

EDPR 432 UNIT ANALYSIS

Name _____ Grade Level(s) _____

Unit Title/Content Area _____

University Supervisor _____ Date _____

*As part of the EDPR 432 student teaching experience, student teachers are required to **analyze, enhance, plan, teach, and reflect** upon an existing unit taught in their placement. The following requirements must be completed and assessed by a university supervisor and/or instructor. Students must earn a satisfactory grade (S) in all categories listed below to earn a satisfactory grade in EDPR 432 and to be recommended for certification.*

The purpose of this assignment is for student teachers to think critically about how to plan and teach a unit of study for each specific learner in their care. As student teachers begin their placement, they should sketch out long-term plans with their cooperating teacher and decide which unit(s) they will be teaching throughout the practicum either in part or in whole. Ideally, the student teacher would be teaching at least one content unit during his or her full takeover and it is one of these units that would be most suited to this assignment. A unit may be in any content area or across content areas. Some examples include:

- Math—geometry or measurement
- Writing—poetry or non-fiction stories
- Science—human body or animal habitats
- Social Studies—history of Illinois or westward expansion
- Reading—author study or fractured fairy tales

Most schools and districts have prepared units planned in the district curriculum or textbook; however, prepared units must be analyzed and adapted to meet the needs of individual learners in a class. This is where a teacher's work, research, creativity, and individuality come into planning for instruction! Using the prepared unit as a guide and foundation, the student teacher should consider additional *resources*, more *specific lesson plans*, *adaptations*, and *assessments* that reflect the talents and needs of learners in his or her specific class.

Unit Analysis Grading Table

For this assignment you will need to:	Date Completed	Grade Earned (S or U)	
		student	supervisor
Meet with your coop and decide which unit(s) you will be responsible for planning and teaching throughout the semester. Decide which unit(s) will be taught during full take over. Review this unit analysis grading table and add any additional categories for which you need feedback from your cooperating teacher and/or university supervisor.			
Part I Introduce the unit to be taught. Identify and describe the learning needs of the students in your class—including all students pulled out for parts of the day or supported in the class with an aide.			
Part II Analyze how the unit <i>currently</i> addresses needs of each learner in your class, without any additional resources added. Complete a semantic/concept map illustrating the concepts to be presented in the unit and the relation to knowledge presented in the unit.			
Part III Research and gather additional resources needed to address the needs of each learner in your class. Revise the plans for 5 lessons enhancing the structure of the current unit with your additional resources addressing individual student’s needs. Plan 2 additional lessons that would take the unit further or deeper in content. Provide a calendar or listing of dates for each lesson.			
Part IV Teach the unit, including your 5 enhanced lessons and the 2 additional content lessons.			
Part V Compile Work Sample sets from the students.			
Part VI Reflect on the learning of your class as a result of your planning and teaching of the unit. Conclude the assignment by reflecting on your personal growth as an educator as a result of your planning and teaching of the unit.			
Part VII Assess yourself using this table; grade yourself satisfactory (S) or unsatisfactory (U). Resubmit any unsatisfactory portions until you can assess yourself satisfactory. Submit final assignment with all parts to your university supervisor and/or instructor by due date.			
Additional items for feedback:			

Submitted Assignments

Part I. Introduce the unit, identify and describe the learning needs of your class

In this section of the assignment, student teachers should name the unit, content area(s), and elaborate on any background of the unit. To elaborate on the background of the unit, students should speak with their cooperating teacher about ways the unit has been traditionally taught, how the unit came to be part of the curriculum, and investigate any controversy or politics surrounding the unit's implementation or acceptance among teachers/students/parents. Students should understand how their cooperating teacher views the strengths and weaknesses of the unit (the coop is likely to have taught the unit in prior years). If the unit is new to the coop, discuss what the coop's hunches are about how and what students will learn as a result of the unit.

Also, identify groups and individual students with specific learning needs and talents. Perhaps the class has a group of ELLs, students that are pulled out or have aides pushed in for SPED, students with speech/language delays, low-income students, students with special talents, students that learn best working with a partner, students that learn best working alone, students with behavior issues, etc. You may "name" students using initials only, so they may be referred to in lesson planning and reflection while keeping anonymity.

Once you have identified the variety of learning needs in your classroom, comment on your understanding of those needs. Get beyond just the 'label' and describe how these needs influence your planning for the class dynamic as a whole. This section of the assignment should be between 5-6 pages (double spaced).

