Description of Unit Work Sample
Newberry College Department of Education
2011

Introduction

The Unit Work Sample (UWS) is designed to provide you with a structured experience in documenting the impact of your teaching on the P-12 learners in your classroom. Knowing how to effectively document your progress with students is critical in this atmosphere of teacher accountability. The UWS is designed to document the specific activities interns engage in to help students learn. These activities provide evidence that you can apply in the classroom what you have learned in your course of study in the college and your department. It will also demonstrate your understanding of Long Range Planning as it contains some of the components of this ADEPT requirement. Each year, the data will provide the education department important information that we will use to improve our programs. For all research purposes, your confidentiality will be maintained. Candidates' work will not be identified by name in any reports or publications.

Your Assignment
The UWS contains four sections (Unit Context, Assessment Plan, Design for Instruction, Analysis of Student Learning Over Time) identified by research and best practice as fundamental to improving student learning. Each section contains a task, a description of requirements, and a rubric that defines various levels of performance. The rubric will be used to evaluate your UWS.

During your internship, you are required to teach a comprehensive unit. If you are teaching multiple classes, target just one class for this assignment. Before you teach the unit, you will describe contextual factors, identify learning goals based on the state content standards, create an assessment plan designed to measure student performance before (pre-assessment), during (formative assessment), and after (post-assessment), and plan for your instruction. After you teach the unit, you will analyze student learning and then reflect upon and evaluate your teaching as related to student learning.

Format:
You will open your LiveText account, create a new document. Select the Unit Work Sample from the drop down list under Newberry College Teacher education and the Template Unit Work Sample.

- Charts, graphs, assessments and attachments. Charts, graphs and assessment instruments are required as part of the UWS document. You may also want to provide attachments. However, you should be very selective and make sure any attachments provide clear, concise evidence of your performance related to UWS tasks and your students' learning progress.
- Narrative length. A suggested page length for your narrative is given at the beginning of each section.
- References and credits. Be sure to cite any information or ideas you obtain from published material or the Internet and **bold** it. You may use any standard form for references; however, the American Psychological Association (APA) style is a recommended format (explained at the following website: http://www.apastyle.org/elecref.html   and in the manual entitled *Publication Manual of the American Psychological Association Fifth Edition (2002) Washington, DC: American Psychological Association*).
- Anonymity. In order to insure the anonymity of students in your class, do not include actual student names or identification in any part of your UWS.
- Submission. You will submit the UWS though your LiveText account to your college supervisor.

Grading of the UWS

The UWS will be submitted to and graded by the college supervisor. It is strongly suggested that each intern submit a draft of each section of the UWS for review by the college supervisor well before the final due date (see timeline). A common rubric for each of the four sections (Unit Context, Assessment Plan, Design for Instruction, Analysis of Student Learning Over Time) plus overall mechanics will be used to grade the UWS. There are a total of 10 dimensions in the 4 rubrics, plus an 11th dimension for mechanics. **To pass the UWS you must score an average of 3.0 or higher.** Passing the UWS is required for satisfactory completion of EDU 480.

Material for the UWS was adapted from The Renaissance Partnership for Improving Teacher Quality, a Title II federally funded project with offices at Western Kentucky University. http://fp.uni.edu/itq

Timeline for Unit Work Sample by Dimension

The UWS is a recursive process that requires time before, during, and after instruction; you cannot wait until you are finished teaching the unit to begin the UWS. This timeline is designed to guide you through the dimensions related to the planning, implementation and reflection of your unit. It may be helpful to submit drafts of each dimension to your college supervisor and/or your mentor teacher as they are completed. Be sure to discuss this with both of them. In addition, the UWS will be discussed during internship seminars.

Mentors should always play a part in helping you develop appropriate lesson plans with appropriate assessments. In addition, mentor teachers are particularly valuable in giving you input on the contextual factors and learning goals dimensions, helping you make sure that the UWS fits into the overall instructional program of the classroom. You should also discuss the selection of subgroups for Dimension 10 with your mentor.

