

APPENDIX A

Components of a Unit Plan

A unit is a sequential plan of instruction that integrates skills, concepts, and activities within the context of a theme. It provides a framework from which to teach content in a meaningful, organized fashion. Units appear in a variety of formats. The Department of Education at Montana State University has selected the following format to be used by teacher training students. This unit plan contains the following components:

Rationale

General Instructional Goals

Unit Topic Sequence

Pre-unit Assessment

Daily Lesson Plans

Post-unit Assessment

Materials and Resources

RATIONALE

A broad descriptive statement that gives the basic reasons for teaching this particular unit as well as the major results expected from the unit.

GENERAL INSTRUCTIONAL GOALS

Statements should answer the question, "What are the major goals of the unit?" These are not as specific as the instructional objectives that appear in lesson plans and can follow an outline form. In this section you are basically concerned with establishing broad expectations about what you anticipate your students will gain from the unit.

UNIT TOPIC SEQUENCE

A fairly specific list of topics (skills, concepts, activities) that closely relate to the unit being studied. What are the possible topics on which lessons can be grouped? At this stage of the actual generation of ideas about the content and direction of your unit begins to take place.

DAILY LESSON PLANS

Detailed plans which should include these components of the scope, the instructional objectives, state standards, the content sequence, the teaching procedures, assessments and any necessary materials. (See components and format of daily lesson plans, Appendix B.) You will need lesson plans for each day of the unit and these should be contained in the unit plan.

EVALUATION

Unit evaluation should be a summative measure of the general and specific objectives from both the unit and the daily lesson plans. This could include paper and pencils tests such as multiple choice, true-false, fill in, essay or short answer. Students could also prepare a written report, make a narrative presentation, or produce a project. Your unit plan **MUST** include a pre-test and a post-test to show the degree of actual student learning from the unit. Submit a written analysis of the pre and post test scores in your Professional Issues course. Do not include any actual student names.

MATERIALS AND RESOURCES

A section identifying all of the materials, resources and/or people used in creating the unit as well as those appropriate to teaching it. Be sure to provide complete information in this reference section. For example, identify a film by title, production company, where to order (company, local media service, etc.), length, color or black & white, and rental and/or purchase costs. Bibliography format is recommended.

Unit Plan Form

Unit title _____ Length _____

Grade and/or age level

RATIONALE

GENERAL INSTRUCTIONAL GOALS

UNIT TOPIC SEQUENCE

DAILY LESSON PLANS

PRE-TEST/POST TEST

MATERIALS AND RESOURCES

APPENDIX B

Lesson Plan Format

Name of Lesson _____
Teacher _____
Grade Level _____ Lesson _____
Duration _____ Date _____

General Objective(s):

A clear statement that requires the teacher to decide the lesson's general content focus. When a student leaves the classroom, they should be able to reiterate that statement.

Learning Outcome(s):

If the student learns what is stated in the general objective, what will they know and be able to do?

These are clear, specific sentences containing 1) the desired behavior [use clear and concise verbs that will describe outcomes] and 2) the content.

Rationale for Lesson:

A broad descriptive statement that gives the basic reasons for teaching this particular lesson. This includes stating the standards and possibly the benchmarks for those standards.

Instructional Procedures:

Focusing Event:

(to review, arouse curiosity, or focus students on previously learned or new content)

Teaching Methods and Student Activities:

(to explore the concepts and/or skills while engaging the student in learning activities; to provide opportunities for guided practice with feedback and independent practice) This is where you sequentially list how you will carry out the various aspects of the lesson. Examples, vocabulary, questions, etc. should be contained here.

Closure:

(to review what has been learned, to do a final check for understanding of the skill, concept or content, and to focus on the connection between previous and future lessons)

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Evaluation Procedures:

How will you know the objective(s)/outcome(s) have been achieved? This could include assessing student prior knowledge, incorporating formative checks, and utilizing summative assessments.

Materials and Resources:

Identify all of the materials, resources and/or people used in creating the lesson as well as those appropriate to teaching it. Be sure to provide complete information in this reference section.

Lesson Plan Format

Name of

Lesson_____

Teacher_____

Grade

Level_____ Lesson_____

Duration_____

Date_____

General Objective(s):

Learning Outcome(s):

Rationale for Lesson:

Instructional Procedures

Focusing Event:

Teaching Methods and Student Activities:

Closure:

Evaluation Procedures:

Materials and Resources:

Appendix C

Observation Instruments

(To be used by the Cooperating Teacher and the Student Teacher)

The concepts of analyzing teaching and evaluating teaching are often confused. Analysis is an unbiased, data collecting process; evaluation is a subjective rating process. Both processes are important in the field experience, but care should be used in keeping the two concepts separated.