One Example:

*In my class I have a group of three **English Language Learners (ELLs)**. Two of the students have been at the school for over a year and are both Spanish speakers. One ELL student recently came to the US from China and speaks limited English. The two Spanish-speaking students have some friends, but tend to work together on most projects and play together at recess. I noticed that my coop pairs the student from China with a non-ELL in the class and as they work together, the ELL student can copy or get clarification from the partner. I know that using visuals is an important strategy for working with my ELLs and also teaching the "big idea" from the lesson should be my focus.*

Part II. Analyze the unit as it currently addresses learning needs of students in your class

Consider the specific ways the unit has or has not been designed to address needs of all learners. The unit may specify strategies for differentiation or offer alternative assessments or the designers may assume you teach everyone the same way at the same time. Look for both explicit and non-explicit ways the unit in its current layout addresses the needs of learners in your class. Complete a semantic/concept map illustrating the concepts to be presented in the unit and the ways you will develop logical thinking and study skills by revealing connections between knowledge. Talk with your coop about your analysis and get his or her feedback. **Prepare a chart showing:**

- the strengths of the unit
- the needs of the learners in the classroom
- how the current unit addresses those needs
- how the enhanced unit will address the needs of learners not addressed in the original unit

Part III. Research and gather additional resources needed to address needs of each learner in your class

A substantial amount of time in unit preparation is spent seeking out and evaluating resources that support the content to be taught. You have begun with an understanding of *who* the learners are in your class and you have an idea about *how* the unit will help those learners be successful. Where are the gaps and how do you plan to fill them? For example, if there are no “hands-on” lessons in the unit and you have kinesthetic learners, you need to support lessons from the unit with hands-on activities. If you have a student with a learning disability who requires a notes page, you must plan for this ahead of time. If you have students with behavior management issues and the pressure of learning a lot of new content might escalate their behavior, you might plan to pre-teach ideas in smaller chunks and scaffold for these students to be successful. If you have students who already know the content from previous study or who will grow bored quickly because the content is too easy or just not interesting to them, you need to plan ways to entice these learners and make learning interesting and motivating.

Some resources to consider include: multiple levels of trade books, websites, alternative assignments/assessments that include same content or modified assignments/assessments that include the same content, visuals, technology as a tool, grouping strategies, guest speakers, hands-on experimentation with manipulatives, etc.

What background knowledge about the content of the unit do you need to review before teaching the content to your class? What additional information will you read as background to support your understanding of the content?

Prepare a list of diverse resources you will use to support yourself and the students in your classroom. You should list each resource (and where you find it), write a short paragraph describing each resource, and offer a justification for why you would use it to enhance the content to be taught. Plan to evaluate at least 8 different resources in a 4-5 page document (double spaced).

Use the approved lesson plan template from the university to plan and enhance *five* lessons from the original unit and *two* additional lessons that would take the unit further. Be intentional and specific in your planning to provide for the needs of all learners in your class. You should not have “add-ons” at the end of your lesson for specific learners, but rather plans for all learners throughout your lesson. *Delineate the sections of the lesson that you enhance and planned differently for (based on your understanding of your class and the resources you have collected) in italics.* Provide a calendar or listing of dates for each lesson.

Part IV. TEACH

Teach the unit, including your 5 enhanced lessons and the 2 additional content lessons.

Part V. Compile Work Sample sets from the students

Include a work sample set (pre and post samples) that reflects the successful learning of a variety of your students. You might consider submitting work from a student in your lower, average, and high range ability groups for the content area. You might submit work highlighting students with two very different learning styles who were both successful based on the additions and modifications you made to a lesson.

You should write a 2-3 page (double spaced) reflective statement beginning with a paragraph defining how you as an educator positively impact student learning, followed by a paragraph about how the work sample set you selected provides evidence of your positive impact on student learning. Next address what you have learned from this sample that will improve your future teaching of the lesson/unit and your future teaching overall. Copies of this sample can be included in your Work Sample Set section of the Common Assessment Portfolio.

Part VI. Reflect on the learning of your *class* as a result of your planning and teaching of the unit. Conclude the assignment by reflecting on *your personal growth* as an educator through your planning and teaching of the unit

In this section of the assignment, discuss how your class successfully learned or did not learn the content of the unit. Link this learning to the unit both as it was originally planned and with your additional resources. Be specific and include anecdotal notes of class conversations or descriptions of your teaching and student learning. Ask your class what *they* learned from the unit and talk with them about how your teaching helped or hindered them. Ask for their feedback about their own learning and relay some of this feedback in your writing.

How has your teaching been impacted by this assignment? What have you specifically learned about planning and teaching a unit and how will this inform your future practice? What was the most challenging or most rewarding aspect of the analysis? What have you learned about the needs of your students and how will you address these types of needs as you enter the field of education? This reflection of the assignment should be between 4-6 pages (double spaced).

Part VII. ASSESS YOUR PERFORMANCE