** After administering the pre-assessment(s), analyze student performance relative to the learning goals. Summarize the results of the pre-assessment(s) for each learning goal. What knowledge do students have prior to instruction? Tables, graphs, or charts can help you analyze your results and add to your summary.
 - **Implications for planning.** Describe how the pre-assessment data will influence your instructional design (e.g. more/less time spent on a goal, building prerequisite knowledge, differentiated instruction) and/or modification of the learning goals (e.g. If many students demonstrate an understanding of a goal, you might change or eliminate it). Be specific.

3. **Provide an overview of your unit.**
 - **Unit overview.** Use a visual organizer (block plan, outline) to make your unit plan clear. Include the topic, activity, or lesson objective you are planning for each day/period. Also indicate the goal or goals that you are addressing in each lesson. Make sure that every goal is addressed by at least one lesson and that every lesson relates to at least one goal (Please include only lessons related to your unit).

4. **Develop at least three lesson plans (six if working in partners or groups) that reflect a variety of instructional strategies/techniques.**
 - **Lesson plan development.** Write three lesson plans that are key to your unit goals. The lesson plans may be “across the curriculum” and they may represent different types of lessons from the models of teaching (e.g. direct instruction/clinical teaching, synectics, concept formation, learning from simulations, group investigation).
 - **Lesson plan format.** Clinical/Target Teaching Lesson Plan format or any teaching model described in class.
 - **Rationale.** Include a rationale for each lesson in your unit. Your rationale should include how the lesson content is supported by the state content standards, how the lesson content relates to your unit goal(s) and how the lesson design has been influenced by your knowledge of your students’ knowledge, characteristics and needs, and the context of your classroom.
 - **Use of technology.** Provide specific examples of how you or your students will use technology during a lesson.

Documentation (Suggested page length): Table of outcomes (1 page); Summary of pre-assessment (1 page); Unit Overview (1 page); lesson plans and rationale (3-6 pages)

Connection to the Field

Teacher candidates will spend time in a school and/or community setting observing instruction, assessing students, collecting materials, planning lessons and teaching small groups. These activities will be documented on a fieldwork form and evaluated by the course instructor.

Grading of Assignment

Instructional unit assignment is worth 40 points of your final grade. As specified in the following

rubric, the grade will be based on learning goals, content, California Content Standards, Lesson and unit structure, variety of instructional models & resources, and assessment.

These two assignments (Case Study and Design for Instruction Unit) will require a minimum of 15 contact hours in the classroom or community (LAB).

Organizing the Design for Instruction Unit

The process for developing the unit may be different than the way you organize it in your final product. Although I will allow you some flexibility here, I suggest the following format for the unit.

1. **Title Page:**
2. **Table of Contents:**
3. **Unit Overview:**
 - a. **Block Plan**
4. **Learning Outcomes/Goals Table**
5. **Assessment Plan**
 - a. Results of Pre-Assessment
 - b. Individual Student Scores – Include any post-assessment data
 - c. Implications for Planning
6. **Lesson Plans**

1. Design for Instruction (Rubric)

Rating Indicator 	1 Indicator Not Met	4 Indicator Partially Met	8 Indicator Met	Score
Alignment with Learning Goals and California Content Standards	Few lessons are explicitly linked to learning goals. Few learning activities, assignments and resources are aligned with learning goals. Not all learning goals are covered in the design. No reference to content standards	Most lessons are explicitly linked to learning goals. Most learning activities assignments and resources are aligned with learning goals. Most learning goals are covered in the design. Some reference to content standards	All lessons are explicitly linked to learning goals. All learning activities, assignments and resources are aligned with learning goals. All learning goals are covered in the design. Content standards are articulated appropriately.	
Accurate Representation of Content	Teacher's use of content appears to contain numerous inaccuracies. Content seems to be viewed more as isolated skills and facts rather than as part of a large conceptual structure.	Teacher's use of content appears to be mostly accurate. Shows some awareness of the big ideas or structure of the discipline.	Teacher's use of content appears to be accurate. Focus of the content is congruent with the big ideas or structure of the discipline.	
Lesson and Unit Structure and Overall Professionalism	The lessons within the unit are not written appropriately, logically organized (e.g., sequenced). The quality of the unit overall is inferior.	The lessons within the unit are adequately written, have some logical organization and appear to be somewhat useful in moving students toward achieving the learning goals. The quality of the unit overall is adequate.	All lessons within the unit are appropriately written, logically organized and appear to be useful in moving toward achieving the learning goals. Professional quality unit evidenced by correct grammar, spelling, etc.	
Use of a Variety of Instructional Models, Activities, Assignments & Resources	Minimal variety of instruction, activities, assignments, and resources. Heavy reliance on textbook or single resource (e.g., worksheets). No evidence of higher level thinking skills.	Some variety in instruction, activities, assignments, or resources but with limited contribution to learning. Very little evidence of higher level thinking skills.	Significant variety across instruction, activities, assignments, and/or resources. Utilize at least two different models of teaching. Evidence of higher level thinking skill development. This variety makes a clear contribution to learning.	
Use of Contextual Information and Data to Select Appropriate and Relevant Activities, Assignments & Resources	Instruction has not been designed with reference to students and their context and pre-assessment data. Activities and assignments do not appear productive and appropriate for each student.	Some instruction has been designed with reference to students and their context and pre-assessment data. Some activities and assignments appear productive and appropriate for each student.	Most instruction has been designed with reference to students and their context and <i>pre</i> and <i>post</i> assessment data. Most activities and assignments appear productive and appropriate for each student.	
Total:				