The mid-term (Appendix D) and final evaluation (Appendix E) forms are to be used for evaluating the performance level of the teacher candidate as assessed by professional educators (cooperating teacher and field supervisor).

Systematic observation instruments are designed to collect data with a minimum of bias on the part of the observer. The teacher of the lesson should interpret the results with the assistance of the observer. Some observation instruments are fairly unbiased while others require a moderate to high degree of inference or subjectivity by the observer.

Form I. Lesson Observation - Behaviors Format

NAME _____ DATE _____

SUBJECT _____ CLASS _____

Observing Classroom Management Techniques

How did the teacher

- Get the students attention at the beginning of the class?

- Get the students on task in a timely manner?

- Get an individual student, who was off task, back on task?

- Respond to a student who was making noise or disruptive?

- Move the class from one activity to a new one without disruption and in a timely manner?

- Deal with a student who came to class without the expected materials?

- Deal with multiple requests to leave the classroom (bathroom, drink, locker, etc.)?

- Handle a student who became belligerent or highly emotional?

- Quiet a class that was talking/whispering too much?

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- Deal with a student who was clearly bothering another student?

- Get the students to become emotionally involved in the lesson

- Have the students distribute or collect materials in an efficient and orderly manner?

- Deal with a student who refused to obey the teacher?

Questions to ask the teacher after the observation

Form II Lesson Observation - Open Ended Format (Provide Examples)

NAME _____ DATE _____

SUBJECT _____ CLASS _____

LESSON FOCUS _____

Strengths of Lesson

Things to Think About

Observer _____ Date _____

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Form III. Lesson Observation: Lesson Flow

Name _____ Date _____

Subject _____ Class _____

Objectives: _____

Record the major components and transition times for the lesson. Suggested components include: pre-lesson preparation, transition to this lesson, conveying the objective, anticipatory set, activities & transitions, guided practice, closure.

Time

Time

Time

Time

Time

Teacher Behavior

Student Behavior

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Systematic Observation Instruments

I. Monitoring Cognitive Levels in Questioning

This instrument collects data on the teacher's cognitive levels used in questioning students. It should only be used within a question/answer format, a discussion format, or any other informal discovery approach where the teacher would like to know what level of questions are being presented.

Instructions: The observer should script the questions verbatim, as quickly as possible. An "F" in front of a scripted question could signify a follow-up question.

After the lesson, the observer and the teacher review the questions, identifying each at the appropriate level on the Bloom's Taxonomy.

Compare the numbers in each group.

Look for a pattern across the lesson.

Try it again, identifying which student each question was asked towards; look for a pattern concerning who was asked what levels of questions.

II. Monitoring Cognitive Levels in Answering

This instrument collects data on the students' cognitive levels used in answering the teacher's questions. It is not uncommon that students will not answer using the same level of Bloom's Taxonomy as the question was given. This instrument should only be used within a question/answer format, a discussion format, or any other informal discovery approach where the teacher would like to know what level of responses are being presented.

Instructions: The observer should script the answers verbatim, as quickly as possible. A student's name could follow or precede each answer.

After the lesson, the level of each answer is identified.

Tally the number of answers in each level. Look for patterns as the lesson progressed, to individual students, and to the topics.

If the questions were also scripted, compare the level of each question to the level of each answer.

III. Location of Responses

This instrument collects data on which students are responding or initiating dialogue. It is a simple method to identify who is involved and locate patterns of responses within the room. It is not uncommon, though not always appropriate, for a teacher to focus his or her attention to the students in the center and front of the classroom. This instrument can also identify individual student's responses.

Instructions: Draw a seating chart, labeling each student. During the lesson, mark down an "A" for a student answer, an "S" for a student statement, a "Q" for a student question. You may also wish to record other data, such as hands raised, looking in a book, taking notes, etc.

Review the data with the teacher. Look for patterns of responses across the room. Look at the responses for individual students. Discuss why the responses varied and whether or not the variations were beneficial.

IV. Time on Task

This instrument collects data on the students' involvement with the lesson. It is highly inferential, and should be used with this in mind. A rating of 80% on task for any given sweep or for overall is considered quite good.

The use of this instrument relies on several factors: the students will be seated during the lesson, the observer is in the front of the room, and the format of the lesson is either teacher centered or individual seat work.

Instructions: The observer sits at or near the front of the room so he or she can see the students' faces. Draw a seating chart, labeling each student's position. Devise a code for the expected behaviors, e.g., "T" for on task, "F" for off task, "O" for out of seat, "S" for socializing, "R" for out of the room, etc.

At timed intervals, every two minutes, visually sweep the class and mark down what each student is doing. For accurate data, don't adjust your observation; if the student was listening but is talking when you sweep, mark the student "S."

After the lesson total each sweep and calculate a percentage to determine on task for that sweep. Note any patterns as the lesson progressed. Note any patterns for individual students.