	Dimension	General timeline
1	Contextual Factors	Before unit starts
2	Learning Goals	Before unit starts
3	Overview of assessment plan	Before unit starts, with adjustments during and at end of unit
4	Pre- and post- assessments	Pre- before unit, and post- at end of unit
5	Results of pre-assessment	Before unit starts (at this point, you should pick your subgroups before you collect your post-assessment data)
6	Identification of Subgroup	Before unit starts
7	Detailed lesson plans	Before and during unit
8	Discussion of instructional decision making	Before and during unit
9	Summary table of student learning	Before unit for pre-assessment data After unit for post-assessment data
10	Summary of class progress	After unit
11	Subgroup analysis	Before, during and after unit (*Determine subgroups while collecting pre-assessment data.*)

THE COMPONENTS

I. Unit Context
Suggested Page Length: 2-3 pages plus learning goals table

Task
Discuss information about the learning-teaching context and individual student characteristics that influence your selection of significant, challenging, and appropriate learning goals, instruction, and assessments.

Dimensions

1. **Contextual Factors**
   - Discuss the characteristics of the community/school/classroom, including setting demands, that may affect learning.
   - Describe how specific characteristics of students in your class (e.g., developmental levels, interests, cultures, ability levels, SES, race/ethnicity, gender, special needs, language) impact your decisions when designing your instruction and assessments. Tell how you obtained this information. Provide specific information on these categories. For example, if you have students who are identified as special education in your class, note the number of students and type of disabilities represented. If you have students who are speakers of other languages, note the number of students and their approximate level of language proficiency---Limited English Proficiency (LEP) vs. English Language Learners (ELL). Keep in mind that this information is for the class to whom you are teaching the unit.
   - Note that sources such as school documents are more reliable sources than your personal observations. Please reference the sources you use to obtain this information.
   - Describe general and specific implications for instruction and assessments throughout the work sample, based on this information about the community/school/classroom characteristics, as well as individual differences. This is the bridge between the contextual factors and the work sample's content.

2. **Learning Goals**
   - Learning goals guide the planning, delivery, and assessment of your unit. Although your learning goals will be directly related to the state standards, these goals should be broad enough to define what you expect the students to know and be able to do at the conclusion of your unit. You will later formulate lesson objectives which are more narrow and specific. Learning goals should be significant in that they reflect the big ideas or concepts of the unit. Learning goals should also be challenging, varied, and appropriate. When designing learning goals, be sure to use action verbs such as those found in Bloom's taxonomy as part of your learning goals (e.g., Students will be able to compare and contrast…; Students will be able to summarize…). Such language helps you think in terms of measurable skills and knowledge you want students to acquire.
   - Provide a table that lists the learning goals that will direct your unit and aligns the learning goals to the relevant state standard(s). Limit the number of learning goals to no more than 4. Number your learning goals so they may be easily referenced throughout the unit. See following table for examples and format.
   - In a paragraph, explain why it is important for students to learn about the topic of the unit. Merely saying that it is part of the standards is not sufficient. Why should students be required to learn this material—what warrants its inclusion in the standards?

Examples of Learning Goals and State Standards

Learning Goals	Corresponding State Standard(s)
(Elementary Example) Students will analyze the impact of the American Revolution on South Carolina.	3-3.1 Analyze the causes of the American Revolution- including Britain's passage of the Tea Act, The Intolerable Acts, the rebellion of the colonists, and the Declaration of Independence- and SC's role in these events. 3-3.2 Summarize the key conflicts and key leaders of the American Revolution in SC and their effects on the state, including the occupation of Charleston by the British' the partisan warfare of Thomas Sumter, Andrew Pickens, and Francis Marion; and the battles of Cowpens and Kings Mountain.
(Secondary Life Science Example) Students will compare and contrast the physical and chemical structure of DNA molecules.	II.B.1a Explain how DNA, genes, and chromosomes are related. II.B.1b Analyze the chemical structure of DNA.
(P.E. Example) Students will be able to participate in a three-on-three game of basketball in a recreational setting	I. Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.
(Foreign Language Example) Students will be able to describe a vacation in French	1.1 Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.
(Art Example) Students will be able to create a clay mask that tells something about themselves.	II. B. Students will be able to create artworks that use appropriate structures and functions to solve specific visual arts problems.

II. Assessment Plan
Suggested Page length: 2 pages including table, plus copies of pre- and post- assessments

Task
Design an assessment plan to monitor student progress toward the learning goals. Use **multiple types** of assessment that are aligned with the learning goals to assess student learning before, during, and after instruction. These assessments should authentically measure student learning and may include performance-based tasks, paper-and-pencil tasks, observation checklists, and/or others. Assessments should include both formative and summative.

Dimensions

3. **Assessment Plan Overview**

Provide an overview of the assessment plan in a table. For each learning goal, provide a table that includes the assessments used to judge student performance before (pre-), during, and after (post-) instruction. The purpose of this table is to depict the alignment between learning goals and assessments. Your formative and post-assessments may change depending on the progress of your unit and the results of your pre-instruction assessment.

Learning Goal Addressed	Pre-Instruction Assessment Description(s)	During Instruction Assessment (Formative) Description(s)	Post-Instruction Assessment Descriptions(s)
Learning Goal 1			
Learning Goal 2			
Learning Goal 3			
Learning Goal 4			

4. **Pre- and Post-Assessments Aligned with Learning Goals**
Describe the pre- and post-assessments that are aligned with your learning goals. Clearly explain how you will evaluate or score pre- and post- assessments, including **criteria you will use to determine if the students' performance meets the learning goals**. In an attachment (Attachment 1) **include copies** of pre- and post-assessment, prompts, and/or student directions and criteria for judging student performance (e.g., scoring rubrics, observation checklist, rating scales, item weights, test blueprint, answer key). You will attach copies of formative assessments used during instruction to lesson plans.

5. **Results of Pre-Assessment**
Describe the results of your pre-instruction assessment. After administering the pre-assessment, analyze student performance *relative to the learning goals*. Depict the results of the pre-assessment in a format that allows you to find patterns of student performance relative to each learning goal. Note whether there are certain students who do more poorly than others. You may use a table, graph, or chart. Describe the patterns you find and how this information will guide your instruction. **If some of your students pass the pre-instruction assessment, you will need to revise your learning goals for them.**

6. **Subgroup Identification**
Think of a student characteristic (e.g., gender, socio-economic status, race/ethnicity, single- or two-parent household, etc.) to analyze in terms of **one learning goal.** Determine this characteristic as you are collecting the pre –assessment data in consultation with your university supervisor, and do the following.
- Identify your subgroup.
- Discuss identification according to pre-assessment results and overall unit goals.
- Discuss additional goals, instructional modifications, and/or assessments planned for group.

III.   Design for Instruction
Suggested Page length: 3- 4 pages plus 5 representative lesson plans as an attachment

Task
You must include 5 representative lesson plans for your unit. Each learning goal should be represented in at least one lesson plan. You will also describe instructional decision making related to activities, modification, and technology. You will use the Newberry College lesson plan template for all lessons.

Dimensions

7. Detailed Lesson Plans
If your unit is longer than 5 lessons, make a table that shows where within the unit these 5 lessons fall, and in a brief paragraph, explain why you chose these 5 lessons as representative lessons of reaching your learning goals. Attach the lesson plans at the end of the document (Attachment 2). This attachment will also include any formative assessments from those lessons.
Format of table could be:

Lesson #	Learning Goal Addressed	Brief Description

If you only have 5 lessons, this section will simply refer the reader to the lesson plan attachment (Attachment 2).

Each lesson plan must *at least* include:
- **Learning goal**(s) addressed (as numbered in the Unit Context section)
- **Related state standards and specific objectives** of the lesson
- **Procedures/ steps of instruction including content** written so anyone could repeat your lesson
- **Materials** needed for the lesson (for teacher and students)
- **Adaptations/ considerations** related to students needs, contextual data, and/or previous assessment results specific to that lesson
- **Formative assessments** listed and attached.
- **Reflection** on each lesson that should include:
    1. Summary of the **student performance** on the lesson
    2. Brief analysis of whether students learned what was intended and how that was determined
    3. What you would **change to increase student learning,** especially in lower performing students.