Options: for socializing, use an arrow pointing to the direction of talking.

V. Verbal Flow

This instrument collects data that can help identify the format of the lesson, and show both the teacher's and students' patterns of verbalization. It is ideal for a discussion format, question/answer format, review format, discovery lesson, or any lesson that involves teacher and student verbalizations.

Instructions: The observer will list a series of codes to identify who is talking and the type of verbalization. Some suggested codes are: "TS" teacher statement, "TQ" teacher question, "TA" teacher answer, "SS" student statement, "SA" student answer, "SQ" student question.

Also include a subscript for a student so you can tell that it is more than one student responding, e.g., "SS₁" for a student and "SS₂" for another student.

For each sentence, or basic thought since teachers often tie sentences together, record a code. After the data is collected, look for patterns in the data. Discuss the meaning of the patterns with the teacher. Are they appropriate/desirable?

Example :

TS TS TS TQ SA TS TS TS TQ SA SQ TA TS TS TS TS TQ TQ TA TS TS TS TQ SA TS
TS TS TS TQ SA TS TS SS TS TS TS TQ TA TS TS TS TS TQ TA TS TS TS TS TQ SA
TS TS TS TS TQ TQ TA TS TS TQ SA TQ SA TS TS TS TS TQ SA SS SS SS₁ SS₂ SS₁
SS₃ TS TS TS TS TQ SA TS TS TS TS TS TS TS Revised 9/2009

Analysis: Note the ratio of teacher talk to student talks; a teacher centered format. 51 to 17

Note the long strings of TS's.

The most common pattern was TS TQ SA TS. The teacher followed most student answers with a statement.

Observe the section of SS's. There were three different students involved in a true discussion.

The majority of this lesson was a combination lecture and question/answer format.

Notice the number of times the teacher answered his/her own question.

Note: Wait time #1 and/or wait time #2 may be inserted into the coding. Use a "W," count the seconds, and write it as a subscript.

VI. Teacher Movement

This instrument records the teacher's movement about the room. It should be used whenever the teacher is actively involved within a lesson or project.

Instructions: Draw a sketch of the classroom, showing desks, windows, doors, etc. On the side or at the bottom of the sketch, number from one to twenty. Beside number one, mark the starting time. Each number represents another time period where the teacher remained stationary. During the lesson, place a number on the sketch indicating where the teacher is, at that time. Use a small arrow to help you follow the path toward the next number. Place the number at the position the teacher remained for the majority of time; marking a location that they simply passed through could be misleading.

VII. Creating New Systematic Instruments

Making an original instrument can be very helpful toward assessing teaching/learning within a classroom or even a non-classroom setting. Caution is advised, as a truly reliable instrument must go through a series of strenuous validity and reliability checks. Even so, you can create your own if you keep in mind that it could be giving you misleading information.

Examples:

If you wanted to get an idea of how each group worked together, you could record interactions of each group using a modified time on task format.

You could script teacher responses to student actions to identify whether the teacher is mostly positive or mostly negative, encouraging or discouraging, clarifying or vague, or redundant or repetitive. This may be a high inference instrument.

A simple recording of times and anecdotal notes is very helpful. This should show how long each activity took, the length of transition times, any #1 or #2 wait time, etc.

Qualitative information is also quite helpful. As students work individually or in groups, walk around the room and question students. Use non-intrusive questions, e.g., "What are you doing?" "What is the assignment?" You can record their statements. You can also simply record their comments without even questioning them. This data can be quite helpful for the teacher's assessment of the lesson.

APPENDIX D: MID-TERM EVALUATION

APPENDIX E

VIDEO TAPED LESSON ANALYSIS

Even though you may feel "camera shy" about videotaping yourself, student teachers have claimed that analyzing themselves via videotape is one of the best methods to improve teaching techniques.

You have two choices for scheduling your video taped lessons:

Tape yourself teaching a lesson early in the semester. Tape another later in the semester; the comparisons should be interesting.

Tape yourself teaching a lesson. While teaching another lesson using a similar teaching style, video tape the students. Watching yourself teach is a valuable source of information; watching the students as they react to your teaching is another very valuable source of information.

Use the following guidelines for this assignment:

You are the only one who will see this video, unless the university supervisor or cooperating teacher specifically requests to see it. After viewing the tape and writing your analysis, you should erase the tape unless your university supervisor or cooperating teacher has requested to view it. Do not allow anyone else to view this tape.

Schedule the camcorder well in advance. Most schools have at least one.

Arrange to have someone run the camera, either the cooperating teacher, another student teacher, or a student from another class who has been trained to use the equipment.

Watch the video in private or with your cooperating teacher. Collect and record data, depending upon the style of lesson and what you want to know about your teaching (see Appendix D for ideas).

Don't be judgmental. Don't think in terms of a "good" or "bad" lesson. Focus on specific "facts" or data that you collect from observing the video. Interpret this data in light of your lesson objectives.

Type a two-page analysis (data included) for each video taped lesson.

Note: Some schools either do not allow videotaping of their children or require signed parental consent forms. If your school has either of these policies, use an audiotape as a substitute.

APPENDIX F

Portfolio and Professional File

A professional portfolio is a notebook showing samples of your teaching products. Portfolios are extremely valuable when seeking employment within the profession.

A professional file is an accumulation of materials that can be used in future teaching experiences. A file may be a "box full" or a complete filing cabinet filled with lessons, charts, books, etc. Both the professional portfolio and the professional file are worthwhile projects for a future teacher.

The portfolio should reflect your teaching experiences and abilities. You want it to reflect your organizational skills, neatness, experience, creativity/originality, rapport with students, work ethics, etc. It should be neat and orderly, but not "perfect." It should show that you are an active teacher who is constantly improving. There are many possible formats for a portfolio; modify the following format to fit your situation. (Usually, your resume is kept separate from the portfolio).

I. Materials

Use a new three-ringed notebook.

Separate each section with dividers and labeled tabs.

Color code sections

Have your name in large print on the cover and edge of the notebook.

II. Table of Contents

You don't need to number the pages; just have the sections labeled.

III. Biographical information and philosophy of education

Give a one page biographical sketch of the people and experiences that have influenced you to enter teaching and affected your education views.

Give a one-page philosophy of education that reflects both your views and actions in the teaching process.

Give a one-page classroom management plan that reflects your personal views/style.

IV. Sample Lesson Plans

Put in 4 to 6 of your better lesson plans. The plans should be reasonably neat (typed or written) but look like you used them, not like they were written for a method course. If you made any changes in the lesson after you taught it, notes or arrows written on the margins show that you are constantly improving your lessons; leave them on!

V. Unit Plan

If it's too long, just include the main parts or samples.

Include samples of original handouts, exams, games, etc.

You may also include a chart showing long-range planning over the entire semester.

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This is an area that teacher candidates often exclude because they are in the school for such a short time.

Samples of student performance (papers, drawings, etc.) can be added (make them anonymous). Photographs of projects that your class did will add a touch of reality to your portfolio. Elementary teachers often have photos of bulletin boards, students, etc. Include a one-page analysis of your pre-test and post-test results.

VI. Video Tape

Because of legal issues regarding the protection of children, do not include a video tape in your portfolio.

VII. Teacher evaluations

Where available, include copies of evaluations and/or letters of references from professionals who have observed you teaching. The most compelling information is specific evaluation data from your cooperating teacher, a principal and a field supervisor, in that order. Letters of reference from college professors and others do not provide as much impact as from professionals who have watched your teaching.

The most effective ways to use your portfolio are:

Alert the principal or department heads that a portfolio is available on request.

Have the portfolio available at the time of the interview and indicate you would be glad to review the information during the interview.

Volunteer to leave it with the principal after the interview, to view at his/her leisure if desired. This works almost like a second interview.

Hints: Don't make it too thick. It will not be read, just randomly thumbed through. It may be a focal point for questions about your teaching style, expectations, etc. Don't duplicate anything that is in your resume. It should be neat but not perfect. It should look like you used these materials in teaching.

The Professional File consists of lesson plans, unit plans, tests, worksheets, maps, charts, tapes, books, pamphlets, etc. organized in an orderly fashion, usually by 1) grade level and 2) content for elementary and content only for secondary.

During your field experience, be prepared to "borrow" ideas and materials from other teachers. Most teachers are happy to share their materials with you; be willing to share your ideas and materials with them!

APPENDIX G

Special Needs Student Project

This project is designed to give you experience with a special needs exceptional student in the classroom, preferably one who is mainstreamed under the guidelines of PL 94:142. Your cooperating teacher can help you identify a suitable student with whom to work. You are to make an assessment of a student's specific learning problem by using information from the resource teacher (if possible), from the classroom teacher, and from your own observations of the student. Then develop and implement a plan to help remediate the problem. After evaluating the student's progress through remediation, you should write a narrative report of one to two pages describing the nature of the student's learning problem, the remediation plan and the results of the plan. This should be given to your university supervisor.

In the event that there is no special needs student mainstreamed into your classroom, you should select a handicapped student in the resource room with the assistance and cooperation of the resource room teacher and the cooperating teacher. In the event that there is still no suitable student, ask your cooperating teacher to identify a student in your classroom who would benefit from a remediation plan for a particular learning problem.

All procedures followed in working with a special needs student should be cleared with the cooperating teacher and the resource teacher (if appropriate). Be sure to know the limits placed on the availability and use of student data. All information is confidential; do not use the student's real name in your narrative report.