8.   Discussion of Instructional Decision Making
In this section you will address 3 issues related to instructional decision-making:

1. Describe at **least two unit activities** that reflect a variety of instructional strategies/techniques. Explain why you planned these activities by telling how the content relates to the learning goals, and how they stem from your pre-assessment information and contextual factors.

2. Think of **at least one time** that formal or informal assessment of student learning caused you to **modify or accommodate your original design** for instruction. Describe what data caused you to rethink your plans, and what you did to attempt to improve student progress toward the learning goal. Be sure to focus on changes in presentation or content rather than changes in classroom management strategies. Then describe what data you used to see if your instructional changes did actually help students learn more.

3. In a paragraph, describe how you used **technology**, including any assistive technology, in your lessons. If you did not use any form of technology, provide your clear and underline compelling rationale for its omission. Examples of instructional technology include computer hardware and software, the Internet, digital cameras, digital camcorders, digital audio players, heart-rate monitors, midi keyboards, digital microscopes, handheld computers, and data collection probes. Examples of technology integration

include P-12 students using multimedia software to create presentations; P-12 students using spreadsheet/graphing software analyze data; P-12 students using digital video to tell a story; P-12 students with special needs/ESOL using assistive technology to meet curricular objectives. Using a word processor to type lesson plans, showing a video or using the overhead projector, or candidate e-mail communication are *not* considered instructional technology for this assignment.

IV. Analysis of Student Learning
Suggested Page length: 3- 4 pages including table

Task
Analyze your assessment data, including pre/post assessments and formative assessments to determine students' progress toward meeting the unit learning goals.

Dimensions
9. Summary Tables of Student Progress Between Pre- and Post- Assessment
You will design a table for **each** learning goal. The table should include for all students in the class the following information: student number, pre-unit measure, post-unit measure, gains, and whether the learning goal was met for each student. You may use percent correct for Columns 2 and 3. The purpose of these tables is to provide an overview of the impact of your instruction on students' attainment of **each** learning goal.

List Learning Goal: 1 2 3 or 4

Column 1 Student Number	Column 2 Pre-Assessment Score	Column 3 Post-Assessment Score	Column 4 Gain shown	Column 5 Was learning goal met?
(List each				
Student # on a				
separate line.				
List ALL				
students)				
From Col.1: Total number of students:	**From Col.2: Average pre-assessment score:**	**From Col.3: Average post-assessment score:**	**From Col.4: Total number of students making gains:**	**From Col.5: Total number of students meeting this learning goal:**

10. Summary of class progress on the unit
In this summary, please include the following:
1.   In general, which learning goals did students do well with and which learning goals were most difficult? Why do you think so? If few gains were made on a learning goal, discuss why you think this happened.

2. With the learning goal that was most difficult, what would you change instructionally to ensure mastery by all students?

3 . Discuss individual students who stand out as particularly strong or weak and describe how insights from their performance during your internship will help you improve your instruction in specific ways. Do <u>not</u> include samples of student work.

11. Analyze Subgroup Differences.

Make sure you use the entire class in this analysis. In other words, group 1 will be students in your identified subgroup. Group 2 will be students in the rest of the class. Enter the data from your pretest and then your posttest in a table such as the one below. You should have used the information from your pretest to guide you in accommodations and modifications during your instruction as needed. Summarize in a paragraph what these data show about student learning. Speculate about how your teaching may have contributed to these results and what you might do in the future. Discuss your findings with your college supervisor.

Group 1: (List)_____	Pretest Scores	List instructional interventions based on differences in pretest results:	Posttest Scores
Student 1			
Student N			
	Average Score for Group 1:		Average Score for Group 1:
Group 2: (List)_____	Pretest Scores		Posttest Scores
Student 1			
Student N			
	Average Score for Group 2:		Average Score for Group 2: